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
Allan Orrenmaa Elementary School	33-66977-6031496	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

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.

Allan Orrenmaa Elementary School utilizes a comprehensive and equitable framework designed to create a unique culture that develops the social, emotional, physical and academic rigor of the students, staff, families and community. Community members are included in making data driven decisions designed for differentiated instruction and learning. Through this framework we have agreed that with collaboration, data driven instruction, and a focus on student needs we will empower students, staff and the community with a growth mindset for learning in a culture that nurtures the skills to achieve lifelong excellence.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Data was gathered using California Healthy Kids Survey administered in February, 2022, and by reviewing the type and frequency of questions asked by participants at community member meetings. Summary data indicates The majority (83% of students report they are treated with respect and the adults at the school have high expectations for them (86%). 64% of student respondents report the adults at school care about them. However, 57% of students report a lack of connection to learning and feeling bored most of the time. Overall 72% of students feel safe at school. The majority of parents (90% report that Orrenmaa provides a high quality of instruction and staff actively motivate students to learn. Parents surveyed agreed the facilities are clean and well maintained (86%) and only 20% of parents report bullying to be a large problem. Staff members surveyed unanimously agree Orrenmaa is a supporting an inviting place for students to learn. However 50% of staff agree that disruptive student behavior has been a problem during the 21/22 school year. Overall, students, staff and parents feel Orrenmaa Elementary maintains a safe and rigorously academic environment that promotes social, emotional and academic learning.

Classroom Observations

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

Classrooms are visited by administration and the instructional coach approximately two times per month for informal observations. The purpose of these visits is to recognize excellence, provide professional development feedback and identify areas for growth in accordance with The Orrenmaa Project's plan to develop a school environment that empowers a growth mindset. Teachers are observed modeling and directly teaching AVID's WICOR strategies. English Language Development is promoted through designated and integrated instruction. All grade levels are adhering to the District's Coherent Guide to Mathematics and implementing Silicone Valley Math Initiative (SVMI) formative assessment. Continuing support of Cognitively Guided Instruction (CGI) strategies is provided.

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)

K-5th grade teachers have been trained on iReady and are assessing students three times a year. The TK teacher has been trained in PELI and is assessing students three times a year. 1st-5th-grade teachers are also using DIBELS Next and Wonders weekly and unit assessments to monitor progress towards individual and grade level goals. Students in intervention are assessed every 6 weeks to determine progress in targeted areas using Wonders assessments. Beginning of the year assessments indicated 15% of students were at expected levels in ELA and 4% were at expected levels in Math. At the mid year assessment, 31% of students were at expected levels in ELA and 17% of students were proficient in Math. Due to school closures, no CAASPP data is available.

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

Grade level teachers meet two times a month to review data from their common assessments, benchmarks, and other assessments to determine intervention groups and cognitively plan core instruction. Instructional Leadership Team meets monthly to vertically align instructional scope and sequence.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff at Orrenmaa are highly qualified meeting state and federal requirements under ESEA

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 receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and engagement strategies. Teachers are receiving professional development to address implementing the Common Core Standards and meeting the needs of students who are English Learners and to develop AVID for the At Risk students. Teacher professional development topics were derived from data driven student academic needs.

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

Staff development occurs at the site and specific to each grade level. Kindergarten and 1st grade focused on developing reading decoding/encoding techniques. 2nd and 4th grade learned writing intervention strategies. 3rd and 5th grade focused on reading comprehension. Staff development includes research-based instructional and engagement strategies. Staff has received professional development on Cognitive Guided Instruction (CGI), the newly adopted Wonders curriculum, ELD instruction, AVID, Ron Clark strategies and data analysis to drive instruction.

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

An instructional coach assists and supports teachers in improving their instructional program and techniques. The instructional coach works with all grade levels planning instruction and facilitating grade level professional development.

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

All staff have been trained on the data team concept and utilize its methodology in their grade level meetings. The principal meets with grade level teams and is available for consult support for teachers. Teachers meet two times each month in grade level collaboration meetings to analyze data, design interventions, and cognitively plan lessons. In addition, grade level professional development and planning days are provided 7 times per year for each grade level.

Teaching and Learning

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

The site level Leadership Team in conjunction with the instructional coach used the ELA and Math standards to develop units of study utilizing the Coherent Guide to Mathematics and the Wonders materials. Silicone Valley Math Initiative assessments were uses to inform instruction. Teachers use research based instructional methods and student engagement strategies.

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

All staff adheres to recommended instructional minutes for reading/language arts, mathematics, intervention, and ELD.

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

Teachers use the units of study and the common pacing given by the District. Wonders curriculum was adopted and teachers follow the lesson pacing schedule. Orrenmaa teachers follow the units and pacing of the Coherent Guide to Mathematics assessing with SVMI tasks.

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

Every student has appropriate instructional materials, including intervention materials for reading/language arts and mathematics.

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

The curriculum, materials, and instruction are aligned with the Common Core State Standards. All staff adheres to the recommended instructional minutes for reading/language arts, mathematics, and ELD. The district has developed a lesson pacing schedule which is used by all teachers. Our site has developed an intervention block for all students not meeting performance standards utilizing research-based materials that meet the needs of the students. Every student has the appropriate instructional materials, including intervention materials for reading/language arts and mathematics. Teachers continue implementing the Wonders curriculum using print and digital components to promote technology literacy.

Opportunity and Equal Educational Access

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

All students have access to Chromebooks at home and in the classroom. Students in need are provided WiFi Hotspots to be able to access G-suite tools from home. All teachers abide by the mandatory instructional minutes for core program. All teachers have been provided staff development and coaching follow-up in strong, research-based instructional, differentiation, and engagement strategies to strengthen their first, best instruction. In addition, all teachers have 30 minute UA blocks to differentiate instruction for their students; as well as a school wide intervention block. In addition, we have after-school tutorials available to students. We also have computer based programs that can be logged into from home to support students. A Literacy Teacher and an Early Numeracy Teacher has been provided by the district to support students who are demonstrating a need for intervention based on their iReady assessment. Identified students receive small group specialized support.

Evidence-based educational practices to raise student achievement

An intervention program is in place, providing a system for all students to receive on-going support in meeting proficiency as measured by intervention logs, iReady assessments, SVMI formative assessments, common grade level assessments, and review of progress of identified students. All teachers meet individually with the principal 2 times a year to review data and develop individual targeted intervention plans. Using computerized intervention programs, students receive additional instruction in the content areas of need. Orrenmaa also offers afterschool clubs: Entrepreneurship, Reading, Homework. These programs are part of an effort to keep students interested and focused at school and provide motivation for continuing their education. After School Expanded Learning Programs is an after school program that offers intervention, enrichment, and recreation designed to stimulate learning and provide a safe place for students. Literacy and early numeracy teachers have been provided by the district to support students who are demonstrating a need for intervention based on iReady. Identified students receive small group specialized support.

Parental Engagement

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

Orrenmaa utilizes a variety of resources to assist families. Alvord Unified School District has elementary school counselors at every site. Orrenmaa has a counselor full time supporting students with individual and group counselling sessions as well as class character education lessons and parent outreach. The school uses various outside agencies in coordination with Special Education services to provide counseling, occupational therapy, and speech services. Parents have access to several parent classes through the City of Riverside and the Alvord Unified School District. The District also provides several different parenting classes throughout the year in English and Spanish as well as a variety of free parenting materials in both languages as well. Teachers also utilize daily homework logs, communication folders, student planner/agendas and a monthly parent calendar/newsletter online to facilitate communication with parents. We use Blackboard, Dojo, and ParentSquare to notify parents of important information as needed. The Alvord Unified School District also provides access to the Student Attendance Review Board, a daily health clinic, and access to eye examinations and free glasses. In addition, we have monthly meetings with the principal (Coffee with the Principal and ELAC). Parents have access to school events on the school website, Twitter, Facebook, Dojo, Remind and the information box located on 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)

Parent groups, including School Site Council, Title I, ATP, and ELAC offer opportunities for parents to participate in planning, implementing, and evaluating these programs.

Funding

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

We provide Common Core based curriculum to all students . We include universal access differentiation time as well as an intervention block. We provide a MTSS tiered approach to intervention and monitor frequently for student progress. For students needing additional services, we provide in-school and after-school tutoring. Our teachers continue to receive professional development to increase their effectiveness in the classroom and support of one another using the PLC model.

Fiscal support

Our general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD and the Single Plan for Student Achievement (SPSA). Our SPSA is aligned with the district's LCAP goals and activities.

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

Community member involvement was solicited through needs assessments provided by ELAC, staff, leadership, and Principal coffee chats. Community members were provided training on understanding the role of the SPSA and given multiple opportunities to participate in reviewing data.

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	0.18%	0.2%	0.19%	1	1	1
African American	2.3%	2.2%	3.28%	13	12	17
Asian	4.61%	5.4%	4.82%	26	29	25
Filipino	1.06%	0.8%	1.35%	6	4	7
Hispanic/Latino	76.24%	76.1%	77.84%	430	407	404
Pacific Islander	1.24%	1.7%	1.35%	7	9	7
White	13.48%	12.0%	10.21%	76	64	53
Multiple/No Response	0.89%	1.3%	0.96%	5	7	5
			Total Enrollment	564	535	519

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	105	77	99
Grade 1	76	91	74
Grade 2	92	78	80
Grade3	96	86	80
Grade 4	99	98	88
Grade 5	96	105	98
Total Enrollment	564	535	519

Conclusions based on this data:

1. Orrenmaa has experienced an increase in total enrollment.
2. The amount of Kindergartners leaving the school before 1st grade has increase from 12% to 21%.
3. Enrollment of Hispanic, White and Asian student groups has remained remained relatively stable

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	170	169	149	30.1%	31.6%	28.4
Fluent English Proficient (FEP)	41	34	39	7.3%	6.4%	7.4
Reclassified Fluent English Proficient (RFEP)	33	3	33	17.1%	1.8%	6.3

Conclusions based on this data:

1. The percentage of English Learner students continues to decline
2. The number of reclassified students being monitored has remained relatively steady.
3. The number of student reclassified during the 21-22 school year is a more accurate representation of EL students and the progress they are making towards English 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	95	93	85	94	92	0	94	92	0	98.9	98.9	0.0
Grade 4	95	103	100	92	103	0	92	103	0	96.8	100	0.0
Grade 5	97	98	102	94	97	0	94	97	0	96.9	99	0.0
All Grades	287	294	287	280	292	0	280	292	0	97.6	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	2419.	2399.		18.09	15.22		24.47	23.91		35.11	26.09		22.34	34.78	
Grade 4	2439.	2454.		9.78	17.48		23.91	20.39		25.00	27.18		41.30	34.95	
Grade 5	2493.	2466.		14.89	7.22		27.66	25.77		28.72	26.80		28.72	40.21	
All Grades	N/A	N/A	N/A	14.29	13.36		25.36	23.29		29.64	26.71		30.71	36.64	

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	19.15	19.57		50.00	52.17		30.85	28.26	
Grade 4	9.78	21.36		55.43	43.69		34.78	34.95	
Grade 5	20.21	9.28		51.06	56.70		28.72	34.02	
All Grades	16.43	16.78		52.14	50.68		31.43	32.53	

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.

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	18.09	9.78		50.00	48.91		31.91	41.30	
Grade 4	13.04	15.53		47.83	50.49		39.13	33.98	
Grade 5	24.47	12.37		45.74	50.52		29.79	37.11	
All Grades	18.57	12.67		47.86	50.00		33.57	37.33	

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

Listening 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	10.87		65.96	71.74		20.21	17.39	
Grade 4	4.35	18.45		78.26	70.87		17.39	10.68	
Grade 5	10.64	7.22		70.21	68.04		19.15	24.74	
All Grades	9.64	12.33		71.43	70.21		18.93	17.47	

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	20.21	14.13		62.77	44.57		17.02	41.30	
Grade 4	16.30	17.48		58.70	56.31		25.00	26.21	
Grade 5	20.21	12.37		54.26	49.48		25.53	38.14	
All Grades	18.93	14.73		58.57	50.34		22.50	34.93	

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.

Conclusions based on this data:

1. Due to remote learning, 2020-2021 CAASPP data is not available
2. Because conclusions for the 2020-2021 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

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	95	93	85	94	93	0	94	93	0	98.9	100	0.0
Grade 4	95	102	100	94	102	0	94	102	0	98.9	100	0.0
Grade 5	97	98	102	97	97	0	97	97	0	100	99	0.0
All Grades	287	293	287	285	292	0	285	292	0	99.3	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	2409.	2397.		6.38	5.38		29.79	18.28		32.98	37.63		30.85	38.71	
Grade 4	2450.	2446.		5.32	5.88		24.47	19.61		44.68	45.10		25.53	29.41	
Grade 5	2461.	2443.		5.15	3.09		16.49	7.22		25.77	30.93		52.58	58.76	
All Grades	N/A	N/A	N/A	5.61	4.79		23.51	15.07		34.39	38.01		36.49	42.12	

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

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	13.83	11.83		53.19	43.01		32.98	45.16	
Grade 4	17.02	12.75		38.30	39.22		44.68	48.04	
Grade 5	9.28	5.15		28.87	20.62		61.86	74.23	
All Grades	13.33	9.93		40.00	34.25		46.67	55.82	

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.

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	7.45	9.68		51.06	51.61		41.49	38.71	
Grade 4	8.51	8.82		56.38	51.96		35.11	39.22	
Grade 5	6.19	4.12		38.14	37.11		55.67	58.76	
All Grades	7.37	7.53		48.42	46.92		44.21	45.55	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.89	9.68		60.64	43.01		24.47	47.31	
Grade 4	9.57	8.82		58.51	50.98		31.91	40.20	
Grade 5	5.15	4.12		44.33	45.36		50.52	50.52	
All Grades	9.82	7.53		54.39	46.58		35.79	45.89	

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

Conclusions based on this data:

1. Due to distance learning, 2020-21 CAASPP data is not available
2. Because conclusions for the2020-2021 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

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	1416.1	1426.0	1433.7	1432.5	1442.5	1459.9	1377.5	1387.8	1372.6	40	31	28
1	1473.3	1448.6	1448.5	1479.9	1458.7	1470.8	1466.1	1438.1	1425.9	34	35	32
2	1497.8	1477.7	1478.2	1495.7	1468.8	1476.4	1499.4	1486.1	1479.4	27	31	26
3	1515.4	1486.0	1492.2	1517.3	1493.0	1493.5	1513.0	1478.4	1490.6	36	23	30
4	1517.8	1525.5	1514.7	1522.7	1540.0	1521.8	1512.4	1510.5	1507.1	35	25	33
5	1543.7	1536.8	1529.4	1542.7	1533.6	1549.4	1544.0	1539.6	1509.0	28	33	27
All Grades										200	178	176

2019-20 Data:
Executive Order N-30-20 was issued 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	30.00	12.90	7.41	*	25.81	66.67	*	61.29	18.52	*	0.00	7.41	40	31	27
1	50.00	8.57	6.25	38.24	37.14	43.75	*	34.29	15.63	*	20.00	34.38	34	35	32
2	48.15	6.45	3.85	*	58.06	57.69	*	22.58	38.46	*	12.90	0.00	27	31	26
3	*	13.04	13.33	55.56	43.48	40.00	*	34.78	33.33	*	8.70	13.33	36	23	30
4	37.14	24.00	18.18	34.29	44.00	54.55	*	28.00	15.15	*	4.00	12.12	35	25	33
5	60.71	36.36	18.52	*	36.36	29.63	*	24.24	44.44	*	3.03	7.41	28	33	27
All Grades	39.50	16.85	11.43	35.50	40.45	48.57	14.50	34.27	26.86	10.50	8.43	13.14	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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	42.50	19.35	29.63	27.50	41.94	51.85	*	32.26	14.81	*	6.45	3.70	40	31	27
1	55.88	25.71	40.63	*	42.86	18.75	*	17.14	31.25	*	14.29	9.38	34	35	32
2	70.37	19.35	15.38	*	41.94	46.15		29.03	34.62	*	9.68	3.85	27	31	26
3	52.78	30.43	40.00	41.67	47.83	30.00	*	13.04	20.00		8.70	10.00	36	23	30
4	60.00	56.00	57.58	*	32.00	27.27	*	12.00	6.06	*	0.00	9.09	35	25	33
5	71.43	54.55	48.15	*	36.36	44.44		6.06	3.70	*	3.03	3.70	28	33	27
All Grades	57.50	33.71	39.43	29.00	40.45	35.43	*	18.54	18.29	9.00	7.30	6.86	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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	*	3.23	3.70	*	25.81	18.52	50.00	67.74	51.85	*	3.23	25.93	40	31	27
1	32.35	8.57	3.13	35.29	17.14	21.88	*	40.00	28.13	*	34.29	46.88	34	35	32
2	40.74	6.45	11.54	*	51.61	34.62	*	29.03	38.46	*	12.90	15.38	27	31	26
3	*	0.00	3.33	*	8.70	16.67	47.22	65.22	66.67	*	26.09	13.33	36	23	30
4	*	4.00	3.03	40.00	32.00	24.24	*	36.00	51.52	*	28.00	21.21	35	25	33
5	*	6.06	3.70	*	27.27	11.11	*	60.61	62.96	*	6.06	22.22	28	33	27
All Grades	22.50	5.06	4.57	28.00	27.53	21.14	35.00	49.44	49.71	14.50	17.98	24.57	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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	52.50	29.03	18.52	32.50	67.74	77.78	*	3.23	3.70	40	31	27
1	61.76	51.43	40.63	32.35	40.00	46.88	*	8.57	12.50	34	35	32
2	70.37	16.13	19.23	*	70.97	73.08	*	12.90	7.69	27	31	26
3	41.67	17.39	20.00	58.33	65.22	66.67		17.39	13.33	36	23	30
4	48.57	36.00	36.36	45.71	56.00	51.52	*	8.00	12.12	35	25	33
5	71.43	21.21	33.33	*	72.73	62.96	*	6.06	3.70	28	33	27
All Grades	56.50	29.21	28.57	36.50	61.80	62.29	7.00	8.99	9.14	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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	35.00	22.58	42.31	37.50	64.52	50.00	27.50	12.90	7.69	40	31	26
1	61.76	11.43	32.26	35.29	74.29	58.06	*	14.29	9.68	34	35	31
2	55.56	19.35	20.00	44.44	70.97	80.00		9.68	0.00	27	31	25
3	72.22	39.13	48.15	*	56.52	37.04	*	4.35	14.81	36	23	27
4	65.71	76.00	77.78	*	20.00	11.11	*	4.00	11.11	35	25	27
5	75.00	72.73	88.00	*	24.24	8.00	*	3.03	4.00	28	33	25
All Grades	60.00	38.76	50.93	30.50	52.81	40.99	9.50	8.43	8.07	200	178	161

2019-20 Data:
Executive Order N-30-20 was issued 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	72.50	93.55	85.19	*	6.45	14.81	40	31	27
1	41.18	20.00	6.25	38.24	34.29	46.88	*	45.71	46.88	34	35	32
2	44.44	6.45	15.38	40.74	80.65	61.54	*	12.90	23.08	27	31	26
3	*	0.00	6.67	63.89	47.83	50.00	*	52.17	43.33	36	23	30
4	*	8.00	3.03	60.00	60.00	75.76	31.43	32.00	21.21	35	25	33
5	39.29	12.12	3.70	42.86	81.82	59.26	*	6.06	37.04	28	33	27
All Grades	23.50	8.43	5.71	54.50	66.85	62.86	22.00	24.72	31.43	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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	30.00	29.03	22.22	40.00	54.84	33.33	30.00	16.13	44.44	40	31	27
1	32.35	8.57	6.25	61.76	60.00	50.00	*	31.43	43.75	34	35	32
2	40.74	9.68	15.38	59.26	77.42	65.38		12.90	19.23	27	31	26
3	*	4.35	6.67	69.44	86.96	83.33	*	8.70	10.00	36	23	30
4	31.43	8.00	3.03	48.57	84.00	84.85	*	8.00	12.12	35	25	33
5	64.29	21.21	3.70	*	69.70	81.48	*	9.09	14.81	28	33	27
All Grades	35.00	14.04	9.14	51.50	70.79	66.86	13.50	15.17	24.00	200	178	175

2019-20 Data:
Executive Order N-30-20 was issued 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. Despite distance learning, the majority of English Learners improved language skills in all domains when comparing cohorts from 18-19 and 20-21
2. Reading and writing continues to be areas of concern for English Learners with 5% (reading) and 9% (writing) in the well developed range
3. Speaking and listening are areas of relative strength with 51% of English Learners well developed in speaking and 29% well developed in listening.

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	500	494	99	1	40
Female	270	266	99	1	47
Male	230	228	99	1	32
American Indian or Alaska Native	15	15	100	0	47
Asian	55	55	100	0	62
Black or African American	21	21	100	0	43
Filipino	0	0	0	0	0
Hispanic or Latino	393	388	99	1	36
Native Hawaiian or Pacific Islander			--	--	--
Two or More Races	8	8	100	0	50
White	222	220	99	0	40
English Learners	145	142	98	2	24
Students with Disabilities	33	31	94	6	19

Conclusions based on this data:

1. English learners continue to need designated and integrated language support in order to access curriculum and make adequate progress.
2. When comparing iReady data throughout the school year, students made significant growth. At the beginning of the 21/22 school year, only 17% of students were at expected levels.
3. Data was not available for Foster, homeless or socioeconomically disadvantaged.

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	500	495	99	1	35
Female	270	268	99	1	33
Male	230	227	99	1	38
American Indian or Alaska Native	15	15	100	0	54
Asian	55	55	100	0	49
Black or African American	21	20	99	1	30
Filipino	0	0	--	--	--
Hispanic or Latino	393	389	99	1	32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	8	8	100	0	13
White	222	219	99	1	38
English Learners	145	143	99	1	23
Students with Disabilities	33	31	94	6	10

Conclusions based on this data:

1. When compared with data from the beginning of the 21/22 school year, students have see significant growth. At the beginning of the year, 5% of students were at expected levels compared with 35% currently
2. English Learners are preforming below their English only peers indicating a need for language support in math as well as ELA
3. Data is not available for foster, homeless and socioeconomically disadvantaged students.

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**
535	**72.5**	**31.6**	**1.1**
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	169	31.6
Foster Youth	6	1.1
Homeless	24	4.5
Socioeconomically Disadvantaged	388	72.5
Students with Disabilities	43	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.2
American Indian or Alaska Native	1	0.2
Asian	29	5.4
Filipino	4	0.7
Hispanic	407	76.1
Two or More Races	7	1.3
Native Hawaiian or Pacific Islander	9	1.7
White	64	12.0

Conclusions based on this data:

1. The population at Orrenmaa is predominantly Hispanic
2. The majority of our students continue to fall in the socioeconomically disadvantaged category
3. Orrenmaa has a fairly stable 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	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Due to distance learning and school closures 2020-21 School and Student data is not available
2. Because conclusions for the 2020-21 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
28.3 points below standard	41.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.6 points	Declined -13.1 points	3
273	104	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36.9 points below standard	100.2 points below standard
7	Declined -10.4 points	Declined Significantly -19.8 points
	207	30

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	12	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
37.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	3.3 points below standard
Declined -8.8 points	1		Declined Significantly -27.1 points
217			31

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**
77.1 points below standard	51.8 points above standard	21.4 points below standard
Declined Significantly -30.4 points	Declined -9.8 points	Declined -11 points
75	29	166

Conclusions based on this data:

1. Due to distance learning and school closures 2020-21 School and Student Performance data is not available
2. Because conclusions for the 2020-21 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
54.1 points below standard	66.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -13.6 points	Declined Significantly -23.2 points	3
273	104	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	62 points below standard	127.4 points below standard
7	Declined Significantly -15.9 points	Declined Significantly -46.4 points
	207	30

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	12	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Orange
62.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		38.1 points below standard
Declined Significantly -16.5 points	1		Declined -5 points
217			31

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**
96.5 points below standard	11.6 points above standard	47.6 points below standard
Declined Significantly -42.3 points	Maintained ++1.6 points	Declined -9 points
75	29	166

Conclusions based on this data:

1. Due to distance learning and school closures 2020-21 School and Student Performance data is not available
2. Because conclusions for the 2020-21 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

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

English Learner Progress
No Performance Color
44.4 making progress towards English language proficiency
Number of EL Students: 142
Performance Level: Low

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
19.0	36.6	6.3	38.0

Conclusions based on this data:

1. Due to distance learning and school closures 2020-21 School and Student Performance data is not available

2. Because conclusions for the 2020-21 school year can not be generated from this data, Orrenmaa used local assessments and iReady data reflected through this plan

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.3	7	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.6	Increased +1.5	10
595	213	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
0	11.5	9.5
17	Increased +1.9	Declined -0.9
	453	63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	4	Less than 11 Students - Data Not Displayed for Privacy
Declined -16.7	2	Declined -12.7	6
12		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
11.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	11.5
Increased Significantly +4.1	9	4	Increased +4.1
450			87

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.8	0	0
Increased +0.7	Maintained 0	Maintained 0
611	217	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0	0.9	4.6
20	Increased +0.6	Increased +4.6
	466	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	0	Less than 11 Students - Data
Maintained 0	2	Maintained 0	6
15		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
0.9	Less than 11 Students - Data	Less than 11 Students - Data	1.1
Increased +0.7	9	6	Increased +1.1
458			90

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0.8

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

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)

By June 2022, all students will increase academic proficiency level towards meeting grade level standards by 5 points.

Identified Need(s)

All students need to increase academic proficiency to be meeting expectations in English Language Arts, Math, Science, and Social Studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady DIBELS, Wonders Unit Assessment, Reading Inventory	40% of Kinder-5th graders are meeting or exceeding standards in English Language Arts/Literacy.	Percentage of students between grades K-5 meeting or exceeding standards in ELA will increase by 3 points
iReady, SVMI assessments, Math Inventory	35% of Kinder-5th graders are meeting or exceeding standards in Math.	Percentage of students between grades K-5 meeting or exceeding standards in Math will increase by 3 points.
iReady, ELPAC	59% of English Learners are intermediate to advanced in overall language development	Percentage of English Learners identified as intermediate or advanced in English language proficiency will increase by 3 points.
Teacher lesson plans	Next Generation Science Standards are fully implemented in all classrooms.	45% of 5th graders will meet ar exceed NGSS standards as measured by CAASPP and local assessments

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

Early Literacy Teacher - Equalization

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

Amount(s)	Source(s)
135295.00	Title I 5000-5999: Services And Other Operating Expenditures Provide early literacy intervention for at-risk students

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

Afterschool Tutoring and Enrichment to support reading, math, writing, communication, critical thinking, problem solving, and inquiry for at-risk, low income and English learner students with activities that promote parent 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)
8000.00	Title I 1000-1999: Certificated Personnel Salaries Targeted Tutoring, Enrichment, Parent Engagement
1940.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
8000.00	LCFF-LI 1000-1999: Certificated Personnel Salaries Targeted Tutoring, Enrichment
1813.00	LCFF-LI 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries
4400.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Targeted tutoring and enrichment to facilitate ELD

997.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associates with Certificated 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

Certificated staff Professional Development: Data based instructional planning for: ELA, Math, Science, ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9600.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes to cover 4 days release time for all teachers
500.00	Title I 4000-4999: Books And Supplies Materials to support professional development
2328.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated 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

Family Education Nights: Back to School, Math Night, Science Night, Parent Academy, 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)
250	Title I 2000-2999: Classified Personnel Salaries Additional hours to support Parent Engagement

502	Title I 3000-3999: Employee Benefits Fixed costs associated with Certificated and Classified salaries
300	LCFF-EL 5000-5999: Services And Other Operating Expenditures EL Parent participation facilitated with snacks, babysitting
500	LCFF-EL 2000-2999: Classified Personnel Salaries EL Parent participation facilitated with interpretation
514	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated and Classified salaries
500	LCFF-LI 2000-2999: Classified Personnel Salaries Additional hours to support Parent Engagement
174	LCFF-LI 3000-3999: Employee Benefits Fixed costs associated with Classified salaries
1500	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional hours to facilitate Parent Academy
1690	Title I 1000-1999: Certificated Personnel Salaries Additional hours to facilitate Parent Engagement

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

Konica Minolta Copier Maintenance and Repair

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1650.00	Title I

	5000-5999: Services And Other Operating Expenditures Access to ELA, Math, Science curriculum

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

Instructional Materials and computer programs to develop conceptual understanding

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1986.00	Title I 4000-4999: Books And Supplies materials used to supplement ELA, Math, and Science instruction
2233	LCFF-LI 4000-4999: Books And Supplies Digital subscriptions and supplemental materials to support ELA, Math, and Science instruction
894	LCFF-EL 4000-4999: Books And Supplies Supplemental instructional materials to support ELD

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development Conference

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	Title I

	5000-5999: Services And Other Operating Expenditures Registration for Literacy and Math training conferences: Guided Reading, Orton Gillingham, CGI

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

Bilingual Instructional Assistants to support language acquisition through support of 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)	Source(s)
0.00	District funded through LCAP

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

Parent attendance at CABE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1750	LCFF-EL 5000-5999: Services And Other Operating Expenditures CABE registration for 2 parents and EL Facilitator
250.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Substitute to cover El Facilitator's class in order to attend CABE

57.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with 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)

English Learners

Strategy/Activity

English Language Facilitator to monitor EL program compliance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3072.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend
696.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supports for students taking the ELPAC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
750.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Substitutes for teachers to do one-to-one testing for ELPAC with English Learners
170.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs associated with Certificated 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.

Students were provided with rigorous instruction focusing on first best instruction while providing interventions for academic loss. Students were encouraged to take part in tutoring through afterschool homework club and were given opportunities for enrichment. English Learners receive instruction and support to develop their language skills.

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

Teachers were not able to participate in professional development as laid out in the school plan because substitute teachers were not available. Instead, teachers used the 1 hour a month of dedicated professional development time to focus on developing their skills in areas students needed the most intervention.

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.

All goals have been kept the same. The baseline indicator has been updated to reflect achievement as measured by iReady assessments. This will be used as a measure of progress for the 22/23 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)

By June 2020: All 5th grade students will be prepared to enter secondary education.

Identified Need(s)

Students need to be prepared for the increased academic rigor and social expectations of secondary education preparatory for college and/or career upon graduation from high school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counseling records	Students in all grades participate in anti-bully character lessons	All students will participate in 3 counseling session preparatory for entering 6th grade.
Teacher record	Students in grades 3-5 utilize AVID organization strategies	All students will develop organization strategies through AVID WICOR

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)

5th grade students

Strategy/Activity

Meet with middle school counselor to prepare an appropriate schedule for 6th 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)

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

2 social/emotional lesson provided by the school counselor

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID organization materials: binders, folders, dividers, highlighters, 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)
3410	AVID 4000-4999: Books And Supplies WICOR organizational materials
90	AVID 5800: Professional/Consulting Services And Operating Expenditures AVID consultant

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

AVID College Field Trip

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

Amount(s)	Source(s)

1500.00	AVID 5000-5999: Services And Other Operating Expenditures Busses for transporting students

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students received academic counseling and social emotional lessons provided by teachers and our school counselor. Students were also given organizational supplies to be used during 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.

Social/emotional curriculum used for counseling lessons had to be adjusted and adapted to meet the students' needs.

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

The goals and expected outcomes will remain the same.

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 2020 all students will be educated in a Safe and Drug-Free Environment Conducive to Learning

Identified Need(s)

Students and families need to be connected to the school in order to decrease absenteeism and discipline

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher feedback, discipline referrals, CA Dashboard	35 assertive discipline incidents	Assertive discipline referrals will decrease by 3%
Monthly AERIES attendance reports	2021-22 daily attendance averaged 92%	Average daily attendance will increase to 95%

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

Daily announcements and follow-up lessons in the classroom using Ron Clark Essential 55 Behaviors and Project Wisdom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Character building anti-bullying lessons and presentations to support students in identifying bully type behaviors and appropriate responses.

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

Amount(s)	Source(s)
0.00	District provided Second Step curriculum

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

Counselor provides counseling services for students needing additional intervention and 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)
0.00	District provided Second Step curriculum

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

Clubs, organizations, and activities to engage students and parents: Student Council, Science Fair, Spelling Bee, 100 Mile club

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

Amount(s)	Source(s)
0.00	District provided stipends for teacher advisors/organizers

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

Activities, events, committees and organizations to engage families and community members: PTA, ELAC, SSC, Red Ribbon Week, Principal's Coffee Chat, Parent Teacher Conference, Student of the Month Assemblies, Picnic 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)
	District provided stipends for teacher participation in organizations: ELAC, SSC, PTA

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 team to conduct Home Visits of students Chronically Absent

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

Amount(s)	Source(s)
500.00	Attendance 1000-1999: Certificated Personnel Salaries Additional hours to conduct Home Visits outside of contract hours
113	Attendance 3000-3999: Employee Benefits Fixed costs associated with Certificate 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

Awards and assemblies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
887	Attendance 4000-4999: Books And Supplies Attendance incentives

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

Campus Supervisors will receive professional development training to facilitate a safe campus

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title I 2000-2999: Classified Personnel Salaries additional hours for professional development
73.00	Title I 3000-3999: Employee Benefits Fixed costs associated with Classified 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.

Students participated in character building lessons and enrichment opportunities through distance learning. Parents had the opportunity to participate in ELAC, SSC, Coffee Chat, Student of the Month Assemblies, and Enrichment clubs

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

Orrenmaa experienced an increase in behavioral incidents. This caused the staff to change directions with counseling lesson. Second Step curriculum was used, however lessons were adjusted to meet the students' needs.

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.

Funding has been allocated for home visits to improve attendance. Due to surges in the pandemic, attendance was not at expected levels.

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)

By June 2019, the number of EL students being reclassified will increase from the 2017-18 school year of 8 students to 12 students.

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	$204,084.00

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	$169,014.00

Subtotal of additional federal funds included for this school: $169,014.00

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

State or Local Programs	Allocation ($)
	$0.00
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$15,850.00
LCFF-LI	$12,720.00

Subtotal of state or local funds included for this school: $35,070.00

Total of federal, state, and/or local funds for this school: $204,084.00

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	15850.00	0.00
LCFF-LI	12720.00	0.00
Title I	169014.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	15,850.00
LCFF-LI	12,720.00
Title I	169,014.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	37,762.00
2000-2999: Classified Personnel Salaries	1,450.00
3000-3999: Employee Benefits	9,377.00
4000-4999: Books And Supplies	9,910.00
5000-5999: Services And Other Operating Expenditures	145,495.00
5800: Professional/Consulting Services And Operating Expenditures	90.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	Attendance	500.00
3000-3999: Employee Benefits	Attendance	113.00
4000-4999: Books And Supplies	Attendance	887.00
4000-4999: Books And Supplies	AVID	3,410.00
5000-5999: Services And Other Operating Expenditures	AVID	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	AVID	90.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	9,972.00
2000-2999: Classified Personnel Salaries	LCFF-EL	500.00
3000-3999: Employee Benefits	LCFF-EL	2,434.00
4000-4999: Books And Supplies	LCFF-EL	894.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	2,050.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	8,000.00
2000-2999: Classified Personnel Salaries	LCFF-LI	500.00
3000-3999: Employee Benefits	LCFF-LI	1,987.00
4000-4999: Books And Supplies	LCFF-LI	2,233.00
1000-1999: Certificated Personnel Salaries	Title I	19,290.00
2000-2999: Classified Personnel Salaries	Title I	450.00
3000-3999: Employee Benefits	Title I	4,843.00
4000-4999: Books And Supplies	Title I	2,486.00
5000-5999: Services And Other Operating Expenditures	Title I	141,945.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,311.00

Goal 2	5,000.00
Goal 3	1,773.00

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:

Diana Taylor School Principal

Valerie Beckstrom Classroom Teachers

Michelle Morales Other School Staff

Sandi Salas Parent or Community Members

N/A Secondary Students

Name of Members	Role
Deanna Dhouti	Classroom Teacher
Mary Salas	Other School Staff
Alisha Harding	Parent or Community Member
Colleen Krouse	Parent or Community Member
Arisbel Miranda	Parent or Community Member
Alma Moreno	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: See attachment for all signatures

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, Diana Taylor on see attached
SSC Chairperson, Valerie Beckstrom on see attached

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

Alvord Unified School District
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Diana Taylor, Principal

Coffee with the Principal Agenda
2021-2022

May 11, 2022

What?	Notes
Intro and Welcome	
22/23 Budget 21/22 Budget	DT reviewed budgets from 21/22 and 22/23 school year, she explained the different "pots" of money and why we receive the different monies. Need parents to fill out the "free and reduced lunch" form this is how we receive our Title 1 funding. Please fill out the form every year even if you do not need or use it. LI (Low Income) and EL(English Learner) these funds have to be spent on instruction Discretionary - not restricted - examples of use - cleaning supplies, toilet paper, teacher coverage, playground equipment
22/23 School Plan (SPSA)	DT reviewed the 22/23 School Plan - reviewed each goal and plans for each goal.
What worked and what didn't in 21/22	Pick up is fine but does have long lines. Pick up the traffic lines are long Parents cross the street in traffic, not at the crosswalk.
Parent wants/needs	Parent nights: dances, movie nights, lunch on the lawn, Harvest festival, trunk or treat, spring festival
Impact of full day TK/Kinder	Pick up will be impacted. TK/K dismissed 15 minutes before 1-5. TK/K parents will have to walk up to have child handed to them. Older siblings will not be dismissed early. Older siblings will not be allowed to walk a TK/K home.
Registering for the new school year	Data confirmation needed, open now. Mrs. Taylor will not take requests for teachers but if there is a teacher a parent doesn't want let her know. DT has to balance

	the classes.
Chromebooks	returned to school next week with charging cord. if lost parent will be charged the replacement cost. laptops will be waiting for the student with their next teacher.
End of year celebrations	TK/K will be with teacher, 1/2 on 5/23, 3/4 on 5/26, 5th final lap career paragd and awards on 5/25, parents welcome to attend in person, limited seating and shade, all awards are outside.
Comments and Questions	Summer expanded learning program - register now, will be at MCA, parents can transport or child can be bussed from Orr to MCA and back.

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English Learner Advisory Committee

Agenda & Minutes
May 4, 2022 11:00-12:00
https://us06web.zoom.us/j/82925748373

I. Introductory Procedures

A. Call to Order - **No quorum established. No committee members elected. No parents or committee members in attendance.**
Diana Taylor, Mary Salas, Ivone Rangel,
B. Welcome/Sign-in -
C. Pledge of Allegiance

II. Action Items

A. Election of new committee members -
B. Election of Committee Officers -
1. President
2. Vice-President
3. Secretary

C. Election of member to represent Orrenmaa at District level meetings -
1. DELAC -

D. Adoption of Bylaws -
E. Approve purchase of instructional materials for TK/K expansion
1. Lakeshore Learning - Not to exceed $3000.00

III. Discussion/Information

A. Discussion Items
1. Committee Members
2. Budget Report
3. School Plan for Student Achievement (SPSA) Review
4. 22/23 Budget Allocation
5. Needs Assessment
6. 22/23 School Plan for Student Achievement (SPSA)

B. Principal's Report
1. COVID
2. Intervention report -
3. Upcoming events -
4. Other -

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 385145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment 11:20

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A. Agenda building for next meeting - Next Meeting: Sept 7, 2022 , 9:00 AM Zoom

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Leadership Meeting Agenda

Date: 5/9/22

Focusing 22/23 School Year

Topic	Details/Information	Follow-up/Next Step/Connections
Welcome	Designate Note Taker	
iReady	Status update	DT gave update Data in SPSA relies on this data
21/22 v 22/23 Budget	D	DT reviewed budgets EL is less because we have less ELs so less funding Next year's budget is based on a projection of enrollment. Title 1 - LCAP drives where the T1 money is allocated, like the Early Numeracy teacher, when there is an ELCAP meeting share your thoughts.
21/22 v 22/23 SPSA		DT reviewed SPSA Goal - 3% increase in ELA & Math scores (stop the slide) Looking for 8% to show increase-growth
Wants/Needs assessment		Kinder - asked to use Bob the Printer instead of using the copier. DT said as a collective ok but will need to not use the copiers as much. Get masters and give to Dawn for a BTP quote, but keep it reasonable.

		Wants First Day of school - 1st hour hour of school back to school, Thursday TK-K 1st Friday, 2nd - 5th (Everyone has to agree with this) Multicultural Festival Fall Harvest Walk up pickup for Kinder Handball wall Students playing before start of School Art Stars Campus Beautification Parent Clean Up Day Astronomy Night **Needs** Recess activities Instruction on how to play the games for students (posters)
22/23 calendar	Grade level and school wide events	DT wants one parent performance per grade level
Other Items		JENNY HERRERA -1st Grade Martin Bernard - 4th Grade

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:

Diana Taylor School Principal

Valerie Beckstrom Classroom Teachers

Michelle Morales Other School Staff

Sandi Salas Parent or Community Members

N/A Secondary Students

Name of Members	Role
Deanna Dhouti	Classroom Teacher
Mary Salas	Other School Staff
Alisha Harding	Parent or Community Member
Colleen Krouse	Parent or Community Member
Arisbel Miranda	Parent or Community Member
Alma Moreno	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
DocuSigned by: Mary Salas 85B5C6B13E54F6...	English Learner Advisory Committee
DocuSigned by: Anton Kritzer C9DBF36A0ACA417...	Special Education Advisory Committee
DocuSigned by: Deanna Dhouti 7072A7C4250442B...	Departmental Advisory Committee
	Other: See attachment for all signatures

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:

DocuSigned by: Diana Taylor DocuSigned by:	Principal, Diana Taylor on see attached
Valerie Beckstrom 3A5A0D05C91C406...	SSC Chairperson, Valerie Beckstrom on see attached

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School Site Council Minutes
May 16, 2022
Meeting Location: https://zoom.us/j/4938400239
(669) 900-6833 Meeting ID: 493 840 0239

I. Introductory Procedure

1. Call to Order / Sign In
2. Establishment of Quorum *No Quorum established:*
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items: Action Items were reviewed but not voted on

1. Approve minutes from: April 25, 2022
2. Approve 22/23 Budget
3. Approve 22/23 School Plan for Student Achievement (SPSA)
4. Approve Categorical Expenditures for TI, LCFF-LI, LCFF-EL
5. Approve 22/23 Title I Parent/Teacher/Student Compact

III. Discussion/Information

1. Budget Reports by Funding Source *: Taylor reviewed expenditures by funding source*
2. Training Topics:
    a. 21/22 Budget Summary *Taylor reviewed 21/22 expenditures by item. The committee agreed less funding was being left on the table than 20/21. The committee agreed, considering the changes that had to be made because of COVID, we were able to stick fairly closely to our plan.*
    b. SSC Committee Year End Evaluation *The team complete the year end evaluation*
    c. Plan Election Cycle for 22/23 School Year Call for nominations will be 3rd week of school. This is Krouse's last meeting. Her term is up and she will no longer have kids at Orrenmaa.
3. School Plan for Student Achievement (SPSA) Goal Review *45% of students are at or above grade level in math, 40% are at or above grade level in reading; the goal for attendance is not going to be met. Our attendance is at 93.6%,*
4. Reports from Parent Committees
    - English Learners Advisory Committee (ELAC) *ELAC was held on 5/4 no parents attended. However EL parents did attend the coffee chat on 5/11. The committee discussed and considered parents stopped coming to ELAC when it became formalized: elections, positions, bylaws. They seem to prefer the more relaxed environment of the coffee chat. The SSC discussed how ELAC could be adjusted next year to start drawing parents again.*
    - Action Team for Partnership (ATP)*Morales was not present. no report*
    - District Parent Advisory Committee (PAC) *Alisha was not present. no report*
5. Program Reports
    - Professional Development Opportunities (Paraprofessionals, Teachers).*4 teachers will be attending AVID institute, 6 teachers attending Orton Gillingham training in the summer, 1 teacher attending in the fall*
    - Parent and Family Involvement Opportunities*The color run presented by the Entrepreneurship Club brought in almost 400 people. Parent feed back was that they have wanted a family event*

for a while; Award ceremonies are coming next week. parents are being invited to attend in person.

- Interventions *ELT and ENT are finishing up their groups and final assessments. All intervention programs are wrapping up this week*

6. Principal's Report *22/23 staffing was discussed: 4 kinder, 3 classes of each grade level. Mrs. Powers will be our assistant principal which opened up a spot for ELT. Mrs. Dhouti will be the new ELT which opened up a 5th grade position. We are saying goodbye to Mr. Mac in 4th grade, Mrs. Salas as our instructional coach, Mrs. Robinson to retirement and our custodian Mr. Kammers to retirement. Mrs. Lord and Mrs. Beckstrom will be moving to kinder, Mrs. Lauriano will be our new TK teacher. Mrs. Jenny Herrera will be joining us in 1st grade. Mr. Martin Bernard will be joining our 4th grade team.*

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: A special session SSC meeting will be held to form a quorum and vote on action items. The agenda will remain the same
2. The next SSC meeting is scheduled for **Thursday May 19, 2022**
3. Adjournment: Action Item

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School Site Council Minutes
May 19, 2022
Meeting Location: https://zoom.us/j/4938400239
(669) 900-6833 Meeting ID: 493 840 0239

I. Introductory Procedure

1. Call to Order / Sign In :*Call to order at 7:59am* M Salas, D Taylor, V Beckstrom, D Dhouti, M Morales, S Salas, C Krouse
2. Establishment of Quorum *Quorum established*
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from: April 25, 2022 *Motion by M Salas, 2nd by C Krouse, no discussion*
   Vote Aye=7 Nay = 0
2. Approve 22/23 Budget *Motion by D Dhouti, 2nd by M Morales, no discussion*
   Vote Aye=7 Nay = 0
3. Approve 22/23 School Plan for Student Achievement *Motion D Dhouti, 2nd M Morales, no discussion*
   Vote Aye=7 Nay = 0
4. Approve Categorical Expenditures for TI, LCFF-LI, LCFF-EL *Motion by M Salas, 2nd by M Morales, no discussion*
   Vote Aye=7 Nay = 0
5. Approve 22/23 Title I Parent/Teacher/Student Compact *Motion by M Morales, 2nd by D Dhouti, no discussion*
   Vote Aye=7 Nay = 0

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.

No public comment

V. Adjournment

1. Agenda building for next meeting: TBD
2. The next SSC meeting is scheduled for **TBD - Enjoy your summer**
3. Adjournment: Action Item *at 8:05am* *Motion D Dhouti 2nd M Morales*
   Vote Aye =7 Nay = 0

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School Parental Involvement Policy

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.

Orrenmaa 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.*

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PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Orrenmaa 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:
    a. Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
    b. The Leadership Team will meet to review parental input and provide recommendations
    c. The School Site Council will review all input and approve the policy
    d. The revised policy will be translated and distributed to parents
    e. The policy will be shared and explained during the annual Title I meeting
2. Orrenmaa Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
    a. Parents will receive a copy of the policy during registration
    b. The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
    c. Copies of the policy will be available in the main office
3. Orrenmaa Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
    a. The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
    b. Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy
4. Orrenmaa Elementary School will convene an annual meeting to inform parents of the following:
    a. That their child's school participates in Title I,
    b. About the requirements of Title I,
    c. Of their rights to be involved,
    d. About their school's participation in Title I:
        i. *Parents will be notified for two consecutive weeks prior to such meetings*
        ii. *Meetings will be held in conjunction with other school events to encourage meeting attendance*
5. Orrenmaa 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. A survey will be distributed at the end of the school year to identify and plan special events for the upcoming school year
   b. Meetings will be scheduled in the evenings and/or mornings
6. Orrenmaa Elementary School will provide information about Title I programs to parents of participating children in a timely manner:
   a. Parents will receive notice about family education nights for two consecutive weeks prior to the event
   b. Parents will receive notice about ELAC, and SSC meetings at least two weeks prior to the meeting date
   c. The SSC agenda will be posted in English and Spanish at least 72 hours prior to the meeting date
   d. Parents will be informed in a timely manner regarding parent-teacher conferences, Back-to-School Night, Open House, and other events
   e. Parents will be notified in a timely manner regarding annual state testing results
7. Orrenmaa 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:
   a. Back to School Night/Kinder and First Grade Orientations
   b. Parent-Teacher Conferences
   c. Annual Title I Meeting
   d. Family Education Nights
   e. Parent Council Meetings (SSC, ELAC)
8. Orrenmaa 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:
   a. Parent Council Meetings (SSC, ELAC)
   b. Parent Teacher Association Meetings
9. Orrenmaa 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:
   a. All parent comments regarding dissatisfaction regarding the school-wide plan content will be forwarded to the Special Projects and Accountability office and to the Superintendent
   b. All efforts will be made to revise the plan to take into consideration the concerns of the dissatisfied parents
10. Orrenmaa 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:
   a. 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. Orrenmaa 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:
    a. Family Education Nights such as:
        i. Reading/Language Arts Nights
        ii. Math Nights
        iii. Science/Math Nights
    b. Family Fun Nights such as:
        i. Movie Nights
        ii. Fall Festival
        iii. Spring Festival
    c. Parent Council Meeting Trainings (ELAC/SSC)
    d. Participation in the Parent-Teacher Association (PTA)
    e.
2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
    a. Parents will provide input during revision of parent-school compact during council meetings (ELAC)
    b. The school Leadership Team will provide input in the revision of the compact
    c. The School Site Council will approve the revisions made to the compact
    d. The school-parent compact will be presented during the annual Title I Meeting
    e. The school-parent compact will be shared during Back-to-School Night and/or during parent conferences during the first trimester of school
    f. The school-parent compact will be signed by the student, parent, and teacher and copies will be provided to the teacher and parent
    g. 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
    a. The California Common Core State Standards
    b. The State and local academic assessments including alternate assessments,
    c. The requirements of Title I
    d. How to monitor their child's progress, and
    e. How to work with educators, such as:
        i. Back to School Night Presentations
        ii. Parent Conferences
        iii. Annual Title I Meeting
        iv. Family Education Nights
        v. 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:
    a. Common Core State Standards Training
    b. Family Education Nights
    c. Positive Behavior Intervention and Supports
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:
    a. Professional Development Training regarding parent involvement and partnerships for certificated and classified staff members
    b. 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:
    a. Transitional Kindergarten/Kindergarten Camp to be held in July 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:
    a. All event notices will be sent home in English and Spanish
    b. Major events will also be provided on the Message Broadcast in English and Spanish
    c. Announcements will be displayed on the school marquee
    d. School Site Council Agendas will be posted in the school office in English and Spanish
    e. Multiple notices will be provided for main events in English and Spanish
    f. Upcoming events will be announced verbally during morning announcements for students and parents
    g. Students will be encouraged to remind their parents of upcoming events
    h. Teachers will provide parent-teacher conference invitations in English and Spanish

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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 ORRENMAA ELEMENTARY SCHOOL SITE COUNCIL on May 17, 2021 and will be in effect for the period of the 2021-2023 school years. The school will distribute this policy to all parents of participating Title I, Part A children on or before Sept 30, 2021. It will be made available to the local community on or before October 1, 2021. Orrenmaa'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.

Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2022-2023

PARENT RESPONSIBILITIES

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, dictionary, scissors, ruler, crayons, glue, thesaurus, etc.)
- Help your child as needed; look over homework assignments to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adults with respect.
- Comply with school dress code, attendance and discipline policies.
- Discuss with my child the importance of school attendance and learning standards; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Volunteer 5 hours per semester
- Be aware of the Common Core grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, Back to School Night, and Open House; Volunteer in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the Common Core grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.

STAFF RESPONSIBILITIES

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach the Common Core grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of the Common Core standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits;
- Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year; Discuss academic achievement and the Title 1 Compact.
- Provide opportunities for parents to observe in their child's classroom if requested.

_____ _____	_____ _____	_____ _____
Parent Signature Date	Student Signature Date	Teacher Signature Date

Alvord Unified School District
Orrenmaa Elementary School
Title I School Compact
2022-2023

RESPONSABILIDADES DE LOS PADRES

La educación de mi hijo/a es muy importante. Mi participación en la educacion de mi hijo/a afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un lugar tranquilo para estudiar y asignar una hora específica para hacer la tarea. El área de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lápices, plumas, papel, diccionario, tijeras, regia, colores, resistol, diccionario de referencias, etc.
- Asistir a su hijo(a) cuando sea necesario; Asegurarse que el niño(a) entendio y completó su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardián.
- Leer diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela; Tratare a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las pólizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estándares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que esté preparado para un dfa completo de aprendizaje
- Tendre conocimiento a los estándares básicos comunes del Estado de CA y las expectaciones de los niveles de grado; Mantendré la comunicación con los maestros o administradores escolares según sea necesario.
- Asistiré a las Conferencias para Padres, Noche de Regreso a la Escuela, y Noche de Exhibición Escolar; Prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTA, ELAC y ssc cuando sea posible.
- Haré arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo..

RESPONSABILIDADES DEL ESTUDIANTE

Mi educación es importante. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Entiendo que soy responsable por mi propio éxito y que debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Participar activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; o Llevar a casa todo lo necesario para completar las asignaciones.
- Estare seguro de entregar la informacion escolar a papa o mama y regresar a tiempo.
- Leer todas las noches.
- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros así como las diferencias culturales, raciales, étnicas y religiosas.
- Cumplir con el reglamento de vestuario.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salon y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días..
- Conicere los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.

RESPONSABILIDADES DE LOS MAESTROS

Entiendo que la experiencia escolar es muy importante para cada estudiante así como mi papel como maestro/a y modelo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un currículo e instrucción de alta calidad.
- Mantener altas expectativas y formar relaciones afectivas y genuinas con los estudiantes.
- Enseñaré todos los estándares básicos comunes del Estado de CA a nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares básicos comunes del Estado de CA de nivel de grado.
- Proveeré tarea que refleje y reinforce los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicaci6n regularmente con los padres y los estudiantes tocante al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Tratare de saber cuales son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveer un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (minimo una) en la que este contrato y el logro académico se repasará.
- . Proveer a los padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Padre/Guardián **Fecha**	**Firma del Estudiante** **Fecha**	**Firma del Maestro/a** **Fecha**

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
Phillip M. Stokoe Elementary School	33-66977-0113597	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.

The School Plan for Student Achievement (SPSA) is a plan of actions and strategies to raise the academic performance of all students at Stokoe Elementary. Despite the challenges of the pandemic, Stokoe Elementary continues to show growth and progress towards mastery of California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the district and classroom level are used to inform instruction and guide planning. Collaboration and professional learning promote a mindset that fosters continuous improvement with high expectations and equitable learning opportunities for all. Students, staff, parents and

community members analyze data and collaboratively provide input to help develop measurable actions, strategies and goals which ensure that economic, social and academic barriers do not impede the safety and education of our Stokoe students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS so that students are college and career ready. This document will show actions, financial expenditures and planning to align with the goal of increasing student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

School climate surveys were administered to staff, families and 5th grade students in spring of 2022. 104 (76%) 5th grade students were surveyed with the California Healthy Kids Survey (CHKS). 102 of those students attended in person instruction and 2 of those students participated in the home based learning model. 39 (6%)parents were surveyed with the California School Parent Survey (CSPS). All of those parents had students who attended in person instruction. 36 (46%) staff members were surveyed with California School Staff Survey. All staff members supported an in person instructional model. Analysis of the surveys revealed the following:

Strengths:
*High expectations: 89% of students, 97% of parents and 94% of staff report that staff wants students to do their best and 95% of students report having an adult at home who wants them to do their best. 76% of students and 86% of staff report that staff believes students can do a good job and 90% of students report having an adult at home who believes in them.
*School environment: 71% of students, 93% of parents and 100% of staff report that Stokoe is a supporting and nurturing place to learn. 68% of students, 87% of parents and 97% of staff report that Stokoe is a safe place for learners. 97% of students, 92% of parents and 93% of staff report that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. 77% of students report that they have not been victims of mean rumors, bad names, or mean jokes. 81% of students report that they have not been victims of cyberbullying. 90% of students and 97% of staff report that bullying is not tolerated.
*School Discipline/Clarity of rules: 77% of students, 79% of parents and 91% of staff report that students are treated fairly and that rules are equally enforced. 70% of students and 93% of staff report that Stokoe clearly explains rules and that students know the rules.
*Positive behavior on campus: 79% of students, 83% of parents and 88% of staff report that students are treated with respect at Stokoe. 85% of students report that they engage in positive behaviors. Students report that they follow rules in class 87% of the time and 81% of the time on playground; that they listen to adults 87% of the time; and that they treat others kindly 85% of the time.
*Parent Involvement: 83% of parents and 92% of staff report that Stokoe encourages active parent partnerships. 68% of parents and 81% of teachers report that Stokoe is welcoming for parents. 75% of parents and 96% of teachers report that parent concerns are taken seriously. 82% of parents and 96% of teachers report that parent-teacher communication is effective. 76% of parents feel well informed.

Areas in need of improvement:
*Caring adults: 61% of students report that there are caring adults in our school. 76% of students, 83% of parents and 91% of staff report that staff cares about students. 68% of students feel that staff listens to them and 39% feel that staff makes an effort to get to know them.
*Meaningful participation: 35% of students feel that they have opportunities for meaningful participation. Students report they are allowed to provide input related to school or classroom rules/activities 22% of the time; that interesting activities are offered 63% of the time; and that they have input into learning and instruction 16% of the time. 88% of staff report they give students the chance to provide input for rules/activities; and 88% of staff report that lessons are relevant and

interesting. 32% of students, 96% of parents and 94% of staff report that students feel motivated to learn. Parents report that their input is solicited 76% of the time.
*Connectedness/peer interactions: 66% of students feel connected to school. Students report that they feel close to others 48% of the time; that they are happy in school 71% of the time; that they feel part of the school 64% of the time; that they are treated fairly 77% of the time; and that they feel safe 68% of the time. 75% of staff report that students are well behaved. 66% of students, 76% of parents and 100% of staff feel Stokoe encourages students to care about how others feel.
Routines: 56% of staff feel that students are well rested and alert. 39% of students report a bedtime of 10pm or later.

24 certificated staff completed an internal needs assessment survey. Summary of that needs assessment is included in appendix of this plan. Trends of that survey revealed the following:

Strengths:
*79.1% of teachers feel very prepared to provide and deliver number sense routines; 62.5% of teachers feel very prepared using assessment data to guide instruction and providing students with feedback; 62.5% of teachers feel very prepared to integrate ELD standards and content standards in instruction; 75% of teachers feel very prepared when using Google Classroom and Google Apps;
*Grade level strengths-- Sharing resources/materials 34.5%; supportive/cooperative team 37.5%; math (early numeracy, number sense routines) 20.8%
*School strengths--caring staff with a student centered focus 33.3%; Systems to support collaboration/teamwork (20.8%); communication (12.5%)

Areas in need of improvement:
*8.3% of teachers feel unprepared to provide intervention using targeted, skill based prescriptions; only 37.5% of teachers feel very prepared to deliver effective writing instruction; only 37.9% of teachers feel very prepared to use Proficiency Level Descriptors (PLD) to determine appropriate expectations for EL students; 6.8% of teachers feel unprepared to effectively support blended virtual learning;
*Grade level areas in need of improvement--Writing 25%; cohesiveness (instructional alignment, norms, shared understanding) 25%; Honest/transparent/effective communication (20.8%)
*School areas in need of improvement--Systems for cohesiveness (first best instruction, common instructional strategies, curriculum consistency, consistent reinforcement of systems/expectations) 29.1%; SEL, student behaviors, Playworks 25%; Facilities upkeep/cleanliness 25%

Professional Development Trends:
*Need PD in: writing instruction 45.8%; numeracy instruction 42.9%; MTSS (prescriptions, interventions, monitoring/documenting student progress) 50%; foundational skills instruction (41.6%)

Programs/supplies needed: writing curriculum/PD 20.8%; foundational skills routines/PD 20.8%

Use of Instructional Coach: 92% of teachers strongly agree that IC is approachable; 87.5% of teachers strongly agree that IC fosters a safe, trusting environment for teachers; 83.3% of teachers strongly agree the IC builds relationships effectively; 8.3% of staff disagree that IC analyzes student data or exhibits deep knowledge of a wide variety of instructional 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 consistent classroom visits on a consistent basis and provides timely formal and informal feedback to staff. Staff receives informal feedback via a feedback journal located in each classroom. Formal feedback related to all standards for the teaching profession is provided following classroom observations as part of the formal evaluation process. Feedback is focused on leveraging highly effective instructional strategies, identifying areas in need of improvement, implementation of professional development, academic rigor and student engagement. Feedback also includes commendations and recommendations for continuous growth and improvement. All teachers are formally observed every other year, unless offered a 5 year deferral in alignment with district criteria. In addition, administration reviews PLC minutes and provides feedback based on: data analysis, refinement of research based instructional strategies and implementation of standards based lessons that support student mastery. Individual staff members and grade level teams receive targeted support from instructional coach based on professional growth goals or as needed based on administrative recommendation.

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)

Teachers utilize a variety of formative, benchmark, grade level common assessments, and universal screening tools to determine the academic performance of all students. In Transitional Kindergarten, the PELI is administered to TK students three times a year and iReady is administered to students in grades K-5 in both ELA and math three times a year as well. The data generated from these assessments is analyzed by staff and used to guide instruction and to identify "at-promise" students in need of targeted instruction during intervention to remediate learning and close achievement gaps. As part of our system of MTSS, a tiered intervention process is used to identify specific learning needs, to develop prescriptions that align with goals for remediation of learning and to document student progress towards mastery of goals. Student achievement data for language arts, math and language development for EL students is also used to support planning and delivery of targeted instruction during small group interventions for language arts or math and for leveled language proficiency instruction during D-ELD. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

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

Student achievement data is consistently reviewed by staff during structured grade level collaborations, leadership team meetings and staff meetings. Assessments are used to monitor student progress towards meeting grade level standards. Data from Common Formative Assessments, end of unit assessments, Silicon Valley Math Initiative (SVMI), iReady, ELPAC, CAASPP and other assessments are analyzed by teachers in order to guide planning, to determine best instructional practices and to cognitively plan lessons that meet diverse student needs. Data collection for iReady is available within the iReady system. Other data is entered into the IO Assessment data base, Ellevation data base or Aeries. The use of data reports from these platforms facilitate the planning of timely interventions and are also used to monitor the effectiveness of those interventions. In addition, staff uses data from formative assessments to guide instruction and inform planning so that instruction is differentiated to meet the unique needs of each student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All permanent instructional staff at Stokoe Elementary, 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 Stokoe Elementary are fully credentialed and participate in timely professional learning opportunities multiple times throughout the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times throughout the year during site and district-wide professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. All teachers participate in 1 hour monthly professional learning opportunities to support effective instructional practices and to remain up-to-date on the latest research and instructional methods. Teachers also typically participate in full day articulation and collaboration days a minimum of four times a year to support ongoing professional learning and cognitive planning for implementation of newly learned strategies and best instructional practices. As a result of the pandemic, there have been staffing shortages for substitutes which have prevented full day release for collaboration/articulation. Funding allocation was set aside for 5 days. Full day collaboration/articulation will resume when staffing shortages for substitutes improve. However, teachers did have opportunities to participate in professional learning or collaboration during early release days or outside of their normal working hours. In addition, the district adopted a self-paced, fully digital professional learning platform (Alvord Strong) which allows teachers to select topics of interest and participate in professional learning. Our staff fully embraced this learning and growth platform and district data for the spring 2021 indicates that Stokoe is in the top 5 of all district schools for participation and completion of sessions!

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

Professional learning is aligned with CCCSS and is designed to meet the diverse needs of students and staff. During 2021-2022 school year, Stokoe Elementary School's professional development focused on instructional strategies to support numeracy, conceptual understanding in math and consistency in site implementation of number sense routines--specifically number strings; site systems for success including PBIS, Social emotional learning and meeting circles; instructional supports for EL students including oral language production, D-ELD and vocabulary development; analysis of student achievement reports (SPSA goals, iReady, SBAC, SVMI and formative assessments); iReady administration, report analysis and classroom use; instructional strategies for early literacy including reading/writing strategies; MTSS, including differentiated instruction, progress monitoring and intervention strategies; annual required trainings, including mandated reported, suicide protocols, sexual harassment, disaster plan and emergency procedures; and topics related to administration of state assessments (ELPAC, SBAC). 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 identify the specific learning needs of students in order to plan for intervention, remediation, enrichment and small group instruction which support individualized and grade level specific areas of need.

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

Instructional Coach and district staff remain focused on developing high quality teaching and learning in every classroom. Instructional assistance and support for implementation and planning of lessons and best instructional strategies is provided at the site level by our site Instructional Coach. Teachers also receive occasional support from other specialists throughout the district. Stokoe Elementary also has an early literacy teacher who supports reading intervention and development of targeted prescriptions to address specific literacy needs and an early numeracy teacher who supports math intervention to address numeracy, fluency and conceptual understanding. In addition, teacher leaders are utilized to support effective implementation of NGSS, GATE and AVID.

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 teams during collaboration on early release days. During collaborations, teachers analyze student data and student work samples, discuss effective instructional strategies, cognitively plan lessons and identify at-promise students in need of targeted interventions during small group instruction within the classroom and within targeted intervention groups within the grade level. The challenges of distance learning and safety protocols during the pandemic limited students from meeting in targeted groups across the grade level. All students had opportunities to participate in small group instruction or targeted intervention within their own classroom. Typically, teachers have several full-day sub-release articulation and collaboration days throughout the school year which allows for more in depth cognitive planning and ongoing professional growth. As a result of the pandemic, there have been staffing shortages for substitutes which have prevented full day release for collaboration/articulation. Funding allocation was set aside for 5 days. Full day collaboration/articulation will resume when staffing shortages for substitutes improve. However, articulation and collaboration days continued during early release or outside of normal school hours during the pandemic.

Teaching and Learning

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

Instruction is aligned with CCCSS utilizing adopted curriculum and various supplemental materials to ensure students have access to and develop mastery of grade level standards. Teachers cognitively plan standards based lessons using the pacing guides, ELA/ELD frameworks, math progressions and additional resources that support the teaching and rigor of the CCCSS. The Instructional Coach supports the teaching of ELA, math, ELD and other core content areas by collaborating with teachers to discuss instructional practices, to cognitively plan lessons, to co-teach lessons and/or to model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal feedback.

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

Students in Transitional Kindergarten(TK) and Kindergarten (K) receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 ½ hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades TK/K receive a minimum of 30 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60 minutes of math instruction daily. In addition, 30 minutes of English Language Development (D-ELD) is provided to English Language Learners at their language proficiency levels daily, and all students in grades 1st-5th receive 100 minutes of physical education weekly.

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

Teachers use pacing guides, scope and sequence from adopted curriculum and collaboratively work with grade level teams using standards and common assessments to develop pacing schedules for language arts and mathematics in order to ensure that all students have access to the core curriculum. Differentiated instruction is provided to students in Language Arts and Math for remediation and extension of learning. All students in 1st-5th grades who are performing below grade level participate in targeted small group intervention embedded within the regularly scheduled school day. Kindergarten students that demonstrate a need for additional support participate in intervention outside of their regularly scheduled school day. Student achievement data is analyzed and literacy prescriptions along with specific literacy goals are developed as part of our system of our Multi-Tiered Systems of Support (MTSS). Student progress during intervention is documented and monitored with the support of our Student Success Team (SST) which serves as a resource for teachers and as a means of formal support for at-promise students.

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

Stokoe Elementary follows district and state regulations when providing standards based instructional materials to all students. Every student has all materials for all adoptions in: language arts, math, social science, and science in alignment with the CCCSS. EL students also have appropriate materials for D-ELD instruction. Supplemental materials are available and provided as needed to support differentiation of instruction.

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

Stokoe is following the rigorous academic CCCSS adopted by the California Board of Education. The standards serve as a framework that guide the development of school, grade level and classroom goals. Standards also support the development of content objectives, language objectives and expected learning outcomes towards mastery of grade level standards. Instructional time is valued and protected. Stokoe teachers utilize pacing guides along with the scope and sequence within adopted curriculum to support planning, learning progressions and lesson delivery for both ELA and Math.

All Stokoe students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Most textbooks are available in print or digital format as well. Teachers also use district adopted and approved supplemental resources to assist students in attaining mastery of standards. Grade level intervention blocks promote flexible student grouping and create opportunities for teachers to address diverse student needs by providing targeted, skill based lessons in response to student needs. Safety protocols and distance learning during the pandemic limited flexible student grouping across grade levels. However, targeted instruction continued within all classrooms during small group instruction. Small group instruction allows teachers to differentiate lessons and utilize instructional strategies for at-promise and EL students requiring remediation and English Language Development support. Our system of MTSS includes the use of literacy prescriptions and goal setting to address identified literacy needs and targeted, skill based instruction. Writing instruction is aligned to CCCSS. In addition, all staff have Teachers' Editions, supplemental materials and other resources in order to fully implement the CCCSS.

Opportunity and Equal Educational Access

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

All under-performing students receive the necessary targeted services to support and enable them to achieve mastery of grade level CCCSS. This is accomplished through small group instruction within each classroom where targeted, skills based prescriptions are utilized to remediate skills as an intervention. Goals for student progress are established, monitored and documents as part of our Multi-tiered Systems of Support (MTSS). Our Student Success Team (SST) maintains record keeping and site level documentation to monitors at-promise student progress. Every grade level selects and administers common assessments, uses data sets multiple times a year to analyze trends and to identify specific learning needs of students in order to write prescriptions and to group students for targeted, skill based instruction during intervention. Daily intervention blocks with targeted literacy instruction in response to student needs occur school-wide. In addition, some students also receive additional time with our literacy teacher for supplemental targeted literacy instruction or with our numeracy teacher for supplemental targeted numeracy instruction to close achievement gaps. D-ELD instruction is provided to EL students at their language proficiency level for 30 minutes daily. Teachers actively monitor and document student progress and effectiveness of prescribed interventions as part of a tiered system of interventions. The use of MTSS ensures that students who have not responded to tiered interventions receive additional support through SST. The SST system and team effectively monitors at-promise students by developing action plans and strategies in response to student needs. In some instances, students are provided additional learning supports and accommodations in the form of 504 plans or Individualized Educational Plans (IEPs). During the pandemic, adjustments to typical routines for small group, for commingling of students, and daily time allotments for intervention were required. All students did have opportunities for participation in small group, intervention and D-ELD instruction during the pandemic.

Evidence-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high leverage strategies that address the unique needs of all learners. Stokoe provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction, provide small group instruction and implement targeted intervention using prescriptions to remediate learning gaps for underperforming students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, by incorporating accommodations and by using strategies to address specific student needs based on achievement results from informal and formal assessments including: ELPAC, iReady, Common Formative Assessments, DIBELS, BPST, SVMI, benchmark assessments and standardized assessments (CAASPP).

Intervention at Stokoe includes: targeted, skill based prescriptions for remediation of ELA skills during intervention blocks, small group instruction, Zearn, strategic oral language development opportunities with productive partners, active engagement strategies, and differentiated questioning. In addition, some students receive an additional layer of targeted literacy instruction from our literacy teacher or targeted numeracy instruction from our numeracy teacher and Kindergarten teachers provide additional support for at-risk students after school hours.

Other services provided within our school to assist underperforming students include:
*Resource Program (RSP)--assists special education students to meet IEP goals
*Speech and Language Specialist--serves special education students with speech/language needs
*Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
*Instructional Coach--assists classroom teachers in identifying and leveraging best instructional practices
*Literacy Teacher--assists at-promise students with supplemental instruction in literacy
*Numeracy Teacher--assists at-promise students with supplemental instruction in early numeracy, conceptual understanding and fluency
*The Health Center--provides a nurse on-call and a health assistant at school site
*Library Assistant--assists students in developing a love for reading, conducting research and locating and checking our library materials
*Psychologist--supports staff and evaluates students for qualification into special education
*Counselor--supports students by providing character development lessons in all classrooms, targeted small group opportunities for some students in need of additional social emotional or behavioral support and provides assistance to families
*Materials Center--ensures that each teacher has core curriculum and core components needed for instruction
*Attendance monitoring program--ensures students are attending school on a regular basis and obtaining adequate instructional minutes
*Foster/Displaced Family Liaison--provide support and resources for students and families in need

Parental Engagement

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

During the 2022-2023 school year, Stokoe will provide many family engagement opportunities. Information for parents of incoming TK/Kindergarten students is provided through our TK/Kinder Camp. During parent involvement week, parents have the opportunity to participate in collaborative STEAM classroom activities with their child. Parents of 4th and 5th grade students may attend Science Fair Information night to assist them in supporting students with the scientific method. Students may be provided a science board, if the format reverts from digital submission to science board submission for this school year. All students and families are invited to family nights scheduled throughout the year focused on interactive STEAM activities. Also, each grade level provides parents with an opportunity to participate in interactive learning in the classroom with their child at various times throughout the year. In addition, strategies and resources for parents to support the academic and social needs of their child are provided during various parent meetings including ELAC, (Action Teams for Partnership) ATP and Principal's Coffee. Translation is provided during parent group meetings and home/school communications. When safety protocols during the pandemic do not allow for in person gatherings, events and supports will be available in virtual format as 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)

Parent participation is valued at Stokoe Elementary. Stokoe Elementary has a Parent Involvement Policy that outlines all the ways parents can get involved in our school. The Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during all parent meetings. Parent Involvement Policy is updated and approved every other year based on input from all stakeholders. The current Parent Involvement Policy is effective from 2022-2024. Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), Action Teams for Partnership (ATP), English Learners Advisory Committee (ELAC) and School Site Council (SSC). Participation and attendance in these groups provides parents the opportunity to fully understand the workings of the public educational system, along with the programs and services offered at Stokoe. Meeting times are adjusted to meet the needs of the parents and to enhance participation. PTO has been inactive during the pandemic, but will resume when pandemic conditions improve. PTO typically sponsors multiple activities and celebrations throughout the year including, book fairs, assemblies, dances, Color Run and Family Fun/Movie Nights. ATP is a partnership between parents, teachers and administration that develops an annual action plan for parent engagement and plans family involvement events and activities in order to strengthen the home/school connections and families ability to support at home learning. ELAC is an advisory council that provides input and recommendations about programs, services and opportunities offered to specifically support EL students in the acquisition of English Language Development, Language Arts and Math. Their advice and input is taken to SSC. SSC is the decision making body that assists in the planning, implementation and evaluation of the School Plan for Student Achievement (SPSA). This council analyzes and evaluates services and program effectiveness in order to make important decisions to positively impact Stokoe and student achievement.

Stokoe also recruits male family members to participate in Watch DOGS (Dads of Great Students). Watch DOGS is a program that encourages male participation on campus. Dads and other male family figures volunteer and serve as positive male role models for students throughout the school year. Watch DOGS has been temporarily suspended due to limitation of in-person volunteers as a result of the pandemic. Watch DOGS will resume once pandemic conditions improve.

Parents are also encouraged to get involved by attending monthly award assemblies, Principal's Coffee, Parent/Teacher conferences, Family Nights, Parent Involvement week, special classroom events and assemblies. In addition, parents are given the opportunity to observe or serve as a volunteer in their child’s classroom. All events are posted on our school website, school marquee and in monthly newsletters which contain a calendar of events and important reminders for the month. Parents also receive information from items posted on our website, from flyers posted PeachJar, and through phone, text and/or email reminders via BlackBoard Connect/Parent Square. Stokoe is an AVID school and the home/school connection is promoted through the use of daily planners, agendas and/or folders which support the development of time management and organizational skills for students and serve as a written communication tool between parents and teachers. Teachers also communicate consistently through the use of digital apps such as Google Classroom stream, Remind or Class DoJo. Our Title 1 Compact is distributed annually as part of data confirmation and outlines key responsibilities and commitments for staff, students and parents. Title 1 Compact is updated and approved every other year based on input from all stakeholders. The current Title 1 Compact is effective from 2022-2024. Translation is provided for school correspondence and during events.

Safety protocols and guidelines during the pandemic may temporarily limit site ability for some of the in-person events. Events will continue in virtual format whenever feasible and will resume once it is safe to do so in alignment with safety recommendations.

Funding

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

Categorical funds provide professional learning opportunities as well as opportunities for underperforming students to achieve mastery of grade level standards through support staff, supplemental materials, technology to support learning and digital literacy, targeted intervention, and other extended learning opportunities. Supplemental materials are purchased to support and enrich core programs. Professional learning opportunities promote and foster research-based strategies and techniques that support capacity building and ongoing learning opportunities so that teachers can more effectively help students attain mastery of standards. Categorical funds are also used to facilitate parent involvement activities. Family Nights provide parents with fun and engaging strategies to support at home learning. Parents of incoming Transitional Kindergarten and Kindergarten students also have the opportunity to attend TK/Kinder Camp which encourages school readiness strategies. Parents of 5th grade students have the opportunity to attend a Middle School transition meeting and learn strategies to support a successful emotional, developmental and academic transition from elementary school to middle school. In addition, site categorical funds are used to support students and teachers through the funding of our Instructional Coach and our Literacy Teacher. Both positions enhance our site ability to provide professional support for our staff and literacy support for our students.

Safety protocols and guidelines during the pandemic may temporarily limit site ability to participate in full day release for teacher collaboration/articulation or for in-person family events. These events will continue in virtual format whenever feasible and will resume once it is safe to do so in alignment with safety recommendations.

Fiscal support

The District provides additional fiscal support by funding two Bilingual Instructional Assistants, a Library Assistant and a Numeracy Teacher. Additionally, the District funds staff development and the after school program which are an essential part of the overall educational program for 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

SSC, ELAC and staff are involved in the annual development of the school plan (SPSA). ELAC members, staff members and SSC members review student achievement data, discuss effectiveness of programs and services and provide input for development of school wide goals during regularly scheduled monthly meetings. After reviewing and discussing data trends along with current actions and strategies, ELAC and staff members provide input by making suggestions and recommendations for the plan. SSC analyzes data trends, discusses current actions/strategies, evaluates effectiveness of programs/services and reviews input from staff and ELAC in order to assess the effectiveness of the plan and to develop new goals.

ELAC, staff and SSC members review and monitor the plan throughout the school year. During the final few months of the school year, ELAC, staff and SSC review student achievement data to determine progress and attainment of each of the SPSA goals. Each stakeholder group also reviews and discusses the actions and strategies that were implemented to assess the effectiveness

of our programs and services, and make to recommendations for ongoing implementation of our programs and services. Throughout the year, data reports and trends that align with the SPSA are presented to ELAC, staff and SSC to monitor and evaluate effectiveness.

Stokoe will continue to invite and include all stakeholders in monitoring, reviewing and evaluating the effectiveness of our school programs and services. In addition, we will create and promote opportunities to increase parent participation in parent committee meetings.

Resource Inequities

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

As of 2022, Stokoe is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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	0.59%	0.6%	0.81%	4	4	5
African American	7.11%	7.7%	6.63%	48	50	41
Asian	1.33%	0.8%	1.46%	9	5	9
Filipino	1.63%	1.4%	1.46%	11	9	9
Hispanic/Latino	78.81%	80.2%	81.07%	532	519	501
Pacific Islander	0.74%	0.6%	0.65%	5	4	4
White	8%	6.2%	6.47%	54	40	40
Multiple/No Response	1.78%	1.9%	1.46%	12	12	9
			Total Enrollment	675	647	618

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	128	100	112
Grade 1	98	108	87
Grade 2	114	98	105
Grade3	102	110	100
Grade 4	121	104	111
Grade 5	112	127	103
Total Enrollment	675	647	618

Conclusions based on this data:

1. The composition of student groups has been relatively stable for the past few years with minimal changes occurring within each of our identified student groups. Stokoe is comprised of eight distinct student groups. Approximately 80% of Stokoe students are of Hispanic or Latino descent. The student groups with the largest change over the past few years are Asian, African American and White which have decreased by 0.53%, 0.59% and 1.19% respectively.
2. Total enrollment has decreased slightly over the past few years. There was a decrease of 28 students between 2019-2020 and 2020-2021 school years.
3. Total enrollment across all grade levels has decreased over the past few years, with the exception of 5th grade. The grade levels with the largest decrease was Kindergarten with a decrease of 28 students and 5th grade with an increase of 25 students. All other grade levels maintained enrollment that changed by 18 students or less.

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	173	175		25.6%	27.0%	
Fluent English Proficient (FEP)	78	49		11.6%	7.6%	
Reclassified Fluent English Proficient (RFEP)	68	0		28.8%	0.0%	

Conclusions based on this data:

1. The percent of EL students has been relatively stable for the past few years, even though total enrollment has decreased.
2. The number of FEP students decreased by 27 students over the past few years. In that time, the percent of FEP students has decreased by 4%.
3. The number of RFEP students decreased significantly over the past few years. The percent of RFEP students has decreased by nearly 29%.

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	109	124	110	108	122	0	108	122	0	99.1	98.4	0.0
Grade 4	117	111	105	117	109	0	117	109	0	100	98.2	0.0
Grade 5	102	114	125	100	114	0	100	114	0	98	100	0.0
All Grades	328	349	340	325	345	0	325	345	0	99.1	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	2391.	2373.		7.41	13.11		18.52	13.93		40.74	19.67		33.33	53.28	
Grade 4	2437.	2449.		13.68	12.84		24.79	27.52		24.79	30.28		36.75	29.36	
Grade 5	2469.	2451.		10.00	8.77		27.00	21.93		28.00	19.30		35.00	50.00	
All Grades	N/A	N/A	N/A	10.46	11.59		23.38	20.87		31.08	22.90		35.08	44.64	

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	10.19	14.75		49.07	45.08		40.74	40.16	
Grade 4	12.82	13.76		47.01	51.38		40.17	34.86	
Grade 5	8.00	12.28		53.00	43.86		39.00	43.86	
All Grades	10.46	13.62		49.54	46.67		40.00	39.71	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2.78	7.38		54.63	40.16		42.59	52.46	
Grade 4	17.95	14.68		51.28	62.39		30.77	22.94	
Grade 5	18.00	20.18		52.00	37.72		30.00	42.11	
All Grades	12.92	13.91		52.62	46.38		34.46	39.71	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.04	9.84		66.67	64.75		21.30	25.41	
Grade 4	7.69	11.01		70.94	66.97		21.37	22.02	
Grade 5	8.00	4.39		65.00	60.53		27.00	35.09	
All Grades	9.23	8.41		67.69	64.06		23.08	27.54	

2019-20 Data:
Executive Order N-30-20 was issued 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	11.11	9.84		61.11	37.70		27.78	52.46	
Grade 4	10.26	13.76		60.68	59.63		29.06	26.61	
Grade 5	16.00	10.53		51.00	43.86		33.00	45.61	
All Grades	12.31	11.30		57.85	46.67		29.85	42.03	

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.

Conclusions based on this data:

1. CAASPP was not administered in 2019-2020 or in 2020-2021 due to pandemic. During the 2020-2021 school year the local measure of iReady was used to evaluate student progress in ELA. Refer to local assessment data section or SPSA Goal 1: 1A ELA for data analysis of student progress in ELA. Most current data is from 2018-2019 administration of CAASPP. Data from other assessments is analyzed in the goals sections.
CAASPP results from 2018-2019 revealed the following:
*32.46% of students met or exceeded standards, a decrease from 33.84% when compared to the previous year.
*67.54% of students nearly met or did not meet standards, an increase from 66.16% when compared to the previous year.
*The percent of Stokoe students meeting or exceeding standards decreased by 1.38% in overall ELA performance.
*The percent of Stokoe students not meeting standards increased by 9.56% in overall ELA performance.

*The percent of Stokoe students exceeding standards continues to increase slightly each year. While the percent of students meeting or nearly meeting standards has fluctuated over the past three years.

2. Significant findings by domain are as follows:
*The percent of students performing above standard has increased in reading and writing and fluctuated slightly in listening and research/inquiry over the past three years.
*The percent of students performing at or near standard has fluctuated in all areas over the past three years.
*The percent of students performing below standard has decreased in reading, but has fluctuated in all other areas over the past three years.
*The domain of writing contains the highest percent of students above standard (13.91%).
*The domain of listening contains the highest percent of students at or near standards (64.06%).
*The domain of research/inquiry contains the highest percent of students below standard (42.03%).

3. Significant findings by grade level are as follows:
*Students in 4th grade continue to make progress and growth. Progress for students in 3rd and 5th grade has fluctuated over the past three years.
*3rd Grade--Achievement for students exceeding standards increased (5.7%); meeting standards decreased (4.59%); nearly meeting standards decreased (21.07%); not meeting standards increased (19.95%).
*4th Grade--Achievement for students exceeding standards decreased (0.84%); meeting standards increased (2.73%); nearly meeting standards increased (5.49%); not meeting standards decreased (7.39%).
*5th Grade--Achievement for students exceeding standards decreased (1.13%); meeting standards decreased (5.07%); nearly meeting standards decreased (8.7%); not meeting standards increased (15%).

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	109	124	110	108	124	0	108	124	0	99.1	100	0.0
Grade 4	117	111	105	117	109	0	117	109	0	100	98.2	0.0
Grade 5	102	114	125	101	114	0	101	114	0	99	100	0.0
All Grades	328	349	340	326	347	0	326	347	0	99.4	99.4	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	2396.	2388.		3.70	8.87		24.07	24.19		38.89	23.39		33.33	43.55	
Grade 4	2440.	2442.		6.84	7.34		20.51	14.68		41.03	51.38		31.62	26.61	
Grade 5	2439.	2443.		0.99	3.51		7.92	9.65		31.68	29.82		59.41	57.02	
All Grades	N/A	N/A	N/A	3.99	6.63		17.79	16.43		37.42	34.29		40.80	42.65	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	20.16		47.22	30.65		41.67	49.19	
Grade 4	18.80	12.84		32.48	40.37		48.72	46.79	
Grade 5	3.96	6.14		26.73	22.81		69.31	71.05	
All Grades	11.66	13.26		35.58	31.12		52.76	55.62	

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

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	6.48	10.48		56.48	45.97		37.04	43.55	
Grade 4	5.98	7.34		47.01	47.71		47.01	44.95	
Grade 5	0.99	6.14		39.60	36.84		59.41	57.02	
All Grades	4.60	8.07		47.85	43.52		47.55	48.41	

2019-20 Data:
Executive Order N-30-20 was issued 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	12.04	14.52		56.48	36.29		31.48	49.19	
Grade 4	12.82	11.01		47.01	55.05		40.17	33.94	
Grade 5	4.95	1.75		42.57	43.86		52.48	54.39	
All Grades	10.12	9.22		48.77	44.67		41.10	46.11	

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.

Conclusions based on this data:

1. CAASPP was not administered in 2019-2020 or 2020-2021 due to pandemic. During the 2020-2021 school year the local measure of iReady was used to evaluate student progress in math. Refer to local assessment data or SPSA Goal 1: 1B Math for data analysis of student progress in math. Most current data is from 2018-2019 administration of CAASPP. Data from other assessments is analyzed in the goals sections.
CAASPP results from 2018-2019 revealed the following:
*23.06% of students met or exceeded standards, an increase from 21.78% when compared to the previous year.
*76.94% of students nearly met or did not meet standards, an decrease from 78.22% when compared to the previous year.
*The percent of Stokoe students meeting or exceeding standards increased by 1.28% in overall Math performance.
*The percent of Stokoe students not meeting standards increased by 1.85%.
*The percent of Stokoe students not meeting, nearly meeting or meeting standards has remained fluctuated slightly each year, while the percent of Stokoe students exceeding standards continues to increase slightly each year.

2. Significant findings by domain are as follows:
*The percent of students performing above standard increased in all areas, with the exception of Communicating Reasoning.
*The percent of students performing at or near standard decreased in all areas.
*The percent of students performing below standard increased in all areas.
*The domain of Concepts & Procedures has the highest percent of students performing above standard (13.26%) and the highest percent of students performing below standard (55.62%).
*The domain of Communicating Reasoning has the highest percent of students performing at or near standard (44.67%).

3. Significant findings by grade level are as follows:
*Students in all grade levels continue to increase the percent of students exceeding standards over the past three years.

*Students in 5th grade continue to make positive growth each year.
*Students in 4th and 5th grades decreased the overall percent of students not meeting standards.
*3rd Grade--Achievement for students exceeding standards increased (5.17%); meeting standards increased (0.12%); nearly meeting standards decreased (15.5%); not meeting standards increased (10.22%).
*4th Grade--Achievement for students exceeding standards increased (0.5%); meeting standards decreased (5.83%); nearly meeting standards increased (10.35%); not meeting standards decreased (5.01%).
*5th Grade--Achievement for students exceeding standards increased (2.52%); meeting standards increased (1.73%); nearly meeting standards decreased (1.86%); not meeting standards decreased (2.39%).

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	1424.3	1438.4	1429.9	1439.9	1453.2	1435.2	1387.8	1403.8	1417.2	43	39	28
1	1468.3	1424.3	1431.7	1461.7	1452.6	1433.4	1474.3	1395.5	1429.4	32	30	32
2	1489.3	1505.9	1454.0	1492.3	1500.3	1471.6	1486.0	1510.9	1436.0	44	29	27
3	1502.4	1478.0	1474.9	1501.3	1471.5	1490.5	1503.0	1484.0	1458.8	57	34	31
4	1508.3	1539.3	1492.9	1494.8	1544.0	1502.1	1521.3	1534.1	1483.2	36	45	22
5	1539.4	1526.9	1523.8	1526.5	1524.3	1525.1	1551.7	1529.0	1521.9	36	33	36
All Grades										248	210	176

2019-20 Data:
Executive Order N-30-20 was issued 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	27.91	25.64	28.57	*	35.90	28.57	32.56	28.21	28.57	*	10.26	14.29	43	39	28
1	46.88	6.67	0.00	34.38	20.00	31.25	*	36.67	40.63	*	36.67	28.13	32	30	32
2	40.91	24.14	0.00	38.64	55.17	40.74	*	17.24	33.33	*	3.45	25.93	44	29	27
3	*	8.82	16.13	42.11	32.35	25.81	28.07	35.29	32.26	*	23.53	25.81	57	34	31
4	*	48.89	9.09	52.78	33.33	36.36	*	15.56	36.36	*	2.22	18.18	36	45	22
5	50.00	18.18	25.00	38.89	60.61	30.56	*	9.09	36.11	*	12.12	8.33	36	33	36
All Grades	33.06	23.81	13.64	38.31	39.05	31.82	18.55	23.33	34.66	10.08	13.81	19.89	248	210	176

2019-20 Data:
Executive Order N-30-20 was issued 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	37.21	35.90	25.00	27.91	35.90	50.00	*	17.95	10.71	*	10.26	14.29	43	39	28
1	50.00	20.00	21.88	*	23.33	18.75	*	40.00	40.63	*	16.67	18.75	32	30	32
2	63.64	44.83	22.22	25.00	37.93	48.15	*	13.79	14.81	*	3.45	14.81	44	29	27
3	33.33	23.53	29.03	38.60	41.18	45.16	19.30	11.76	0.00	*	23.53	25.81	57	34	31
4	38.89	68.89	22.73	44.44	22.22	59.09	*	8.89	13.64	*	0.00	4.55	36	45	22
5	61.11	36.36	41.67	36.11	45.45	38.89	*	9.09	5.56		9.09	13.89	36	33	36
All Grades	46.37	40.00	27.84	33.87	33.81	42.05	11.69	16.19	14.20	8.06	10.00	15.91	248	210	176

2019-20 Data:
Executive Order N-30-20 was issued 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	*	17.95	21.43	*	23.08	21.43	32.56	43.59	35.71	30.23	15.38	21.43	43	39	28
1	43.75	6.67	0.00	*	16.67	34.38	*	13.33	21.88	*	63.33	43.75	32	30	32
2	29.55	17.24	0.00	36.36	41.38	29.63	*	37.93	25.93	*	3.45	44.44	44	29	27
3	*	2.94	3.23	26.32	26.47	12.90	42.11	35.29	38.71	21.05	35.29	45.16	57	34	31
4	*	13.33	0.00	58.33	53.33	18.18	*	24.44	40.91	*	8.89	40.91	36	45	22
5	44.44	3.03	11.11	30.56	33.33	19.44	*	51.52	47.22	*	12.12	22.22	36	33	36
All Grades	23.79	10.48	6.25	31.85	33.33	22.73	25.40	34.29	35.23	18.95	21.90	35.80	248	210	176

2019-20 Data:
Executive Order N-30-20 was issued 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	53.49	35.90	18.52	34.88	53.85	62.96	*	10.26	18.52	43	39	27
1	50.00	30.00	21.88	40.63	53.33	65.63	*	16.67	12.50	32	30	32
2	75.00	37.93	7.41	*	55.17	81.48	*	6.90	11.11	44	29	27
3	38.60	8.82	30.00	54.39	64.71	50.00	*	26.47	20.00	57	34	30
4	36.11	40.00	13.64	52.78	57.78	81.82	*	2.22	4.55	36	45	22
5	61.11	18.18	22.22	38.89	69.70	63.89		12.12	13.89	36	33	36
All Grades	52.02	29.05	19.54	41.13	59.05	66.67	6.85	11.90	13.79	248	210	174

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.21	41.03	40.00	44.19	43.59	44.00	*	15.38	16.00	43	39	25
1	62.50	20.00	7.41	*	56.67	66.67	*	23.33	25.93	32	30	27
2	56.82	37.93	39.13	38.64	58.62	56.52	*	3.45	4.35	44	29	23
3	40.35	47.06	44.44	45.61	32.35	40.74	*	20.59	14.81	57	34	27
4	61.11	80.00	80.00	*	20.00	20.00	*	0.00	0.00	36	45	15
5	63.89	66.67	80.00	33.33	24.24	10.00	*	9.09	10.00	36	33	30
All Grades	52.02	50.95	46.94	37.50	37.62	40.14	10.48	11.43	12.93	248	210	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	*	5.13	18.52	67.44	84.62	62.96	*	10.26	18.52	43	39	27
1	53.13	16.67	15.63	*	13.33	37.50	*	70.00	46.88	32	30	32
2	34.09	13.79	3.70	38.64	82.76	55.56	27.27	3.45	40.74	44	29	27
3	*	2.94	3.33	57.89	50.00	53.33	33.33	47.06	43.33	57	34	30
4	*	4.44	4.55	66.67	77.78	40.91	*	17.78	54.55	36	45	22
5	44.44	9.09	8.33	38.89	75.76	63.89	*	15.15	27.78	36	33	36
All Grades	25.00	8.10	9.20	50.40	65.71	52.87	24.60	26.19	37.93	248	210	174

2019-20 Data:
Executive Order N-30-20 was issued 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	37.21	33.33	18.52	30.23	38.46	40.74	32.56	28.21	40.74	43	39	27
1	43.75	6.67	3.13	46.88	36.67	59.38	*	56.67	37.50	32	30	32
2	31.82	27.59	14.81	61.36	68.97	37.04	*	3.45	48.15	44	29	27
3	26.32	11.76	9.68	56.14	61.76	45.16	*	26.47	45.16	57	34	31
4	38.89	40.00	0.00	52.78	55.56	72.73	*	4.44	27.27	36	45	22
5	47.22	15.15	13.89	50.00	72.73	75.00	*	12.12	11.11	36	33	36
All Grades	36.29	23.81	10.29	50.00	55.24	55.43	13.71	20.95	34.29	248	210	175

2019-20 Data:
Executive Order N-30-20 was issued 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. During the 2020-2021 school year, ELPAC was administered in a variety of settings. Students in the hybrid learning program took the assessment in person and students in virtual learning program took the assessment remotely.

   ELPAC results from 2020-2021 revealed the following:
   *176 EL students were assessed in grades K-5th.
   *For Overall Language Skills, the overall percent of EL students by performance levels ranged from 13.64%-34.66%. 45.46% of EL students demonstrated overall proficiency at performance levels 3 and 4. 54.55% of EL students demonstrated overall proficiency at performance levels 1 or 2. This reflects an increase of 17.31% more students performing at levels 1 or 2 when compared to previous year.
   *For Oral Language Skills, the overall percent of EL students by performance level ranged from 14.20%-42.05%. 69.89% of EL students demonstrated oral language proficiency at performance levels 3 and 4. 30.11% of EL students demonstrated oral language proficiency at performance levels 1 and 2. This reflects an increase of 3.92% more students performing at levels 1 or 2 when compared to previous year.

*For Written Language Skills, the overall percent of EL students by performance level ranged from 6.25%-35.80%. 28.98% of EL students demonstrated written language proficiency at performance levels 3 and 4. 71.03% of EL students demonstrated written language proficiency at performance levels 1 and 2. This reflects an increase of 14.84% more students performing at levels 1 or 2 when compared to previous year.
*The overall percent of EL students performing at levels 1 or 2 increased across all areas.
*EL students demonstrate stronger oral language skills than written language skills.

2.

Significant findings by domain are as follows:
*19.54% of EL students demonstrated well developed proficiency in listening.
*46.94% of EL students demonstrated well developed proficiency in speaking.
*9.20% of EL students demonstrated well developed proficiency in reading.
*10.29 % of EL students demonstrated well developed proficiency in writing.
*The highest percent of EL students at the beginning level was in the domain of reading with 37.93%.
*The lowest percent of EL students at the beginning level was in the domain of speaking with 12.93%.
*The highest percent of EL students at the somewhat/moderately developed level was in the domain of listening with 66.67%.
*The lowest percent of EL students at the somewhat/moderately developed level was in the domain of speaking with 40.14%.
*The highest percent of EL students at the well developed level was in the domain of speaking with 46.94%.
*The lowest percent of EL students at the well developed level was in the domain of reading with 9.20%.
*The overall percent of EL students that demonstrated beginning levels increased in all domains. The overall percent of EL students that demonstrated somewhat/moderately developed levels increased in the domains of listening, speaking and writing, but decreased in the domain of reading. The overall percent of EL students that demonstrated well developed levels decreased in the domains of listening, speaking and writing, but increased in the domain of reading.

3.

Significant findings by grade level are as follows:
*The number of EL students by grade level ranged from 22-36.
*The grade levels with the lowest number of EL students was 4th grade with 22 students.
*The grade level with the highest number of EL students was 5th grade with 36 students.
*Kindergarten:

- ---The highest percent of EL students at the well developed level was in speaking with 40.00%.
- ---The lowest percent of EL students at the well developed level was in listening, reading, and writing all with 18.52%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening and reading both with 62.96%..
- ---The lowest percent of EL students at the somewhat/moderately developed level was in writing with 40.74%
- ---The highest percent of EL students at the beginning level was in writing with40.74%.
- ---The lowest percent of EL students at the beginning level was in speaking with 16%.

*First Grade:

- ---The highest percent of EL students at the well developed level was in listening with 21.88%.
- ---The lowest percent of EL students at the well developed level was in writing with 3.13%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in speaking with 66.67%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in reading with 37.50%
- ---The highest percent of EL students at the beginning level was in reading with 46.88%.
- ---The lowest percent of EL students at the beginning level was in listening with 12.50%.

*Second Grade

- ---The highest percent of EL students at the well developed level was in speaking with 39.13%.
- ---The lowest percent of EL students at the well developed level was in reading with 3.70%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening with 81.48%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in writing with 37.04%
- ---The highest percent of EL students at the beginning level was in writing with 48.15%.
- ---The lowest percent of EL students at the beginning level was in speaking with 4.35%.

*Third Grade

- ---The highest percent of EL students at the well developed level was in speaking with 44.44%.

- ---The lowest percent of EL students at the well developed level was in reading with 3.33%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in reading with 53.33%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 40.74%
- ---The highest percent of EL students at the beginning level was in writing with 45.16%.
- ---The lowest percent of EL students at the beginning level was in speaking with 14.81%.

*Fourth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 80.00%.
- ---The lowest percent of EL students at the well developed level was in reading with 0.0%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in listening with 81.82%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 20.00%
- ---The highest percent of EL students at the beginning level was in reading with 54.55%.
- ---The lowest percent of EL students at the beginning level was in speaking with 0.00%.

*Fifth Grade

- ---The highest percent of EL students at the well developed level was in speaking with 80.00%.
- ---The lowest percent of EL students at the well developed level was in reading with 8.33%.
- ---The highest percent of EL students at the somewhat/moderately developed level was in writing with 75.00%.
- ---The lowest percent of EL students at the somewhat/moderately developed level was in speaking with 10.00%
- ---The highest percent of EL students at the beginning level was in reading with 27.78%.
- ---The lowest percent of EL students at the beginning level was in speaking with 10.00%.

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	341	319	93.55	6.45	29.15
Female	157	144	91.72	8.28	29.86
Male	184	175	95.11	4.89	28.57
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	29	25	86.21	13.79	32
Filipino	6	6	--	--	--
Hispanic or Latino	276	260	94.2	5.8	25.38
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	4	4	--	--	--
White	18	16	88.89	11.11	43.75
English Learners	91	81	89.01	10.99	9.88
Homeless	13	12	92.31	7.69	25
Socioeconomically Disadvantaged	275	255	92.73	7.27	25.1
Students with Disabilities	57	49	85.96	14.04	

Conclusions based on this data:

1. 2020-2021 was the first year iReady was administered to all students. During that school year, all students participated in distance learning for the beginning and middle of year assessments. For end of year administration, some students took the assessment during in person instruction and some students took the assessment virtually. These factors potentially impacted assessment results and participation. Data presented above represents the end of year administration in Spring of 2021.

2. Data analysis by participation rates:
*93.55% of students completed end of year assessment for iReady in ELA
    - ---Male students had a higher participation rate compared to female students by 3.39%

*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
    - ---Hispanic/Latino students had the highest participation rate with 94.2% of students completing the assessment which is 0.65% higher than our overall participation rate
    - ---Black or African American students had the lowest participation rate with 86.21% of students completing the assessment which is 7.34% lower than our overall participation rate
    - ----88.89% of White students participated which is 4.66% lower than our overall participation rate

*Students participation across all subgroups was lower when compared to the overall participation rate
    - ---Socioeconomically Disadvantaged (SED) students had the highest participation rate with 92.73% which is lower by 0.82%
    - ----Students with Disabilities (SWD) had the lowest participation rate with 85.96% which is lower by 7.59%
    - ---89.01% of EL students participated which is lower by 4.54%
    - ----92.31% of Homeless students participated which is lower by 1.23%

3. Data analysis for percent of students performing at/above grade level:
*29.15% of students performed at or above grade level on the end of year assessment for iReady in ELA
- ---1.29% more female students performed at or above grade level when compared to male students

*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
- ---White students had the highest percent of students performing at or above grade level with 43.75% which is 14.6% higher than our overall student rate
- ---Hispanic/Latino students had the lowest percent of students performing at or above grade level with 25.38% which is 3.77% lower than our overall student rate
- ---The percent of Black or African American students performing at or above grade level was 32% which is 2.85% higher than our overall student rate

*The percent of students performing at or above grade level was lower across all subgroups
- ---The percent of EL students performing at or above grade level was 9.88% which is 19.27% lower than our overall student rate
- ----The percent of Homeless students performing at or above grade level was 25% which is 4.15% lower than our overall student rate
- ----The percent of Socioeconomically Disadvantaged (SED) performing at or above grade level was 25.1% which is 4.05% lower than our overall student rate

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	341	322	94.43	5.57	9.63
Female	157	146	92.99	7.01	4.79
Male	184	176	95.65	4.35	13.64
American Indian or Alaska Native	1	1	--	--	--
Asian	4	4	--	--	--
Black or African American	29	25	86.21	13.79	12
Filipino	6	6	--	--	--
Hispanic or Latino	276	263	95.29	4.71	8.37
Native Hawaiian or Pacific Islander	3	3	--	--	--
Two or More Races	4	4	--	--	--
White	18	16	88.89	11.11	6.25
English Learners	91	83	91.21	8.79	6.02
Homeless	13	13	100		
Socioeconomically Disadvantaged	275	258	93.82	6.18	7.75
Students with Disabilities	57	52	91.23	8.77	1.92

Conclusions based on this data:

1. 2020-2021 was the first year iReady was administered to all students. During that school year, all students participated in distance learning for the beginning and middle of year assessments. For end of year administration, some students took the assessment during in person instruction and some students took the assessment virtually. These factors potentially impacted assessment results and participation. Data presented above represents the end of year administration in Spring of 2021. A trend that continues to present itself in math is the fact that student performance in math is significantly lower than student performance in ELA.

2. Data analysis by participation rates:
*94.43% of students completed end of year assessment for iReady in Math
   - ---Male students had a higher participation rate compared to female students by 2.66%

*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)
   - ---Hispanic/Latino students had the highest participation rate with 95.29% of students completing the assessment which is 0.86% higher than our overall participation rate
   - ---Black or African American students had the lowest participation rate with 86.21% of students completing the assessment which is 8.22% lower than our overall participation rate
   - ----88.89% of White students participated which is 5.44% lower than our overall participation rate

*Students participation across all subgroups, with the exception of Homeless students, was lower when compared to the overall participation rate
   - ---100% of Homeless students completed the assessment which is 5.57% than our overall participation rate
   - ---Socioeconomically Disadvantaged (SED) students had the next highest participation rate with 93.82% which is lower by 0.61%

- ----EL students had the lowest participation rate with 91.21% which is lower by 3.22%
- ---91.23% of Students with Disabilities (SWD) participated which is lower by 3.2%

3.

Data analysis for percent of students performing at/above grade level:
*9.63% of students performed at or above grade level on the end of year assessment for iReady in Math

- ---8.85% more male students performed at or above grade level when compared to female students

*Students across three ethnicities were assessed (Black or African American, White, Hispanic/Latino)

- ---Black or African American students had the highest percent of students performing at or above grade level with 12% which is 2.37% higher than our overall student rate
- ---White students had the lowest percent of students performing at or above grade level with 6.25% which is 3.38% lower than our overall student rate
- ---The percent of Hispanic/Latino students performing at or above grade level was 8.37% which is 1.26% lower than our overall student rate

*The percent of students performing at or above grade level was lower across all subgroups

- ----The percent of EL students performing at or above grade level was 6.02% which is 3.61% lower than our overall student rate
- ----The percent of Students with Disabilities (SWD) students performing at or above grade level was 1.92% which is 7.71% lower than our overall student rate
- ----The percent of Socioeconomically Disadvantaged (SED) performing at or above grade level was 7.75% which is 1.88% lower than our overall student rate

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**
647	**80.2**	**27.0**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	175	27.0
Foster Youth	2	0.3
Homeless	28	4.3
Socioeconomically Disadvantaged	519	80.2
Students with Disabilities	99	15.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	7.7
American Indian or Alaska Native	4	0.6
Asian	5	0.8
Filipino	9	1.4
Hispanic	519	80.2
Two or More Races	12	1.9
Native Hawaiian or Pacific Islander	4	0.6
White	40	6.2

Conclusions based on this data:

1. Student population data indicates:
*The majority of our students (80.2%) come from families who are socio-economically disadvantaged and may require additional services and resources to meet grade level standards. This percent decreased by 2.5% when compared to the previous year.
*Stokoe is a diverse school with a high need for additional supports and services to ensure students have access to content in order to achieve and meet academic standards.

2. Significant findings by student groups include:
*Approximately 27% of students are English Language Learners who may need additional services while acquiring language skills in order to meet standards. The percent of EL students increased by 1.4% when compared to previous year.
*15.3% of students receive special educations services and may need specialized academic instruction to meet standards. The percent of students receiving special education services increased by 0.6% when compared to previous year.
*4.6% of students are foster youth or homeless and may require additional services and resources to meet basic needs and academic standards. The percent of foster youth or homeless students increased by 1.3% when compared to previous year.

3. Significant findings by race/ethnicity include:
*Stokoe is comprised of students from eight different ethnicities.
*The largest student group is Hispanic (80.2). The next largest student groups are African American (7.7) and White (6.2%). All other student groups comprise 2 or less percent of total 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	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   All performance areas fall within the orange or yellow performance colors which represents a decrease across all areas.

2. Stokoe students decreased in their overall academic performance in ELA and Math.

3. Stokoe had an increase in the percent students who are chronically absent. Although there was a slight increase in the percent of discipline incidents resulting in suspensions, Stokoe continues to maintain a low level of discipline incidents resulting in suspensions.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
42.7 points below standard	44.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.7 points	Declined -8.8 points	3
327	140	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	50.2 points below standard	125.6 points below standard
8	Declined -13.8 points	Declined -7.9 points
	277	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
40.6 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points		8	6
22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
45.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	54.3 points below standard
Declined -11 points	4	2	Declined -6.9 points
260			24

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**
73.3 points below standard	31.1 points above standard	42.5 points below standard
Declined Significantly -18.7 points	Declined Significantly -50.7 points	Declined -7.7 points
102	38	185

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   CA Dashboard data for 2019 indicates:
   *All student groups decreased their overall number of points in ELA.
   *All student groups with a significant amount of students to be assigned a color gauge, decreased in points and obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red.
   *SWD had the largest distance from standard (125.6 points below standard).
   *EL students demonstrated a decrease in points of 8.8 and scored 44.9 points below standard.
   *SED students demonstrated a decrease in points of 13.8 and scored 50.2 points below standard.

2. Significant findings by race/ethnicity include:
   *Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.
   *Hispanic students demonstrated a decrease in points of 11.0 and scored 45.8 points below standard.

*African American and White students were not assigned a color gauge performance. However, African American students increased by 4.2 points and performed 40.6 points below standard; and White students decreased by 6.9 points and scored 54.3 points below standard.

3. Significant findings for EL students include:
*EL students demonstrated a decrease in points of 18.7, and continue to perform nearly 31 points farther below standards when compared to EO students. In comparison, EO students demonstrated a decrease in points of 7.7 which indicates that the achievement gap between EL and EO students widened.
*RFEP students outperform all other student groups scoring 31.1 points above standard but decreased by 50.7 points when compared to 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:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
57 points below standard	57.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.9 points	Maintained -0.2 points	3
327	140	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	61.7 points below standard	153.4 points below standard
8	Declined -5.8 points	Declined Significantly -18.2 points
	277	48

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
54 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++28.2 points		8	6
22			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
58.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	76.6 points below standard
Declined -6.7 points	4	2	Declined -4.5 points
260			24

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**
79 points below standard	0.4 points below standard	57.9 points below standard
Declined -12.8 points	Maintained ++1.1 points	Maintained -2.6 points
102	38	185

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   CA Dashboard data for 2019 indicates:
   *All student groups maintained their overall number of points in Math.
   *All student groups with a significant amount of students to be assigned a color gauge obtained a color gauge performance of orange, with the exception of SWD which obtained a color gauge performance of red. EL students maintained, SED declined and SWD declined significantly in the number of points.
   *SWD had the largest distance from standard (153.4 points below standard).
   *EL students maintained points within 0.2 and scored 57.6 points below standard.
   *SED students demonstrated a decrease in points of 5.8 and scored 61.7 points below standard.

2. Significant findings by race/ethnicity include:
   *Stokoe only has one race/ethnicity with a significant amount of students to be assigned a color gauge performance. Hispanic students obtained a color gauge performance of orange.
   *Hispanic students demonstrated a decrease in points of 6.7 and scored 58.5 points below standard.

*African American and White students were not assigned a color gauge performance. However, African American students increased significantly by 28.2 points and scored 54 points below standard; and White students decreased by 4.5 points and scored 76.7 points below standard.

3. Significant findings for EL students include:
*EL students demonstrated a decrease in points of 12.8 and continue to perform nearly 21 points farther below standards when compared to EO students. In comparison, EO students maintained within 2.6 points which indicates that the achievement gap between EL and EO students widened.
*RFEP students maintained within 1.1 points and scored 0.4 points below standard. RFEP students outperform all other student groups by scoring closer to standard than any other group.

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

English Learner Progress
No Performance Color
50.6 making progress towards English language proficiency
Number of EL Students: 166
Performance Level: Medium

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
17.4	31.9	8.4	42.1

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   Data indicates that the majority of EL students continue to increase their English proficiency skills and are improving in levels. 50.6% of EL students are making progress towards English language fluency.

2. 42% of EL students increased at least one level while 17% of EL students decreased one level.

3. 8% of EL students maintained a performance level of 4 and 32% of EL students maintained lower proficiency levels (1-3).

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	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	Orange	No Performance Color
11.9	7.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Increased +0.8	8
757	257	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
29.4	12.9	14.4
17	Increased +2	Increased +4.6
	629	104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
10	Less than 11 Students - Data Not Displayed for Privacy	6.3	7.7
Increased +4.1	2	Increased +6.3	Increased +1.4
60		16	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
11.5	16.7	Less than 11 Students - Data Not Displayed for Privacy	18.6
Increased +0.9	18	5	Increased +2
584			59

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   CA Dashboard data for 2019 indicates:
   *Stokoe received a color gauge performance of orange. 11.9% of students are chronically absent which represents an overall increase (1.6%) in the percent of students chronically absent when compared to the previous year.
   *All student groups with a significant amount of students to be assigned a color gauge received a color gauge performance of orange and increased in the percent of students chronically absent.

2. Significant findings by student group include:
   *SWD students demonstrated the largest increase (4.6%) in the percent of students chronically absent.
   *EL students demonstrated the smallest decline (0.8%) in the percent of students chronically absent.
   *For the second year, SED students continue to have the highest percentage of chronically absent students (14.4%).
   *For the second year, EL student continue to have the lowest percentage of chronically absent students (7.4%).

3. Significant findings by race/ethnicity include:
   *African American students demonstrated the largest increase (4.1%) in the percent of students chronically absent.
   *Hispanic students demonstrated the smallest increase (0.9%) in the percent of students chronically absent.
   *For the second year, White students continue to have the highest percentage of chronically absent students (18.6%).
   *For the second year, African American students continue to have the lowest percentage of chronically absent students (10.0%).
   *Although Asian and Filipino students were not assigned a color gauge performance, each group increased in the percent of students chronically absent (6.3% and 1.4% respectively). 6.3% of Asian students and 7.7% of Filipino students are chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.9	0.4	0
Increased +0.3	Maintained 0	Maintained 0
815	265	12

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
0	0.9	1.8
Declined -8.3	Increased +0.3	Maintained -0.1
25	666	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data	0	0
Declined -1.5	4	Maintained 0	Maintained 0
80		18	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
1.1	0	Less than 11 Students - Data	0
Increased +0.8	18	6	Declined -1.7
614			61

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.9

Conclusions based on this data:

1. Data collection that is populated in the 2020 CA Dashboard does not contain typical reports due to pandemic. Most current data reports for all sections are from 2019 CA Dashboard. Data from other assessments is analyzed in the goals sections.

   CA Dashboard data for 2019 indicates:
   *Stokoe received a color gauge performance of yellow. 0.9% of students are suspended at least once which represents an overall increase (0.3%) in the percent of students suspended when compared to the previous year. The percent of students suspended remains 0.5% lower than three years prior.
   *Of the student groups with a significant amount of students to be assigned a color gauge, Hispanic and SED students increased the percent of students suspended at least once; EL and SWD students maintained the percent of students suspended at least once.
   *Hispanic students obtained a color gauge performance of orange and increased the percent of students suspended by 0.8%.
   *SWD and SED students obtained a color gauge performance of yellow. SED students increased the overall percent of students suspended by 0.3%. SWD students maintained the percent of students suspended by 0.1%.
   *EL, African American and White students obtained a color gauge performance of blue. EL students maintained the percent of students suspended by 0.4%. African American students and White students declined in the overall percent of students (1.5% and 1.7% respectively).

2. Significant findings by student group include:
   *Although homeless students are not assigned a color gauge performance level, homeless students demonstrate the largest decrease (8.3%) in the percent of students suspended.
   *SED students demonstrated the largest increase in the percent (0.3%) of students suspended.
   *EL students demonstrated the smallest increase (0%) in the percent of students suspended.
   *For the second year, SWD students continue to have the highest percentage of students suspended (1.8%).
   *For the second year, EL students have the lowest percentage of students suspended (0.4%).

3. Significant findings by race/ethnicity include:
*Hispanic students demonstrated the largest increase in the percent (0.8%) of students suspended.
*Hispanic students have the highest percentage of students suspended (1.1%).
*African American and White students have the lowest percentage of students suspended (both with 0%).
*Although Asian students, Filipino students and students of Two or more races were not assigned a color gauge performance, no students were suspended in these student groups.

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)

Goal 1A--ELA:
*By February 2023, 45% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.
*By February 2023, 50% of students will demonstrate improved placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for ELA.

Goal 1B--Math:
*By February 2023, 25% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for Math.
*By February 2023, 55 % of students will improve placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for Math.

Goal 1C--EL Students:
*35% of EL students will perform at the moderately developed or well developed levels of overall proficiency as measured by 2022 administration of ELPAC.
*By March 2023, 70% of EL students will demonstrate positive growth in reading fluency as measured by comparing beginning of the year administration and middle of the year administration of a DIBELS passage.

Identified Need(s)

Goal 1A--ELA:
The 2020-2021 school year was the first administration of the iReady assessment. That year, students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data from administration during the 2021-2022 school year may not fully represent accurate levels of student understanding or proficiency. The iReady assessment was also administered during the 2021-22 school year during in person instruction. A total of 541 students completed the beginning of year assessment and a total of 586 students completed the middle of year assessment. Middle of year iReady data from 2021-2022 indicates that 28% of students performed at or above grade level which was a 14% increase when compared to beginning of year assessment. In addition, 30% of students performed two or three grades below which was a 13% decrease when compared to beginning of year assessment. 39% of students achieved a minimum of 80% of their typical growth goal and 43% of students demonstrated improved placement in iReady by the middle of year administration. 51 students received intensive support from our Early Literacy Teacher (ELT). By the end of the first semester, 94% of students participating in early literacy intervention demonstrated positive growth with 57% of students making a half year of growth and 37% making a full year of growth. Data trends and analysis from assessments administered in previous years (DIBELS and CAASPP) indicate a need for ongoing improvement in foundational

literacy skills. End of year DIBELS data over multiple years (2015-2019) indicates that only 57% of students achieve proficiency. 3rd-5th grade student achievement data on the 2019 CAASPP ELA indicates a 1% decrease in the overall percent of students meeting or exceeding standards and an overall 12% increase in the percent of students not meeting standards. In addition, the progress of students in CAASPP cohorts has fluctuated. Student cohort #1 (which tracks students for three years from 2017, 2018 and 2019) indicates an 7% decrease in the percent of students meeting or exceeding standards and a 1% decrease in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates an 26% increase in the percent of students meeting or exceeding standards and a 4% decrease in the percent of students not meeting standards. CA Dashboard ELA reports for student progress in 2019 indicate that our students demonstrate a low status and declined which corresponds with the orange performance gauge. Student performance was 42.7 points below standards which represents a 6.9 point decrease when compared to previous year.

Goal 1B--Math:
The 2020-2021 school year was the first administration of the iReady assessment. Students took both the beginning of the year assessment and the middle of year assessment in distance learning format. Due to the challenges of administering assessments in digital format and during full distance learning, data from administration during that year may not fully represent accurate levels of student understanding or proficiency. The iReady assessment was also administered during the 2021-22 school year during in person instruction. The 2021-22 school year was the second year that common assessments were administered district wide for math. A total of 521 students completed the beginning of year assessment and a total of 582 students completed the middle of year assessments. Middle of year iReady data from 2021-2022 indicates that 14% of students performed at or above grade level which was a 9% increase when compared to beginning of year assessment. In addition, 26% of students performed two or three grades below which was a 21% decrease when compared to beginning of year assessment. 52% of students achieved a minimum of 60% of their typical growth goal and 40% of students demonstrated improved placement in iReady by the middle of year administration. 41 students received intensive support from our Early Numeracy Teacher (ENT). By the end of the first semester, 93% of students participating in early numeracy intervention demonstrated positive growth with 41% of students increasing by one performance band and 22% of students increasing by two performance bands. Data trends and analysis from CAASPP assessments administered in previous years indicate a need for ongoing improvement in numeracy and number sense. 3rd-5th grade student achievement data on the 2019 administration of math CAASPP indicates a 1% overall increase in the percent of students meeting or exceeding standards and a 1% overall increase in the percent of students not meeting standards. In addition, the progress of students in CAASPP cohorts decreased. Student cohort #1 (which tracks students from three years from 2017, 2018 and 2019) indicates an 13% decrease in the percent of students meeting or exceeding standards and a 25% increase in the percent of students not meeting standards. Student cohort #2 (which tracks students for two years from 2018 and 2019) indicates an 2% decrease in the percent of students meeting or exceeding standards and a 6% decrease in the percent of students not meeting standards. CA Dashboard Math reports for student progress in 2019 indicate that our students demonstrate a low status and maintained the level of points which corresponds with the orange performance gauge. Student performance was 57 points below standards. Although students demonstrated some progress on CAASPP, only 23% of students were meeting or exceeding standards which indicates a significant need to improve and evaluate math curriculum and instructional delivery methods.

Goal 1C--EL Students:
As a result of school closures and the pandemic, ELPAC was not fully administered in the 2019-2020 school year. ELPAC was administered during the 2020-21 school year. Students who were

participating in the hybrid learning model took the assessment during in person instruction and students who were participating in the distance learning model took the assessment remotely. Due to the challenges of varied testing administration settings and protocols, data may not fully represent accurate levels of student understanding, proficiency or achievement. Since current ELPAC assessment data was not available in spring of 2020, grade levels elected to use ELA fluency assessments to measure EL student proficiency and progress in English Language Development as there were no other common assessments across the site or district to use. A total of 147 EL students completed both the pre and post assessment. Post assessments for reading fluency indicate that 109 EL students (74%) demonstrated positive growth (1 or more points). The percent of students performing at/above grade level increased by 3% and the percent of students performing well below decreased by 11%. Data trends and analysis from ELPAC assessments and EL student performance in ELA on CAASPP administered in previous years indicate an ongoing need to provide EL student support in language proficiency and acquisition. ELPAC data from 2021 indicates that the overall percent of EL students scoring at the moderately or well developed level is higher in oral language than written language. Data also indicates that EL students performed higher in speaking than listening and higher in writing than reading. The largest percent of EL students (31%) is at the moderately developed level. 9% of students performed at well developed level; 30% at somewhat developed level; and 30% at beginning stage. When comparing 2019-2020 ELPAC data with 2020-2021 ELPAC data, the overall percent of students performing at the well or moderately developed levels increased by 5%. Due to the gap in the administration of ELPAC, this increase may not accurately represent EL student progress, proficiency or achievement. Past trends on CAASPP student achievement reports for ELA and math from the CA Dashboard for 2019 were also analyzed. EL student achievement in ELA significantly declined (18.7 points) and is significantly lower (30.6 points further below standard) when compared to overall student achievement. RFEP student achievement in ELA declined significantly (50.7 points), but is still significantly higher (31.1 points above standard) than all other student groups in ELA. EL student achievement in math declined (12.8 points) is significantly lower (22 points further below standard) when compared to overall student achievement. RFEP student achievement in math maintained (within 1.1 points) and remains higher (0.4 points below standard) than all other student groups in math. The number of RFEP students has increased over the past years. CA Dashboard ELA reports for student progress in 2019 indicate that our EL students demonstrate a low status and declined by 8.8 points which corresponds with the orange performance gauge. EL student performance in ELA was 44.9 points below standards.CA Dashboard math reports for student progress in 2019 indicate that our EL students demonstrate a low status and maintained within 0.2 points which corresponds with the orange performance gauge. EL student performance in math was 57.6 points below standards. 50.6% of EL students are making progress towards English language proficiency. 70% of EL students increased by at least one performance level and 29% of EL students decreased by at least one level. 14% of EL students maintained a performance level of 4 and 53% of EL students maintained performance levels of 1-3.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 1A--ELA Data used to form this goal was beginning, middle and end of year iReady ELA achievement data for 2020-2021 along with beginning and	Goal 1A--ELA When analyzing raw scores from Middle of Year and Beginning of Year iReady in ELA during 2021-2022 for all students:	Goal 1A--ELA This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing middle

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
middle of year iReady ELA achievement data for 2021-2022. Data sets included overall performance levels, grade level performance levels as well as typical growth reports by site and grade level to measure growth. For the purposes of analyzing past trends, ELA CAASPP results from the past 3 years (2017, 2018 and 2019) for grades 3rd-5th were reviewed by overall site performance, overall grade level performance and cohort performance.	Middle of Year iReady Data for Overall Performance Levels from 2021-2022: *All Students--11% above grade level; 17% at grade level; 42% one year below grade; 19% 2 years below grade level; 11% 3 years below grade level Kindergarten--13% above grade level; 20% at grade level; 67% one year below grade level; 0% 2 or 3 years below grade level *1st Grade--14% above grade level; 11% at grade level; 68% one year below grade; 7% 2 years below grade level; 0% 3 years below grade level *2nd Grade--10% above grade level; 18% at grade level; 30% one year below grade; 41% 2 years below grade level; 0% 3 years below grade level *3rd Grade--15% above grade level; 29% at grade level; 24% one year below grade; 19% 2 years below grade level; 13% 3 years below grade level *4th Grade--9% above grade level; 9% at grade level; 40% one year below grade; 12% 2 years below grade level; 30% 3 years below grade level *5th Grade--5% above grade level; 15% at grade level; 31% one year below grade; 29% 2 years below grade level; 20% 3 years below grade level Beginning of Year iReady for Overall Performance Levels 2021-2022: *All Students--3% above grade level; 11% at grade level; 43% one year below grade; 27% 2 years below grade level; 16% 3 years below grade level	of year iReady achievement data from 2021-2022 with middle of year iReady achievement 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 grade level proficiency and growth on iReady when comparing middle of year iReady data from 2021-2022 with middle of year DIBELS data from 2022-2023. In addition, typical growth reports will be used to evaluate the percent of students who achieved improved placement by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over multiple years (2020-2021, 2021-2022 and 2022-2023). In addition, end of year iReady overall performance reports for school and each grade level reports across multiple years (2020-2021 and 2021-2022) will be evaluated. Trends from previous administrations of CAASPP along with CAASPP achievement data from 2021-2022 (if administered) may also be considered.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*Kindergarten--3% above grade level; 13% at grade level; 84% one year below grade; 0% 2 or 3 years below grade level *1st Grade--3% above grade level; 4% at grade level; 71% one year below grade; 22% 2 years below grade level; 0% 3 years below grade level *2nd Grade--2% above grade level; 9% at grade level; 34% one year below grade; 55% 2 years below grade level; 0% 3 years below grade level *3rd Grade--3% above grade level; 22% at grade level; 22% one year below grade; 28% 2 years below grade level; 26% 3 years below grade level *4th Grade--5% above grade level; 6% at grade level; 39% one year below grade; 12% 2 years below grade level; 38% 3 years below grade level *5th Grade--2% above grade level; 12% at grade level; 23% one year below grade; 39% 2 years below grade level; 24% 3 years below grade level Middle of Year iReady Typical Growth Reports (Percent of students who met 80% or more of typical growth in 2021-2022 *All Students--39% *Kindergarten--25% *1st Grade--32% *2nd Grade--28% *3rd Grade--49% *4th Grade--47% *5th Grade--51% Middle of Year iReady Typical Growth Reports (Percent of students with improved placement in 2021-2022 *All Students--43% *Kindergarten--24% *1st Grade--43%	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*2nd Grade--38% *3rd Grade--62% *4th Grade--43% *5th Grade--41%	
Goal 1B--Math Data used to form this goal was beginning, middle and end of year administration of iReady for math along with beginning and middle of year iReady math achievement data for 2021-2022. Data sets included overall performance levels, grade level performance levels as well as typical growth reports by site and grade level to measure growth. For the purposes of analyzing past trends, math CAASPP results from the past three years (2017, 2018 and 2019) for grades 3rd-5th. Math CAASPP results were reviewed by overall site performance, overall grade level performance and cohort performance.	Goal 1B--Math When analyzing raw scores from Middle of Year and Beginning of Year iReady in math during 2021-2022 for all students: Middle of Year iReady Data for Overall Performance Levels from 2021-2022: *All Students--5% above grade level; 9% at grade level; 58% one year below grade; 16% 2 years below grade level; 10% 3 years below grade level Kindergarten--14% above grade level; 4% at grade level; 80% one year below grade level; 0% 2 or 3 years below grade level *1st Grade--7% above grade level; 6% at grade level; 71% one year below grade; 16% 2 years below grade level; 0% 3 years below grade level *2nd Grade--1% above grade level; 12% at grade level; 60% one year below grade; 27% 2 years below grade level; 0% 3 years below grade level *3rd Grade--2% above grade level; 15% at grade level; 52% one year below grade; 17% 2 years below grade level; 14% 3 years below grade level *4th Grade--6% above grade level; 11% at grade level; 46% one year below grade; 18% 2 years below grade level; 20% 3 years below grade level *5th Grade--3% above grade level; 8% at grade level; 46% one year below grade; 17% 2	Goal 1B--Math This goal will be evaluated by analyzing an average of overall school performance to measure proficiency and growth when comparing middle of year iReady achievement data from 2021-2022 with middle of year iReady achievement 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 grade level proficiency and growth on iReady when comparing middle of year iReady data from 2021-2022 with middle of year DIBELS data from 2022-2023. In addition, typical growth reports will be used to evaluate the percent of students who achieved improved placement by middle of year administration of iReady. Middle of year iReady achievement report will be analyzed to compare progress over two years (2020-2021 and 2021-2022). In addition, end of year iReady overall performance reports for school and each grade level reports across multiple years (2020-2021 and 2021-2022) will be evaluated. Trends from previous administrations of CAASPP along with CAASPP achievement data from 2021-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	years below grade level; 26% 3 years below grade level Beginning of Year iReady for Overall Performance Levels 2021-2022: *All Students--2% above grade level; 4% at grade level; 48% one year below grade; 30% 2 years below grade level; 17% 3 years below grade level *Kindergarten--6% above grade level; 3% at grade level; 91% one year below grade; 0% 2 or 3 years below grade level *1st Grade--3% above grade level; 2% at grade level; 68% one year below grade; 27% 2 years below grade level; 0% 3 years below grade level *2nd Grade--0% above grade level; 3% at grade level; 41% one year below grade; 55% 2 years below grade level; 2% 3 years below grade level *3rd Grade--0% above grade level; 0% at grade level; 39% one year below grade; 40% 2 years below grade level; 21% 3 years below grade level *4th Grade--1% above grade level; 8% at grade level; 35% one year below grade; 24% 2 years below grade level; 32% 3 years below grade level *5th Grade--2% above grade level; 5% at grade level; 31% one year below grade; 24% 2 years below grade level; 38% 3 years below grade level Middle of Year iReady Typical Growth Reports (Percent of students who met 60% or more of typical growth in 2021-2022 *All Students--52% *Kindergarten--44% *1st Grade--42% *2nd Grade--47% *3rd Grade--65%	2022 (if administered) may also be considered.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	*4th Grade--58% *5th Grade--53% Middle of Year iReady Typical Growth Reports (Percent of students with improved placement in 2021-2022 *All Students--40% *Kindergarten--16% *1st Grade--27% *2nd Grade--37% *3rd Grade--54% *4th Grade--50% *5th Grade--49%	
Goal 1C--EL Students Data used to form this goal was pre and post administration of grade level selected reading fluency passages along with 2019 and 2021 ELPAC student achievement reports. ELPAC data was reviewed by comparing EL student results across multiple years for overall ELPAC performance levels. EL performance levels by each domain across multiple years was also reviewed. For the purpose of analyzing past trends, EL student achievement on 2019 CAASPP reports for ELA and math were also used. 2019 CAASPP reports were reviewed by comparing overall performance of EL and RFEP students with EO students for ELA and Math.	Goal 1C--EL Students When analyzing raw scores from post administration of grade level selected reading fluency passages: *All Students--147 EL students were assessed using fluency assessments. 109 EL students improved by 1 or more points (74%). *Kindergarten--29 EL students were assessed. 26 EL students improved by 1 or more points (90%). *1st Grade--13 EL students were assessed. 8 EL students improved by 1 or more points (62%). *2nd Grade--25 EL students were assessed. 19 EL students improved by 1 or more points 78%). *3rd Grade--27 EL students were assessed. 13 EL students improved by 1 or more points (48%). *4th Grade--20 EL students were assessed. 10 EL students improved by 1 or more points (50%). *5th Grade--24 EL students were assessed. 20 EL students	Goal 1C--EL Students This goal will be evaluated by comparing EL student growth in reading fluency using a grade level appropriate leveled passage from DIBELS. The same passage will be used to measure growth between pre and post assessment. In addition, ELPAC data reports from 2020-2021 and 2021-2022 will be analyzed. Site trends for EL student performance in oral language, written language along with domain performance from previous years of ELPAC administration will continue to be analyzed. In addition, EL and RFEP student achievement from 2022 administration of CAASPP for ELA and math will be analyzed. Data related to reclassification of EL students and students identified as Long-term ELs will also be used.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	improved by 1 or more points (83%). 2021 ELPAC Overall Performance Level Data: *Overall Levels--9% well developed; 31% moderately developed; 30% somewhat developed; 40% beginning stage 2021 ELPAC Performance Level by Domain: *Listening--20% well developed; 68% somewhat/moderately developed; 12% beginning stage *Speaking--38% well developed; 48% somewhat/moderately developed; 14% beginning stage *Reading--8% well developed; 56% somewhat/moderately developed; 36% beginning stage *Writing--8% well developed; 52% somewhat/moderately developed; 40% beginning stage 2019 ELPAC Scale Score Trends for students who took assessment across 2 consecutive years: *28% of EL students increased one performance level. *85% of EL students increased in the number of scale score points *9% of EL students remained at performance level 4. *29% of students remained at performance levels 1-3. *30% of students decreased in performance levels.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support staff (ELT, ENT and/or district instructional coaches) will provide support to teachers with the implementation of adopted curriculum, CA Common Core State Standards, ELA/ELD frameworks, math progressions, Math Coherent Guide, Standards for Mathematical Practice, and ELD standards. Support will be provided to teachers through: demonstration lessons, classroom visits, observational feedback, assistance with cognitive planning, co-teaching, facilitation of instructional rounds and targeted professional development. (Personnel 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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will utilize tenets of MTSS to identify and group students according to targeted skill based needs during both small group instruction and intervention block. (substitute, additional hours, materials and resources costs)

For ELA: teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention using targeted, skill based prescriptions, tutoring and extended learning opportunities in targeted literacy and foundational skills for all students as identified by iReady and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to DIBELS, SIPPS, BPST, IL and other research-based strategies.

For Math: teachers and support staff will be used to remediate numeracy gaps and to deepen conceptual understanding of mathematics by using small group intervention, tutoring and extended learning opportunities in targeted numeracy skills for all students as identified by iReady and common formative assessments. Teachers and support staff will remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich and extend student application of math skills using a variety of curriculum resources.

For ELD: teachers and support staff will use language performance levels to identify and group students according to targeted language needs during both small group instruction and intervention

blocks. Teachers and support staff will be used to remediate literacy gaps and enrich literacy skills by providing intervention, tutoring and extended learning opportunities in targeted literacy, oral language acquisition, written language production, vocabulary development, foundational skills and reading comprehension for all students as identified by ELPAC, iReady and common formative assessments. Teachers and support staff will utilize various curriculum resources including, but not limited to SIPPS, BPST, IL and other research-based strategies.

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

Amount(s)	Source(s)
830	LCFF-EL 1000-1999: Certificated Personnel Salaries
1075	LCFF-LI 2000-2999: Classified Personnel Salaries
1259	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

Grade levels will participate in articulation days for targeted professional learning and collaboration days for cognitive planning which will focus on implementation of CA Common Core Standards, ELD standards, adopted curriculum, ELA/ELD frameworks, Math Coherent Guide, math progressions, Standards for Mathematical Practice, differentiation strategies, oral production strategies, digital literacy, 21st Century skills, small group instruction, content driven strategies, culturally responsive teaching strategies and other research based instructional strategies to align with the rigorous demands of CCCSS. Teachers will also participate in bi-weekly Professional Learning Collaborations (PLC) to analyze student achievement data, to discuss high leverage instructional strategies and to cognitively plan lessons that support effective implementation of CCCSS and ELD standards. Instructional Assistants (library, bilingual aides and special education aids) will attend district meetings and professional learning sessions as well as site paraprofessional learning sessions to build capacity with effective strategies to support student achievement in all content areas. (substitute/additional hours costs)

ELA content strategies may include, but are not limited to: foundational skills, close reading skills, Thinking Maps and Step Up to Writing.

Math content strategies may include, but are not limited to: conceptual understanding, number strands/strings, number talks, flexible math thinking, choral counting, counting collections and number sense routines.

ELD content strategies may include, but are not limited to: oral language production and language acquisition strategies.

Our ENT, ELT or district instructional coaches will lead and facilitate the 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)
19875	Title I 1000-1999: Certificated Personnel Salaries
3215	LCFF-LI 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental instructional materials, resources and supplies will be used to support differentiation, intervention, enrichment, digital literacy, 21st Century skills and/or distance learning across all content areas in order to increase student achievement.

Supplemental ELA materials may include, but are not limited to: printing/purchase of decodable readers and/or consumable texts, Scholastic News, Times for Kids, interactive journals/notebooks and items to support literacy, foundational skills and writing.

Supplemental math materials may include, but are not limited to: printing/purchase of consumable math workbooks, math tools, manipulatives, interactive math journals, grid journals, and items to support numeracy, number sense, flexible math thinking and conceptual understanding.

Supplemental ELD materials may include, but are not limited to: visual aids, color posters, realia and items to support and enhance language acquisition.

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

Amount(s)	Source(s)
4500	Title I 4000-4999: Books And Supplies
2768	LCFF-LI 4000-4999: Books And Supplies
3000	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

Computers, printers, laptops, digital licenses/subscriptions, supplies (ink/toner), laminators, poster makers, copy machines (including maintenance contracts and supplies) will be used by staff and students to support instruction and student achievement. Copies will be used for teacher planning, professional learning, collaborations and parent workshops. Posters will be used in classrooms, during professional learning, and for parent workshops/events as a visual support and means to reinforce learning outcomes. Technology will be used to increase digital literacy and 21st Century skills, to allow access of digital programs that support intervention/enrichment and to print reports or resources that supplement and support core instruction, intervention or enrichment 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)
5424	Title I 5000-5999: Services And Other Operating Expenditures
1000	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development books and materials will be used to support the building of teacher capacity in learning current research based strategies to support reading, writing, foundational skills, conceptual understanding, numeracy, application of mathematical concepts, math progressions, flexible math thinking, oral language acquisition/development, language conventions/mechanics, digital literacy, 21st Century skills, culturally responsive teaching and effective implementation of CCCSS and/or ELD standards.

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

Amount(s)	Source(s)
1000	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

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide instructional strategies, materials and resources that support development of strong literacy skills, mathematical skills, oral language development, vocabulary, written language skills, digital literacy skills and 21st Century skills so that parents can better support student achievement and learning at home. Events may include, but are not limited to TK/K camp, TK/K orientation, 5th Grade Transition meeting, Family Nights, parent information nights or student awards and displays. Staff will be paid additional hours to facilitate and plan events outside of normal school hours. Interpretation and translation services will be made available through the use of interpreters and/or language interpretation audio equipment.

Teachers and parents will participate in parent advisory groups (ELAC, ATP, SSC and PTO) to analyze and evaluate the effectiveness of our parent engagement program and to plan and coordinate parent involvement opportunities and activities. Refreshments and child care will be provided for parents attending parent meetings and workshops that build capacity to support their child's education. ELAC will convene a minimum of 7 times a year. ATP will convene a minimum of 5 times a year. SSC will convene a minimum of 8 times a year. (substitute, additional hours, materials, supplies, equipment and translation 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)
6261	Title I

	1000-1999: Certificated Personnel Salaries
600	Title I 4000-4999: Books And Supplies
4659	LCFF-EL 1000-1999: Certificated Personnel Salaries
1160	LCFF-EL 2000-2999: Classified Personnel Salaries
347	LCFF-EL 4000-4999: Books And Supplies

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

Teachers and support staff will be used to provide extended learning opportunities including but not limited to Choir, Readers Theater, Music, Visual or Performing Arts, Engineering, Robotics or STEAM activities. (substitute/additional hours 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)

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

Administration, instructional coach, ENT, ELT, teachers. support staff, classified staff and parents will participate in targeted professional learning experiences and conferences that focus on the implementation of CCCSS, equity, data analysis or student engagement to increase professional capacity to support planning, delivery and implementation of highly effective lessons. Conferences may include, but are not limited to AVID or Regional CABE. Conference topics may include, but are not limited to close reading, foundational skills, oral language acquisition, effective communication, college and career readiness, math progressions, numeracy, flexible math thinking, conceptual understanding, procedural understanding, language acquisition/development, digital literacy, restorative practices or social-emotional well-being. (registration, substitute, additional hours and reimbursement 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)
1500	LCFF-EL 5000-5999: Services And Other Operating Expenditures

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

Supplemental programs and digital licenses/subscriptions will be used as supplemental resources to support enrichment, intervention, mitigation of learning loss, differentiation, distance learning and assessments for students in grades TK-5 in order to increase literacy, math, vocabulary or language skills. Programs and licenses may include, but are not limited to: Nearpod, Peardeck, Kami, eSpark, ESGI, Brain Pop, Imagine Learning, Achieve 3000, Starfall, Moby Max, Splash Math, Zearn or Rosetta Stone.

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

Amount(s)	Source(s)
1400	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A variety of support staff will be used to improve achievement for students.

School Library Assistant will provide access to literature and non-fiction books, including titles that align with adopted curriculum, units of study and content areas in order to support literacy and differentiation of instruction. (district funded)

Early Literacy Teacher (ELT) will provide support to teachers and at-promise students by providing small group, targeted, skill-based literacy instruction to remediate foundational and literacy skills;

will provide support with data analysis and development of specific strategies for literacy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve literacy skills. (personnel costs)

Early Numeracy Teacher (ENT) will provide support to teachers and at-promise students by providing small group, targeted, skill-based numeracy instruction to remediate number sense, conceptual understanding, procedural understanding, math fluency and application of math skills; will provide support with data analysis and development of specific strategies for numeracy interventions within MTSS and SST; and may develop, facilitate and provide professional learning to staff to improve numeracy skills. (district funded)

Bilingual Instructional Assistants will provide primary language support to EL students at the emerging and/or expanding level; will support oral language acquisition; and will provide classroom academic support so that EL students will have access to core curriculum. (district funded)

EL Facilitator will provide staff support related to EL student achievement; will facilitate parent involvement during ELAC meetings; will attend district meetings to increase professional capacity; and will prepare reports and maintain documentation related to EL student achievement. (stipend and substitute 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)
169,757	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)

EL students

Strategy/Activity

Teachers and instructional coach will administer ELPAC exam annually and analyze ELPAC data along with data from common formative and benchmark assessments to identify language proficiency levels of students in order to cognitively plan for effective implementation of ELD standards during Integrated and Designated ELD instructional blocks. (substitute/additional hour 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)

3175	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)

All students

Strategy/Activity

Staff will plan and deliver first best instruction that is engaging, rigorous, differentiated and aligned with CCCSS and ELD standards. Staff will plan lessons that include directed, guided, cooperative, inquiry based, project based and independent learning opportunities. Staff will dedicate instructional minutes daily for key content areas:
ELA (TK/K--1 hour, 1st-3rd--2.5 hours, 4th-5th--2), math (TK/K--30 mins, 1st-5th--1 hour), D-ELD (TK-5th--30 minutes). Instructional minutes may vary depending on safety protocols and guidelines for instruction during pandemic.

ELA instruction will include foundational skills, fluency practice, reading comprehension of complex fiction and non-fiction text, writing, grammar, listening skills, speaking/presentation skills, strategic oral language production, close reading strategies, vocabulary development, use of technology, targeted, skill based literacy skill instruction during intervention using prescriptions, small group instruction, and complex levels of questioning which require student demonstration of depth of knowledge both orally and in writing.

Math instruction will include balanced implementation of conceptual, procedural and application of math skills, math habits of mind (SMPs), daily use of number sense routines, including number strings, and problem types, consistent use of mental math, use of manipulatives, use of technology, fluency practice and lessons that promote real world application.

ELD instruction will include language acquisition, language production, language mechanics, grammatical structures, 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)	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 analyze student achievement data from common formative assessments, end of unit/benchmark assessments, iReady, DIBELS, SVMI, ELPAC and CAASPP and use results to identify students who have not demonstrated progress towards mastery, to determine targeted

instructional strategies; to develop instructional intervention including use of prescriptions to remediate targeted literacy gaps; to refine instructional practices; and to plan lessons to remediate or differentiate instruction to meet student needs. Targeted intervention/enrichment opportunities will occur during small group and/or intervention blocks using targeted, skill based prescriptions along with supplemental resources.

Staff will communicate academic progress with families and students. Staff will engage in individual and collective goal setting conferences with students to promote growth and progress on all varieties of assessments. Student progress, growth and achievement will be acknowledged and celebrated during student recognition ceremonies (Flag Assemblies, award assemblies etc). (substitute, awards 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)

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.

Analysis of SPSA Goals from 2021-2022

Goal 1A--ELA:
* By February 2022,36% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA
*Data from middle of year administration of iReady assessment for ELA indicated:

- ---586 students were assessed
- ----28% of Stokoe students performed at or above grade level.
- ---42% of Stokoe students performed one year below grade level.
- ----19% of Stokoe students performed 2 years below grade level.
- ----11% of Stokoe students performed 3 or more years below grade level

*By February 2022, 50% of students will reach 80% of their typical growth line goal as measured by middle of year administration of iReady assessment for ELA.
*Data from middle of year administration of iReady indicated:

- --39% of Stokoe students met 80% or more of typical growth goal by middle of year assessment.
- --43% of Stokoe students demonstrated improved placement

*This goal was not met. Students demonstrated increased progress between beginning of year and middle of year administrations. The challenges of administering 2020-2021 iReady assessment in a

virtual setting potentially impacted the accuracy of student achievement and site ability to compare data across multiple years. This goal has been revised and continued.

Goal 1B: Math
*By February 2022, 50% of students will achieve 50% of their typical growth line goal as measured by middle of year administration of iReady assessment for Math.
*Data from middle of year administration of iReady assessment for math indicated:

- ---582 students were assessed
- ----14% of Stokoe students performed at or above grade level.
- ----58% of Stokoe students performed one year below grade level.
- ----16% of Stokoe students performed 2 years below grade level
- ---10% of Stokoe students performed 3 or more years below grade level
- ---52% of Stokoe students met 60% or more of typical growth goal by middle of year assessment.
- --40% of Stokoe students demonstrated improved placement

* This goal was met. Students demonstrated increased progress between beginning of year and middle of year administrations. The challenges of administering 2020-2021 iReady assessment in a virtual setting potentially impacted the accuracy of student achievement and site ability to compare data across multiple years. Due to the ongoing need to improve student achievement in math, this goal has been revised and continued.

Goal 1C: *By March 2022, 60% of EL students will demonstrate positive growth in reading fluency and comprehension when comparing pre and post assessments as measured by a leveled passage from the Wonders Fluency Assessment Book.
*Data from post administration of Wonders assessment indicated:

- ---147 EL students were assessed
- ---109 EL students (74%) improved by 1 or more points

*This goal was met. Site used DIBELS passages instead of Wonders for consistency of implementation. EL students continue to need assistance for improvement in reading and writing skills. Due to the pandemic, there was a lack of consistency with implementation of ELPAC. Students will take ELPAC in 2022 and site will be able to compare progress on this assessment across two years. This goal has been revised and continued.

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

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for collaboration, articulation and intervention were unable to be used due to challenges with securing substitutes, staffing shortages and pandemic restrictions These funds were instead used to support site technology, supplemental instructional resources/materials and digital literacy.

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 were developed in consideration of the challenges and learning gaps brought on by the pandemic. There is an ongoing need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.

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)

2A--AVID
*By April 2023, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and note-taking strategies will be used on a weekly basis in 100% of classrooms as measured by teacher survey results.

2B--Parent Involvement
*By April 2023, the total number of parents attending school events will increase by 5% when comparing attendance at 2021-2022 events with 2022-2023 events as measured by event sign in sheets.

Identified Need(s)

According to data collected in 2020-2021, 80.2% of students are socioeconomically disadvantaged, 15.3% of students have disabilities and 0.3% of students are homeless/foster youth. This data is indicative that students and parents need ongoing opportunities to learn about college readiness skills and preparations including: academic rigor, vocabulary, process and requirements for college admission, financial opportunities available to support college enrollment, and ways to support college preparation and readiness in elementary school. Climate surveys were administered in spring of 2022. Parent survey results indicate that 68% of parents feel welcome to participate; that 83% of parents feel encouraged to be and active partner with the school; that 76% of parents feel Stokoe actively seeks parent input before making important decisions; that 89% of parents feel the school responds promptly to phone calls, messages or emails; that 75% of parents feel parent concerns are taken seriously; that 97% of parents feel staff treats parents with respect; that 82% of parents feel teachers communicate classroom expectations; that 89% of parents feel teachers provide information about student progress and how to help with homework; and that 76% of parents feel that Stokoe keeps them well informed. Stokoe utilizes AVID strategies to promote development of time management skills, organizational skills and study habits in our students. We have continued to expand the number of teachers who are trained in AVID strategies each year. Although 9 more teachers were trained in the 2019-2020 school year, no additional teachers were trained in the 2020-2021or 2021-2022 due to the challenges presented by staffing shortages as a result of the pandemic. Systems of AVID continued to be used in most classrooms. Staff AVID implementation survey for 2021-22 indicates that communication systems continued to be used in 95.7% of distance learning classrooms and that note-taking strategies continue to be used in 87% of classrooms. The percent of classrooms using communication tools and note-taking strategies increased when compared to previous year. Systems are established to recognize student achievement and to support college readiness. Student recognition occurred in individual classrooms in 2021-2022, and one 5th grade student was selected and recognized as the AVID student of the year as part of the RIMS AVID celebration. Safety recommendations during the pandemic prevented large gatherings during this school year. However, a variety of parent engagement opportunities continued to be offered throughout the year in a virtual setting and strategies that support a welcoming, culturally responsive and inclusive school climate are established. The number of parent events offered in

2021-2022 increased. Parent participation in district events increased by 6.9% and parent participation in site planned events increased by 4%. In addition, a system for MTSS and early intervention is utilized along with a system for SST to provide intervention support for behaviors and academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2A--AVID Data analyzed to form this goal included results from staff survey regarding implementation and use of AVID strategies. Student achievement on iReady, common formative assessments, and standardized assessments from current and/or previous years was also reviewed. Data related to parent education levels along with free/reduced lunch data was also considered.	Goal 2A--AVID Trends from 2022 end of year teacher survey: *95.7% of teachers use communication folders/planners and agendas (an increase of 27.3% when compared to previous year) • --Teacher use trends: 36.4% weekly; 63.6% daily *87% of teachers utilize AVID note-taking strategies during lessons (an increase of 8.1% when compared to previous year) • --Teacher use trends: 57.1% weekly; 19% monthly; 14.3% daily; 9.5% in another manner *AVID note-taking strategies are used by teachers in multiple content areas. 90% of teachers use for ELA; 70% of teachers use for math; 45% of teachers use for science; 35% of teachers use for social studies.	Goal 2A--AVID To evaluate this goal, we will conduct a staff survey at end of 2023 to determine how and with what frequency AVID strategies are being used. Our site AVID plan and progressions chart will also be used to determine and develop appropriate next steps for AVID implementation. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, benchmark assessments, iReady and reports from research based intervention programs.
Goal 2B--Parent Involvement All events were held in virtual format. Virtual sign in sheets were completed by event facilitator to determine parent attendance at district planned and site planned events. Spring 2022 survey results from parents (CSPS), staff (CSSS) and students (CHKS) were analyzed. Student	Goal 2B--Parent Involvement Safety protocols which did not allow for large gatherings impacted the format and type of events that occurred this year. Two of the same district events occurred in 2020-2021 and 2021-2022. Four additional site events occurred in 2021-2022.	Goal 2B--Parent Involvement To evaluate this goal, we will utilize sign in sheets and/or You Tube views from parent meetings, workshops and school events to monitor and evaluate parent attendance and involvement. Parent input from school climate surveys will be considered. Our site parent engagement action

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
achievement on iReady, common formative assessments, standardized assessments, parent education levels along with free/reduced lunch data was also considered.	Trends from parent sign-ins during events offered in 2021-2022: *7 types events were offered. *54 more parents attended events offered both years which represents a 6% overall increase. *An average of 35.9% of parents attended district planned events offered in two consecutive years which represents an increase of 6.9% when compared to previous year. *An average of 12% of parents attended site planned events offered in two consecutive years which represents an increase of 4% when compared to previous year. *In 2020-2021, two site events were planned with 17% parent participation. *In 2021-2022, five site events were planned with 43% parent participation. Attendance at district planned events: *Annual Title 1 Meeting--14.9% (an increase of 6.9%) *Parent Involvement Week--57.1% (an increase of 7.1%) *454 parents signed in at district planned events Attendance at site planned events: *Family STEAM Night--12% (an increase of 4%). *Back to School Night--43% *Kinder Orientation--66% *Parent/Teacher Conferences--71% *Family Literacy Night--23% *993 parents signed in at site planned events	plan, developed by ATP, will also be used to evaluate and assess effectiveness of our events and our parent involvement program. In addition, we will monitor student progress and strive for ongoing improvement and an increased rate of proficiency and mastery of CCCSS as measured by student progress on CAASPP, common formative assessments, iReady and reports from research based intervention programs.

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 review and utilize data from student achievement reports to identify areas in need of improvement and to strengthen instructional practices that support academic rigor and college readiness. Staff will utilize tenets of MTSS to identify student needs and provide targeted small group instruction using targeted, skill based prescriptions to remediate learning gaps in language development, literacy or math using a variety of curriculum resources.

Staff will communicate student progress with families and students. Staff will continue to celebrate academic excellence, student growth/progress and citizenship as a component of college readiness in a variety of ways including, but not limited to Flag Ceremonies, Semester Awards, CAASPP awards, Honor roll, Principal's Lunch, Spelling Bee and Science Fair. (substitute, additional hours, awards 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)
2250	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)

All students

Strategy/Activity

Staff will continue to implement school wide systems that support equitable practices, restorative practices, cultural responsiveness, academic rigor and development of college readiness skills. Staff will continue with opportunities for integrated and designated STEAM learning.

Supplemental instructional resources, materials, supplies and technology will be used by staff and students to support an equitable and inclusive learning environment and to encourage the development of college readiness skills. Supplementary instruction may include, but is not limited to AVID, History Day, Science Fair, STEAM, PLTW, GATE and culturally inclusive/responsive activities designed to provide rigorous enrichment and extended learning opportunities. (substitute, additional hours and materials 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)

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

A variety of parent events, networking opportunities and parent meetings (ELAC, ATP, SSC, Watch DOGS, Principal's Coffee) will be planned to educate, motivate, build capacity and raise parent awareness of college preparation and readiness skills. Events may be offered in virtual settings via live feed or recordings depending on current guidelines and protocols for safety during pandemic.

Staff will communicate information regarding upcoming events to parents using flyers, newsletters, Parent Square, Blackboard Connect, PeachJar, site social media accounts, site website and marquee. Staff will communicate information related to academic progress and behavior needs during parent teacher conference and as needed during phone calls, emails and digital platforms (Google Classroom, Remind, Class DoJo or Class Tag).

Student planners, communication folders and/or agendas will be used to increase and support home-school communication and to promote college readiness and character development. Interpretation and translation services, child care and/or refreshments may be provided during parent events as needed. (additional hours, substitute, child care, translation, refreshments, materials and supplies 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)
1000	Title I 4000-4999: Books And Supplies
250	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Administration, instructional coach, ENT, ELT, teachers, support staff and/or classified staff will participate in targeted professional learning experiences and conferences that improve equitable practices, increase cultural proficiency, promote STEAM fields, support digital literacy and distance learning, college and career readiness, use of AVID strategies for development of effective communication, study habit, time management strategies, organizational strategies and other research based instructional strategies in order to build capacity to support systems of academic excellence. (additional hours, registration, substitute and reimbursement 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will continue the focus of college readiness during classroom lessons, morning announcements and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college/career ready.

Staff will implement and plan special events, days and projects to increase awareness of post-graduate opportunities, college preparation and college readiness skills including, but not limited to, Career Day, motivational speakers, college research projects, college campus visits and public displays with college symbolism and information. (materials, substitute, additional hours, registration, contracts and reimbursement 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)

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.

Analysis of SPSA Goals from 2021-2022

Goal 2A: AVID--By April 2022, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and AVID note-taking strategies will be used on a weekly basis in 90% of classrooms as measured by teacher survey results.
*AVID materials were distributed at beginning of year to all students. Many staff members utilized digital forms of communication as well.
*95.7% of classrooms utilize communication folders/agendas/planners on a weekly basis which represents an increase of 27.3% when compared to previous year. In order to achieve this goal, 100% usage was required. This portion of the goal was not met.
*87% of classrooms use AVID note-taking strategies which represents an increase of 8.1% when compared to previous year . Of the classrooms that using note-taking strategies, 71.4% of teachers use AVID note-taking strategies on a weekly basis which represents a decrease of 6.4%. This portion of the goal was not met.
*No additional teachers were trained in AVID strategies in 2020-2021 or 2021-2022 as a result of staffing shortages, substitute challenges and pandemic conditions. Grade level teams are fully trained in grades 2nd-5th.
*This goal was not met. This goal has been revised and continued.

Goal 2B: Parent Involvement--By April 2022, the total number of parents attending school events will increase by 5% when comparing attendance at 2020-2021 events with 2021-2022 events as measured by event sign in sheets.
*Safety recommendations during pandemic prohibited large group gatherings. All parent events were held in a virtual setting and some were recorded and uploaded to You Tube to allow viewing after event completion. Virtual sign in were completed by event facilitators.
*Of the 3 events that occurred across both school years:

- ----54 more parents attended events this school year.
- ----6.9% more parents attended district planned events.
- ----4% more parents attended site planned events.

*4 additional site events were offered in 2021-2022 with 43% of parents attending.
*Parent attendance increased across all district events and varied across site events.
*Parent attendance was stable at ELAC meetings.
*Overall parent participation increased by 6% for events that occurred both years.
*This goal was met. In an ongoing effort to increase parent participation, this goal has been modified and continued.

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

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for some parent involvement events, student recognition events and intervention were unable due to pandemic restrictions, such as limitations for visitors on campus. These funds were instead used to support site technology, supplemental instructional resources/materials and digital literacy.

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 were developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an ongoing need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.

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)

3A--Attendance
*By April 2023, the absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.

3B--School Climate (Discipline and Suspensions)
*By April 2023, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

Identified Need(s)

Goal 3A--Attendance
In 2020-2021 all students participated in fully distance learning from August- March. In 2021-2022, most students attended in person instruction. 7 students participated in the Home Based Learning Program. Pandemic conditions, specifically guidelines related to illness and quarantine, impacted attendance during the 2021-2022 school year. As a result, attendance data comparisons may not portray accurate representations across multiple years. Stokoe average daily attendance (ADA) rate decreased by 5.1% when comparing 2021-2022 with 2020-2021. There was a 0.4% decrease in the number of unexcused absences in 2021-2022 when compared to 2020-2021.

School closure and the pandemic have impacted collection of complete data sets for the past two years. Prior to the pandemic, average daily attendance rate trends showed consistently slight increase over the past three years. ADA rates were 95.97% in 2018-18, 96.10% in 2018-19, 95.54% in 2019-20. School climate surveys were administered in Spring 2022. Data from survey indicates that 71% of students are happy to be at our school; and 93% of parents and 100% of staff believe that our school is a supportive and inviting place for students to learn. Data trends from previous data sources were considered as well. CA Dashboard reports for chronic absenteeism in 2019 indicate that 11.9% of our students are chronically absent. Our students were at a high status and increased by 1.6% which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

Goal 3B--School Climate (Discipline and Suspensions)
In 2020-2021 all students participated in fully distance learning from August- March. There were no student discipline incidents in March or April of 2021. As a result there was no data related to discipline or suspensions available for the 2020-2021 school year. In 2021-2022, most students attended in person instruction. 7 students participated in the Home Based Learning Program. For comparison purposes, suspension data from 2019-2020 was used. In 2019-2020, there were 26 discipline incidents across 4 different categories and 1.2% of discipline incidents resulted in student suspensions. In 2021-2022, there were 31 discipline incidents across 7 different categories, and 1.4% of discipline incidents resulted in suspensions. Past data trends for suspensions indicates that the number of suspensions increased significantly (8 students) between the 2018-2019 school year and the 2019-2020 school year. CA Dashboard reports for suspensions in 2019 indicate that

0.9% of students were suspended at least once. Our students were at a low status and increased by 0.3% which corresponds with the yellow performance gauge. School climate surveys were administered in Spring 2022. Data from surveys indicate that 77% of students, 79% of parents and 91% of staff feel students are treated equally and rules are enforced fairly; that 70% of students and 93% of staff feel rules are clearly communicated; that 68% of students, 87% of parents and 97% of teachers feel school is a safe place for learners; that 77% of students have not been victims of mean rumors, bad names, or mean jokes; and 81% of students have not been victims of cyberbullying. In addition, 90% of students and 97% of staff report that bullying is not tolerated. 97% of students and 93% of staff believe that weapons, alcohol, tobacco and marijuana are not a problem at Stokoe. Data from CSPS in 2022 indicates that parents feel rules are enforced equally 79% of the time; that incidents of physical violence are not a problem 85% of the time; and that school is safe 87% of the time. Data from 2022 CHKS indicates that students feel that rules are clearly communicated 70% of the time; that students are treated fairly when rules are broken 37% of the time; that they engage in positive behaviors 85% of the time (but 37% believe students at this school are well behaved); and that they feel safe at school 68% of the time. Data indicates an overall positive school climate and low number of discipline incidents. However, ongoing character development lessons and conflict resolution lessons are also needed to maintain the number and frequency of student discipline incidents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 3A--Attendance Data used in the development of these goals was district attendance(ADA) reports in Aeries, Spring 2022 survey results from parents (CSPS), staff (CSSS) and students (CHKS), and CA Dashboards for chronic absenteeism from 2019.	Goal 3A--Attendance ADA trends from Aeries for Aug-March: *2018-19--96.10% *2019-20--95.54% *2020-21--95.3% (this year included distance learning and hybrid model) *2021-22--90.2% 2019 CA Schools Dashboard trends: *11.9% of Stokoe students are chronically absent *Student group chronic absenteeism rates: White--18.6%, Hispanic--11.5%, SED--12.9%, African American--10.0%, SWD--14.4% and EL--7.4% *The percent of Stokoe students who are chronically absent increased by 1.6% compared to previous year *Student group trends: White--increased by 2.0%, Hispanic--	Goal 3A--Attendance Monthly attendance summary data from Aeries and CA Dashboard will be used to evaluate this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	increased by 0.9%, SED--increased by 2.0%, African American--increased by 4.1%, SWD--increased by 4.6% and EL--increased by 0.8% Monthly ADA Trends from Aeries 2021-2022 *August: 89.7% *September: 90.7% *October 90.8% *November 90.7% *December 86.5% *January 88% *February 91.9% *March 89.9% Unexcused Absences: *2020-2021--3.4% *2021-2022--3%	
Goal 3B--School Climate (Discipline and Suspensions) Data used in the development of these goals was trends from previous years for assertive discipline reports from Aeries by incident type and disposition, CA Dashboards for suspensions and Spring 2022 survey results from parents (CSPS), staff (CSSS) and students (CHKS).	Goal 3B--School Climate (Discipline and Suspensions) There was no current data to analyze in 2020-2021 due to school closure. Assertive discipline trends from Aeries for previous school years: *2019-2020-- 9 suspensions (due to school closure, data reflects months 1-8 of school) • --Attempted/threatened/caused a fight (18 incidents) • --Willfully used force/inflicted physical injury (1 incident) • ---Dangerous Objects (0 incidents) • ---Property Damage (0 incidents) • ---Profanity (0 incidents) • ---Defiance (3 incidents)	Goal 3B--School Climate (Discipline and Suspensions) Assertive discipline data reports from Aeries by incident type and disposition, suspension data from CALPADS and CA Dashboard will be used to evaluate this goal. Data from parent, staff and student surveys (CSPS, CSSS, CHKS and/or site created) related to school climate will also be used to evaluate this goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• ---Harassment/bullying (2 incidents) • ---26 total incidents *2021-2022--12 suspensions • --Attempted/threatened/caused a fight (10 incidents) • --Willfully used force/inflicted physical injury (9 incident) • ---Dangerous Objects (2 incidents) • ---Property Damage (2 incidents) • ---Profanity (4 incidents) • ---Defiance (1 incidents) • ---Harassment/bullying (1 incidents) • ---31 total incidents 2019 CA Schools Dashboard trends: *0.9% of Stokoe students were suspended at least once *Student group suspension trends: SED--0.9%, EL--0.4%, Hispanic--1.1%, African American--0.0%, SWD--1.8%, and White--0.0% *The percent of Stokoe students suspended at least once increased by 0.3% *Student group trends: SED--increased by 0.3%, EL--maintained at 0%, Hispanic--increased by 0.8%, African American--declined by 1.5%, SWD--maintained at 0.1% and White--declined by 1.7% CHKS Survey Trends from survey administered in Spring 2022: (percent who responded yes to most/all of the time) *Positive behaviors: follow rules in class--94%, follow rules on playground--94%,	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	listen to adults--100%, be kind to others--100%, never been a victim of mean rumors/lies, bad names, mean jokes--94%, never been a victim of cyberbullying or been teased about body image--100%; *Rules: clearly communicated--90%; enforced fairly--81%	

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 implement MTSS as a means of early intervention and utilize SST process to monitor at-promise students and to support students, teachers and parents. Intervention data will be consistently monitored, documented and analyzed to support student growth and progress. SST meetings will be held to provide timely support by building upon the strengths of students in order to develop action plans for remediation of academic and behavior concerns. Staff will use data to identify specific student needs, to set learning goals and to write targeted, skill based prescriptions to remediate learning. Staff will document tiered levels of intervention and results prior to convening for SST meeting. (substitute and additional hours 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)
2252	LCFF-LI 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

Supplemental resources, materials and incentives will be used by staff, students and parents to support instruction of character development, inclusive, culturally responsive and equitable learning

climates, healthy living choices and to motivate and encourage school attendance, citizenship, active lifestyles or student achievement.

Site technology (sound systems, speakers, screens, podiums etc) will be updated as needed to ensure appropriate communication and inclusiveness during awards assemblies, educational presentations (character development, bullying, self-esteem etc) and parent events/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)
2545	Title I 4000-4999: Books And Supplies
2000	LCFF-LI 4000-4999: Books And Supplies
300	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A variety of parent events will be planned to build parent understanding, to raise awareness and to provide parents with strategies, materials and resources that support character development so that parents can better support student achievement and at home learning.

Teachers and parents will participate in parent advisory groups/committees (ELAC, ATP, SSC and PTO) to analyze data related to school climate, attendance and discipline, to evaluate the effectiveness of site attendance plan and to ensure our school climate is safe, equitable and inclusive. Positive parent strategies, attendance information and tips to encourage school attendance will be provided during meetings. Refreshments, child care and translation services will be provided for parents attending meetings/workshops. Meetings will be held in person or via distance platforms depending on recommendations for safety during pandemic. Some meetings may be recorded and posted for viewing.

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Data related to school climate, attendance, discipline and character will be used by staff to plan lessons that utilize a variety of instructional and culturally responsive strategies to support character development, to minimize discipline incidents, to foster an equitable, inclusive learning environment and to encourage attendance. Staff will provide ongoing instruction related to topics of culturally responsive teaching, ethnic studies, conflict resolution, character development, bullying and drug/alcohol/tobacco use. Bullying lessons will include strategies for building character, conflict resolution identification of bullying behaviors and appropriate responses for bullying situations.

Daily, weekly and monthly attendance data will be shared with staff, students and parents to increase accountability, to promote goal setting, to monitor progress and to encourage attendance. Suspension, discipline, school climate, disaster preparedness and healthy living data will be shared with staff, students and parents a minimum of once a year. Daily announcements will be made to promote monthly character focus of "Character Counts Traits" which include: respect, responsibility, trustworthiness, caring, fairness and citizenship. Disaster drills (fire, earthquake and/or lock-down) will occur on a monthly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 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 counselor and psychologist will provide behavior support services, assist with development of behavior plans and meet with students (on individual and small group basis) to provide social and emotional support with character development, conflict resolution and behavior interventions.

Counselor will provide student lessons along with staff and parents training that support character development, self-esteem, decision making, stress management, social skills, conflict resolution, friendship, bullying, study skills, attendance and other topics as needed.

Counselor, school psychologist, administration and other staff will attend conferences and/or seminars to learn strategies to increase capacity to support, develop and implement site plan for

character development in order to effectively meet the social, developmental and emotional needs of students. (registration, substitute, additional hours and reimbursement 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)

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.

Analysis of SPSA Goals from 2021-2022

Goal 3A: Attendance By April 2022, the absenteeism rate will decrease by 0.5% as measured by local data in Aeries.
*Pandemic conditions and quarantine requirements for illness and exposure impacted attendance data.
*Local data in Aeries indicates a 5.1% decrease in the annual attendance rate when comparing the months of August - March for 2020-2021 with 2021-2022
*This goal was not met. This goal has been revised and continued.

Goal 3B: School Climate (Discipline and Suspension) By April 2022, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.
*This goal was impacted by school closure and the pandemic. All students participated in a fully distance learning model from August-March which resulted in a lack of data to analyze this goal for this school year. Local data sets in Aeries when comparing 2021-2022 with 2019-2020 indicated:

- ---There was an increase of 5 total incidents across 3 additional categories.
- ---1.4% of students were suspended which represents a 0.2%

*This goal was met. Climate surveys and the increase in the incident types indicate an ongoing need for improvement in this area. This goal has been revised and continued.

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

Pandemic conditions impacted ability to fully utilize funds as intended. Funds that were designated for some attendance incentives, student recognition events, intervention/MTSS support, and school climate events were unable to be used during school closure. These funds were instead used to support site technology, supplemental instructional resources/materials, digital

literacy, and development of plans to remediate learning and address social-emotional needs of students by ensuring an equitable, inclusive and culturally responsive learning climate.

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 were developed without complete data sets as a result of school closure during the pandemic. Goals were also developed in consideration of the challenges and anticipated learning loss brought on by the pandemic. There is an expected need for mitigation and remediation of learning loss due to school closure and fully distant learning settings that occurred during the 2020-2021 school year. Potential pandemic restrictions, safety protocols and guidelines that may be utilized in the 2022-2023 school year may impact goals, outcomes, strategies and activities that have been developed. Adjustments may be needed in the SPSA in some or all of the listed items.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$243,402.00

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	$210,962.00

Subtotal of additional federal funds included for this school: $210,962.00

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 ($)
LCFF-EL	$16,480.00
LCFF-LI	$15,960.00

Subtotal of state or local funds included for this school: $32,440.00

Total of federal, state, and/or local funds for this school: $243,402.00

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	16,480	0.00
LCFF-LI	15,960	0.00
Title I	210,962	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	16,480.00
LCFF-LI	15,960.00
Title I	210,962.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	210,024.00
2000-2999: Classified Personnel Salaries	3,494.00
4000-4999: Books And Supplies	22,960.00
5000-5999: Services And Other Operating Expenditures	6,924.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	8,664.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,419.00
4000-4999: Books And Supplies	LCFF-EL	3,897.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,500.00

1000-1999: Certificated Personnel Salaries	LCFF-LI	5,467.00
2000-2999: Classified Personnel Salaries	LCFF-LI	1,075.00
4000-4999: Books And Supplies	LCFF-LI	9,418.00
1000-1999: Certificated Personnel Salaries	Title I	195,893.00
4000-4999: Books And Supplies	Title I	9,645.00
5000-5999: Services And Other Operating Expenditures	Title I	5,424.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	232,805.00
Goal 2	3,500.00
Goal 3	7,097.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Francine Ramirez	Principal
Michelle Ashe	Classroom Teacher
Gena Buckley	Classroom Teacher
Michele Morales	Classroom Teacher
Lynne Greenlee	Other School Staff
Lorena Diaz	Parent or Community Member
Serafin Juarez	Parent or Community Member
Charnell (Mabon) Jones	Parent or Community Member
Stephanie Thomas	Parent or Community Member
Lauren Valko	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 5-19-22.

Attested:

	Principal, Francine Ramirez on 5-19-22
	SSC Chairperson, Lauren Valko 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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

Needs Assessment – ACADEMIC – REQUIRED

(completed during the months the SPSA is being developed)

English Learner Advisory Committee

Name of School: Stokoe Elementary Date: February, March and April 2022

SSC Meeting Date to present results of ELAC Needs Assessment: April 21, 2022

Names of ELAC Members Present
February 2, 2022: Lorena Diaz, Areli Diaz Silva, Francisco Diaz, Francine Ramirez March 2, 2022: Lorena Diaz, Areli Diaz Silva, Rosario Balbino, Francisco Diaz, Francine Ramirez April 6, 2022: Lorena Diaz, Francisco Diaz, Francine Ramirez

Current EL Programs

Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program.

- Bilingual instructional assistants (primary language support, language acquisition/production, academic vocabulary development, lesson preview/review)
- I-ELD and D-ELD instruction daily
- Targeted intervention (Tier 1 in classrooms--small group, Tier 2--Literacy Teacher)
- Parent training (CABE, Kinder Camp, ELAC and other parent committee meetings, Family Nights)
- Professional Development for teachers in all content areas (ELA, Math, ELD, AVID)
- Certificated support staff--Instructional coach, counselor, ENT, ELT
- MTSS and SST systems for documenting/monitoring interventions
- Supplemental Digital Programs--Nearpod, Kami, Jamboard, Starfall, Prodigy, eSpark, Brain Pop, Zearn, iReady
- Supplemental Instructional Materials--chart paper, colored pens, whiteboards, math tools/manipulatives, bilingual texts, picture dictionaries, project based learning kits (as layers of visual support/input)
- Incentives to motivate, encourage and celebrate student achievements: SOTM, COTM, attendance, reclassification

Current Data for English Learners

Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners.

Last administration of ELPAC 2021:

- Overall Language Levels: 9% well developed: 31% moderately developed: 30% somewhat developed; 30% beginning stage
- Listening Domain; 20% well developed; 68% somewhat/moderately developed; 12% beginning stage
- Speaking Domain: 38% well developed; 48% somewhat/moderately developed; 14% beginning stage
- Reading Domain: 8% well developed; 56% somewhat/moderately developed; 36% beginning stage
- Writing Domain: 8% well developed; 52% somewhat/ moderately developed; 40% beginning stage

Last administration of CAASPP 2019:

- EL student achievement in ELA significantly declined (18.7 points) and is significantly lower (30.6 points further below standard) when compared to overall student achievement
- RFEP student achievement in ELA declined significantly (50.7 points) but is still significantly higher (31.1 points above standard) when compared to all other student groups
- EL student achievement in math declined (12.8 points) and is significantly lower (22 points further below standard) when compared to overall student achievement
- RFEP student achievement in math maintained (within 1.1 points) and remains higher (0.4 points below standard) when compared to all other student groups

CA Dashboard 2019:

- The number of RFEP student has increased over the past 3 years
- In ELA, EL students demonstrate a low status and declined by 8.8 points which corresponds with orange color gauge. EL student performance is 44.9 points below standards.
- In math,EL students demonstrate a low status and maintained within 0.2 points which corresponds with orange color gauge EL student performance is 57.6 points below standard
- 50.6% of EL students are making progress towards English language proficiency
- 70% of EL students increased by one performance level and 29% of EL students decreased by one performance level
- 14% of EL students maintained a performance level of 4 and 54% of EL students maintained performance levels of 1-3.

2021-2022 SPSA Goal 1C: EL Students

- 131 EL students took both pre and post assessment
- 91 EL students demonstrated positive growth (74%)

Recommendations

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated.

ELAC Meeting: February 2, 2022:

- SPSA Goal 1 Conditions of Learning: 1A: ELA
  - Members noted that students made good progress in ELA and many classes doubled the percent of students achieving at/above grade level.
  - New goal recommendations--40% of students will perform at/above grade level and 50% of students will met 80% of typical growth on MOY iReady
  - New action recommendations: continue with current actions
- SPSA Goal 1 Conditions of Learning: 1B: Math
  - Members noted that math achievement continues to be lower than ELA, but students made good progress in math. Members noted that math intervention teacher is making a difference
  - New goal recommendation--30% of students will perform at/above grade level and 60% of students will meet 50% of typical growth line on MOY iReady
  - New actions recommendation--ongoing use of ENT

ELAC Meeting: March 2, 2022:

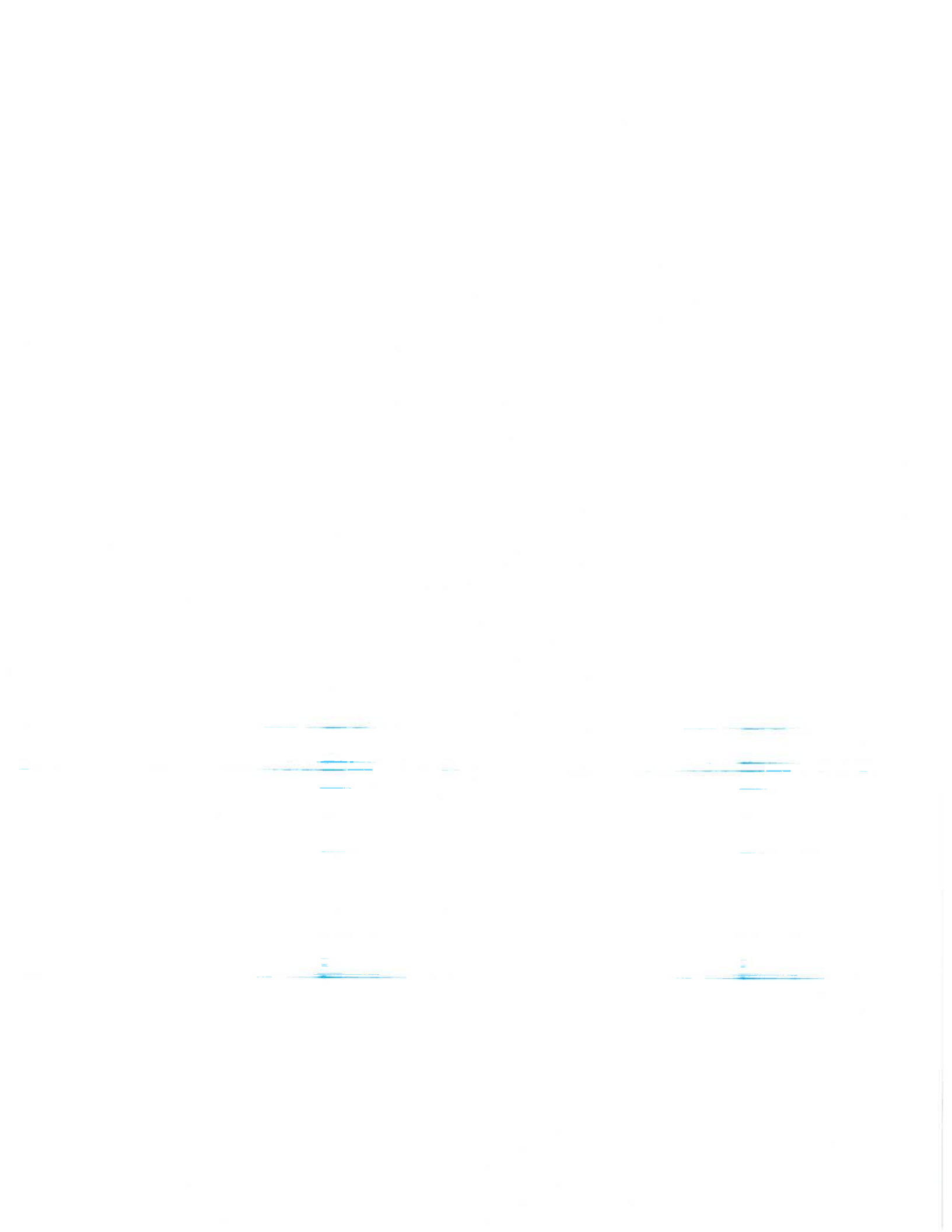
- SPSA Goal 1 Conditions of Learning: 1C: EL Students
  - Members noted and celebrated growth in reading, especially in lowering the percent of students performing well below grade level. Members agreed that reading and writing is an important focus for EL students.
  - New goal recommendation--20% of EL students will perform at grade level in reading on ELPAC and 70% of EL students will demonstrate progress in reading fluency
  - New action recommendations: tutoring specifically for EL students (before/after school); celebrate RFEP students on marquee and with yard signs

ELAC Meeting: April 6, 2022

- SPSA Goal 2 Pupil Outcomes: 2A: AVID
  - Members noted that tools for home-school communication are valuable and recommended ongoing use of planners, agendas or communication folders for next year.
  - New goal recommendations: 100% of teachers will use communication folders/agendas/planners and 95% of teachers will use AVID note-taking strategies
  - New action recommendations: continue to teach AVID skills for organization and study habits to support student success; provide staff with options to attend AVID training or refresher courses next year to review strategies for implementation
- SPSA Goal 2 Pupil Outcomes: 2B: Parent Engagement

- Members noted that parents continue to be involved and are looking forward to being able to attend in person events
- New goal recommendations: increase by another 5% next year
- New action recommendations: when in person events resume, continue to offer recorded or live stream options to support parents who are unable to attend in person

- SPSA Goal 3 Student Engagement: 3A: Attendance
  - Members noted that pandemic quarantine guidelines impacted attendance, but celebrated that the percent of unexcused absences decreased by 0.4%.
  - New goal recommendations: decrease the percent of absences by 0.5%
  - New action recommendations: Implement an attendance incentive program again next school year
- SPSA Goal 3 Student Engagement 3B: School Climate (Discipline)
  - Members noted that the number of off campus suspensions increased and discussed the negative impact that the pandemic had on social emotional development of students
  - New goal recommendations: decrease the percent of suspensions by 0.1%
  - New action recommendations: Implement Playworks again to reduce discipline incidents on the playground



Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

AGENDA

ZOOM: 880 0733 7344
February 2, 2022

I Introductory Procedures
1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items
1. Approval of minutes from meeting on January 5, 2022*

III. Discussion/Information
1. Needs Assessment (EL4c)
   - Topic: ELPAC Assessment
2. Training (EL1 & 4e)
   - CALPADS Reports
   - 2022-2024 Title 1 Compact Input
   - 2022-2024 Parent Involvement Policy Input
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
   - SPSA Goal 1A iReady ELA Reports
   - SPSA Goal 1B iReady Math Reports
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. CABE Conference
8. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, March 2 9:00am via Zoom
2. Adjournment

Distrito Escolar Unificado Alvord
Escuela Primaria Stokoe
Comité Consejero para Aprendices del
Idioma Inglés

<u>AGENDA</u>
<u>ZOOM:</u> 880 0733 7344
2 de febrero, 2022

I Procedimientos de introducción
1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

II. Asuntos de Acción
1. Aprobación de la Minuta de la reunión del 5 de enero, 2022*

III. Diálogo/Información
1. Encuesta de necesidades (EL4c)
   - Tema: Examen ELPAC
2. Entrenamiento (EL1 & 4e)
   - Reportes CALPADS
   - Recomendaciones del Contrato Título 1 2022-2024
   - Recomendaciones de Política de Participación de Padres 2022-2024
3. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
   - Meta 1A SPSA Reportes de iReady Artes de Lenguaje
   - Meta 1B SPSA Reportes de iReady matemáticas
4. Diálogo sobre el Presupuesto –LCFF-EL (EL4d, 4d2 & 9)
5. Asistencia Escolar (EL4c2 & 9)
6. Reporte ATP
7. Conferencia CABE
8. Reporte DELAC

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

VI. Clausura
1. Próxima reunión: miércoles, 2 de marzo a las 9:00am vía Zoom
2. Clausura

Stokoe Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

February 2, 2022 / 2 de febrero de 2022

Via Zoom: Meeting ID 880 0733 7344

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
DELAC Rep Representante de DELAC	Areli Diaz	Anthony, April	K, 2	EL, EL	Present via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Lorena Diaz	Nicole, Natalie	2, 3	EL, EL	Present via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Rosario Balbino	Angel Gomez	4	EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Alma Aguilar	Josecarlos Aguilar	2	EL	
Rosario Balbino	Angel Gomez	4	EL	
Areli Diaz	Anthony, April	K, 2	EL/EL	Present via Zoom
Lorena Diaz	Nicole/Natalie	2, 3	EL/EL	Present via Zoom
Francine Ramirez			District Employee	Present via Zoom
Francisco Diaz			District Employee	Present via Zoom

Stokoe Elementary ELAC
Zoom Report 2/2/22

Name (Original Name)	User Email	Join Time	Leave Time	Duration (M	Guest
Francine Ramirez	francine.ra	2/2/2022 8:50	2/2/2022 10:39	110	No
Francisco Diaz	francisco.d	2/2/2022 8:50	2/2/2022 10:39	109	Yes
Lorena Diaz Villegas MIddle Schoo		2/2/2022 9:01	2/2/2022 10:30	89	Yes
Areli Diaz		2/2/2022 9:09	2/2/2022 10:30	81	Yes

Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

MINUTES
ZOOM: 880 0733 7344
February 2, 2022

I Introductory Procedures
1. Meeting was called to order at 9:10am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items
1. Minutes from the meeting on January 5, 2022 were reviewed for approval. No amendments or changes were noted*
Motion made by: A Diaz Seconded by: L Diaz
Approval Vote: Unanimous

III. Discussion/Information
- Needs Assessment (EL4c)
  - Mr. Diaz shared information on ELPAC. Key points of discussion included:
    - ELPAC Overview
    - Stokoe tentative ELPAC assessment dates
    - Task types by domains
    - Strategies parents can use to support language acquisition
    - Online resources for practice/training tests
- Training: (EL1 & 4e)
  - CALPADS Language Census Report
    - Members reviewed and discussed CALPADS reports. Key items to note for Stokoe in 2020-2021:
      - 175 EL students
      - 3 different student languages spoken
      - 27% of Stokoe students are English Learners
      - 6.1% of Stokoe students are R-FEP students
      - 8.9% of Stokoe students are 'at-risk' and have been English Learners for 4-5 years
  - 2022-2024 Title 1 Compact
    - Members reviewed and discussed the Title 1 Compact. Members agreed with suggested revisions.
    - Input will be shared with SSC. SSC will approve the 2022-2024 Title 1 Compact in March.
  - 2022-2024 Parent Involvement Policy
    - Members reviewed and discussed the Parent Involvement Policy. Members agreed with suggested revisions.
    - Input will be shared with SSC. SSC will approve the 2022-2024 Parent Involvement Policy in March.
- SPSA/SSC Input and Update (EL4d, 4d2 & 9)
  - Members reviewed and discussed student achievement reports for SPSA Goal 1 Conditions of Learning: 1A Language Arts
    - Members noted that:
      - Students made good progress in ELA.

- Many classes doubled the percent of students achieving at/above grade level.
- Literacy interventions are supporting student growth
- Students took MOY in Feb 2021 at home, which potentially impacted accuracy of data when comparing both years

  - SPSA Goal 1A for 2021-2022 was not met. Members provided input for SPSA Goal 1A Language Arts for 2022-2023. Suggestions included:
    - 40% of students will perform at or above grade level on MOY iReady for ELA in Feb 2023
    - 50% of students will meet 80% of typical growth line on MOY iReady for ELA in Feb 2023
- Members reviewed and discussed student achievement reports for SPSA Goal 1 Conditions of Learning: 1B Math
  - Members noted that:
    - Math achievement continues to be lower than ELA
    - Students are making good growth in math as well
    - Math intervention is helping
  - SPSA Goal 1B for 2021-2022 was met. Members provided input for SPSA Goal 1B Math for 2022-2023. Suggestions included:
    - 30% of students will perform at or above grade level on MOY iReady for Math in Feb 2023
    - 60% of students will meet 50% of typical growth line on MOY iReady for Math in Feb 2023
- SSC minutes from January 20, 2022 were distributed.

- LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
  - Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is $16,540.
  - Additional suggestions include before school tutoring after Feb break--if pandemic conditions improve
- School Attendance (EL4c2 & 9)
  - Mrs. Ramirez emphasize the importance of attendance and shared the following information:
    - Average daily attendance for January was 86.6%
    - Student absences in January ranged from 77-115 daily.
      - Unexcused absences ranged from: 9-49
    - Student tardies in January ranged from 20-41
    - District goal for attendance this year is 96.5%
- ATP Report
  - Mrs. Ramirez provided an update from the January ATP meeting. Key points of discussion include: Event planning for Family Literacy Night (March 2) and Family STEAM Night (April 21)
  - The next ATP meeting will be March 24, 2022.
- CABE Conference
  - Mr. Diaz shared information regarding the CABE conference.
  - Dates for spring para-educator conference will be provided when available
- DELAC Report
  a. A. Diaz provided an update from the January DELAC. Key points of discussion include: Needs Assessment for EL students, grade level standards and D-ELD/I-ELD strategies to support EL progress, EL student program options and supports, DLI program, ELPAC, School Smart Program from family engagement office, and family engagement updates

b. The next DELAC meeting will be February 22, 2022.

IV. Hearing Session

a. The following additional items or concerns were brought forward:
    a. Members discussed current protocols for quarantine
b. Dates and information regarding upcoming events was provided
c. Flyers for Family Engagement, LCAP and TK/K registration were distributed

VI. Adjournment

1. Meeting was adjourned at 10:30am
2. Next Meeting: Wednesday, March 2 at 9:00am via Zoom.

Distrito Escolar Unificado Alvord
Escuela Primaria Philip M. Stokoe
Comité Consejero para Alumnos Aprendiendo Inglés

MINUTA
Zoom: 880 0733 7344
2 de febrero 2022

I. Procedimientos de Introducción:
   1. El Sr. Diaz llamó la junta al orden a las 9:10 a. m.
   2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
   3. Se realizó el Saludo a la Bandera

II. Asuntos de Acción
   1. Revisión para la aprobación de la minuta de la junta del 5 de enero 2022. No se realizaron cambios*
      A. Diaz propuso la primera moción y L. Diaz la secundó.
      Aprobada por unanimidad.

III. Diálogo/Información
   1. Encuesta de Necesidades (EL 4c)
      a. El Sr. Diaz compartió información acerca ELPAC. Los puntos clave de los que se habló incluyen:
         - Descripción general de ELPAC
         - Posibles fechas de la evaluación ELPAC en Stokoe
         - Tipo de actividades y áreas
         - Estrategias que los padres pueden usar para apoyar la adquisición del idioma
         - Recursos en línea para exámenes de práctica/capacitación
   2. Capacitación: (EL1 y 4e)
      a. Reporte del censo de idiomas CALPADS
         - Los miembros revisaron y hablaron de los reportes CALPADS. Los puntos clave que resaltar para Stokoe en 2020-2021 son:
            - 175 alumnos EL
            - Entre los alumnos se hablan 3 diferentes idiomas.
            - El 27% de alumnos en Stokoe están aprendiendo inglés.
            - 6.1% de los alumnos de Stokoe son R-FEP.
            - 8.9% de los alumnos de Stokoe están en riesgo y han estado aprendiendo inglés por 4-5 años.
      b. Acuerdo Título I 2022-2024
         - Los miembros revisaron y hablaron del Acuerdo Título I. Los miembros estuvieron de acuerdo con las revisiones sugeridas.
         - Las recomendaciones se compartirán con SSC, quien aprobará el Acuerdo de Título I 2022-2024 en marzo.
         - Política de Participación de Padres 2022-2024
            - Los miembros revisaron y hablaron de la Política de Participación de Padres. Los miembros estuvieron de acuerdo con las revisiones sugeridas.
            - Las recomendaciones se compartirán con SSC, quien aprobará la Política de Participación de Padres 2022-2024, en marzo.
   3. SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)
      a. Los miembros revisaron y hablaron de los reportes de rendimiento estudiantil para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1A Artes de Lenguaje
         - Los miembros mencionaron que:
            - Los alumnos tuvieron buen progreso en ELA

        - Muchas clases tuvieron el doble del porcentaje de alumnos con rendimiento a nivel de grado o más alto.
        - Las intervenciones de lectoescritura están apoyando el progreso de los alumnos.
        - Los alumnos presentaron MOY en casa en febrero 2021, el cual potencialmente impactó la exactitud de datos al comparar ambos años.
    - No se logró la Meta 1A SPSA para 2021-2022. Los miembros proporcionaron recomendaciones para la Meta 1A de SPSA de Artes de Lenguaje para 2022-2023. Las sugerencias incluyeron:
        - 40% de alumnos tendrán un rendimiento a nivel de grado o superior en MOY iReady para ELA en febrero 2023
        - 50% de los alumnos cumplirán con el 80% de progreso típico en MOY iReady para ELA en febrero 2023.
  b. Los miembros revisaron y hablaron de los reportes de rendimiento de estudiantes para la Meta 1 de SPSA Condiciones de Aprendizaje: 1B Matemáticas.
    - Los miembros mencionaron que:
        - El rendimiento en matemáticas continúa siendo menor que en ELA.
        - Los alumnos también están realizando un buen progreso en matemáticas.
        - La intervención de matemáticas está ayudando.
    - Se logró la Meta 1B de SPSA para 2021-2022. Los miembros proporcionaron recomendaciones para la Meta 1B de SPSA de Matemáticas para 2022-2023. Las sugerencias incluyeron:
        - 30% de los alumnos tendrán un rendimiento a nivel de grado o mayor en MOY iReady en Matemáticas para febrero 2023.
        - 60% de los alumnos cumplirán con 50% de progreso típico en MOY iReady de Matemáticas en febrero 2023.
  c. Se distribuyó la minuta de SSC del 20 de enero 2022.
4. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
  a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es $16, 540.00.
  b. Sugerencias adicionales incluyen tutoría antes de clases para después de las vacaciones de febrero---si mejoran las condiciones de la pandemia.
5. Asistencia escolar (EL4c2 y 9)
  a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información.
    - Asistencia escolar diaria promedio en enero fue de 86.6%.
    - Las ausencias de estudiantes en enero variaron entre 77-115 diarias.
    - Las faltas injustificadas estuvieron en el rango diario de 9-49.
    - Los retardos diarios en enero variaron entre 20-41.
    - La meta de asistencia escolar del Distrito para este año es 96.5%
6. Reporte ATP
  a. La Sra. Ramirez proporcionó la actualización de la junta ATP de enero. Los puntos clave de los que se habló incluyen: planeación de evento para la Noche Familiar de Lectoescritura (2 de marzo) y Noche Familiar STEAM (21 de abril)
  b. La próxima junta de ATP es el 24 de marzo 2022.
7. Conferencia CABE
  a. El Sr. Diaz compartió información relacionada con la conferencia CABE.
  b. Las fechas de primavera de la conferencia para paradocentes se proporcionarán en cuanto estén disponibles.
8. Reporte de DELAC
  a. El A. Diaz proporcionó una actualización de la junta DELAC de enero. Los puntos clave de diálogo incluyeron: Encuesta de Necesidades para alumnos EL, estándares de nivel de grado y estrategias D-ELD/I-ELD para apoyar el progreso de EL, opciones del programa para

alumnos EL y apoyos, programa DLI, ELPAC, programa *School Smart* de la oficina de participación familiar y actualizaciones de participación familiar.

b. La próxima junta DELAC será el 22 de febrero 2022.

IV. Sesión de Audiencia

a. Se presentaron los siguientes asuntos o preocupaciones.
   - Los miembros hablaron de los protocolos para cuarentena

b. Se proporcionaron fechas e información de próximos eventos.

c. Se distribuyó información de los talleres para padres del departamento de Participación Familiar, LCAP y de inscripción para TK/K.

V. Clausura:

1. La junta se clausuró a las 10:30 a. m.
2. Próxima junta: miércoles 2 de marzo a las 9:00 a. m. por Zoom

Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

AGENDA
ZOOM: 880 0733 7344
March 2, 2022

I Introductory Procedures
1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items
1. Approval of minutes from meeting on February 2, 2022*

III. Discussion/Information
1. Needs Assessment (EL4c)
   - Topic: Strategies to support EL students with phonics and reading
2. Training (EL1 & 4e)
   - School Accountability Report Card (SARC)
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
   - SPSA Goal 1 Conditions of Learning: 1C EL Students
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
5. School Attendance (EL4c2 & 9)
6. ATP Report
7. CABE Conference
8. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, April 6 9:00am via Zoom
2. Adjournment

Distrito Escolar Unificado Alvord
Escuela Primaria Stokoe
Comité Consejero para Aprendices del
Idioma Inglés

AGENDA
ZOOM: 880 0733 7344
2 de marzo, 2022

I Procedimientos de introducción
1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

II. Asuntos de Acción
1. Aprobación de la Minuta de la reunión del 2 de febrero, 2022*

III. Diálogo/Información
1. Encuesta de necesidades (EL4c)
   - Tema: Estrategias para apoyar a los alumnos EL con fonética y lectura
2. Entrenamiento (EL1 & 4e)
   - Informe de Responsabilidad Escolar (SARC)
3. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
   - Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
4. Diálogo sobre el Presupuesto –LCFF-EL (EL4d, 4d2 & 9)
5. Asistencia Escolar (EL4c2 & 9)
6. Reporte ATP
7. Conferencia CABE
8. Reporte DELAC

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

VI. Clausura

1. Próxima reunión: miércoles, 6 de abril a las 9:00am vía Zoom
2. Clausura

Stokoe Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

March 2, 2022 / 2 de marzo de 2022

Via Zoom: Meeting ID 880 0733 7344

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
DELAC Rep Representante de DELAC	Areli Diaz	Anthony, April	K, 2	EL, EL	Present Via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Lorena Diaz	Nicole, Natalie	2, 3	EL, EL	Present Via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Rosario Balbino	Angel Gomez	4	EL	Present Via Zoom

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Alma Aguilar	Josecarlos Aguilar	2	EL	
Rosario Balbino	Angel Gomez	4	EL	Present Via Zoom
Areli Diaz	Anthony, April	K, 2	EL/EL	Present Via Zoom
Lorena Diaz	Nicole/Natalie	2, 3	EL/EL	Present Via Zoom
Francine Ramirez			District Employee	Present via Zoom
Francisco Diaz			District Employee	Present Via Zoom

Stokoe Elementary School
ELAC Zoom Report 3/2/22

Name (Original Name)	User Email	Total Duratio	Guest
Francine Ramirez	francine.ramirez@alvordschools.o	96	No
Francisco Diaz		96	Yes
Lorena Diaz Villegas MIddle School representante		4	Yes
Areli Diaz		71	Yes
lorena Diaz		58	Yes
Rosario Balbino		29	Yes

Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

MINUTES
ZOOM: 880 0733 7344
March 2, 2022

I Introductory Procedures
1. Meeting was called to order at 9:04am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items
1. Agenda
a. Minutes from meeting on February 2, 2022 were reviewed for approval. No amendments or changes were noted*
Motion made by: A Diaz Seconded by: L Diaz
Approval Vote: Unanimous

III. Discussion/Information
1. Needs Assessment (EL4c)
a. Mr. Diaz shared information on Strategies to Support EL Students with Phonics and Reading. Key points of discussion included:
i. Parents can make reading fun and model a reading lifestyle
ii. Parents can make reading part of daily routine to show reading is important
iii. Sample questions parents can ask before, during and after reading were provided
2. Training: (EL1 & 4e)
a. School Accountability Report Card (SARC)
i. Members reviewed and discussed the SARC.
3. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 1 Conditions of Learning: 1C
i. Members noted and celebrated the growth in reading, especially in lowering the percent of students performing well below grade level.
ii. Members agreed that reading and writing is an important focus for EL student success
iii. SPSA Goal 1C for 2021-22 was met. Members provided input for SPSA Goal 1C EL Students for 2022-2023. Suggestions included:
1. 20% of EL students will perform at grade level in reading on ELPAC 2022
2. 70% of EL students will demonstrate progress in reading fluency as measured by DIBELS when comparing beginning of year with middle of year
b. SSC minutes from February 24, 2021 will be distributed for review when available
4. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is $16,540.00.
b. Recent expenditures include: RFEP Yard Signs, document cameras,
c. Additional suggestions include:
i. Post reclassified student names on marquee

ii. Tutoring this year before school

5. School Attendance (EL4c2 & 9)
    a. Mrs. Ramirez emphasized the importance of attendance and shared the following information:
        i. Average daily attendance for February was 91.3%
        ii. Student absences in February ranged from 40-79 daily.
            1. Unexcused absences ranged from 14-30 students daily.
        iii. Student tardies in February ranged from 29-45 daily.
        iv. District goal for attendance this year is 96.5%
6. ATP Report
    a. There was no ATP meeting in February.
    b. The next ATP meeting will be March 24, 2022.
7. CABE Conference
    a. Mr. Diaz shared information regarding the upcoming CABE conference.
    b. Conference is 4 days virtual on March 29-April 2
    c. Parents may attend all days, 1 day or Saturday only
        i. 2 parents are unable to attend
    d. Dates/and times will be emailed to members. Any parent who would like to attend will respond no later than March 9h.
8. DELAC Report
    a. An update from the February DELAC was provided. Key points of discussion included: Activities to promote reclassification, ELPAC, LCAP Input and Family Engagement Update
        a. The next DELAC meeting will be March 15, 2022.

IV. Hearing Session
- a. No additional items or concerns were brought forward:
- b. Flyers for DLI, Full Day TK/K, LCAP Input, and upcoming Family Engagement Workshops were distributed for review
- c. Dates and information regarding upcoming events was provided

VI. Adjournment

1. Meeting was adjourned at 10:15am
2. Next Meeting: Wednesday, April 6 at 9:00am via Zoom.

Distrito Escolar Unificado Alvord
Escuela Primaria Philip M. Stokoe
Comité Consejero para Alumnos Aprendiendo Inglés

MINUTA
Zoom: 880 0733 7344
2 de marzo 2022

I. Procedimientos de Introducción:
   1. El Sr. Diaz llamó la junta al orden a las 9:04 a. m.
   2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
   3. Se realizó el Saludo a la Bandera

II. Asuntos de Acción
   1. Agenda
      a. Revisión para la aprobación de la minuta de la junta del 2 de febrero 2022. No se realizaron cambios*
         A. Diaz propuso la primera moción y L. Diaz la secundó.
         Aprobada por unanimidad.

III. Diálogo/Información
   1. Encuesta de Necesidades (EL 4c)
      a. El Sr. Diaz compartió información acerca de estrategias para apoyar a los alumnos EL con fonética y lectura. Los puntos importantes de los que se habló son:
         i. Los padres pueden hacer de la lectura algo divertido y dar el ejemplo para un estilo de vida que incluya lectura.
         ii. Los padres pueden hacer de la lectura parte de la rutina diaria para demostrar que es importante.
         iii. Se proporcionaron ejemplos de preguntas que los padres pueden hacer antes, durante y después de leer.
   2. Capacitación: (EL1 y 4e)
      a. Reporte de Responsabilidad Escolar (SARC)
         i. Los miembros revisaron y hablaron de SARC.
   3. SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)
      a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1C
         i. Los miembros notaron y celebraron el aprovechamiento en lectura, especialmente en la reducción del porcentaje de alumnos con desempeño por debajo del nivel de grado.
         ii. Los miembros estuvieron de acuerdo en que lectura y escritura son algo importante para el éxito de los alumnos EL.
         iii. La Meta 1C de SPSA para 2021-22 se logró. Los miembros proporcionaron recomendaciones para la Meta 1C de SPSA para alumnos EL para 2022-2023. Las sugerencias incluyeron:
            - 20% de los alumnos EL tendrán rendimiento a nivel de grado en lectura en ELPAC 2022.
            - 70% de los alumnos EL demostrarán progreso en fluidez de lectura medido con DIBELS cuando se compare el principio del año con mediados de año.
      b. Se distribuirá la minuta de la junta del 24 de febrero 2021 de SSC en cuanto esté disponible.
   4. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
      a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es $16, 540.00.
      b. Los gastos recientes incluyen: Letreros RFEP, proyectores de documentos.
      c. Las sugerencias adicionales incluyen:
         i. Publicar en la marquesina los nombres de los alumnos reclasificados.

ii. Tutoría antes de clases para este año.

5. Asistencia escolar (EL4c2 y 9)
   a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información:
      i. Asistencia escolar diaria promedio en febrero fue de 91.3%.
      ii. Las ausencias de estudiantes en febrero variaron entre 40-79 diarias.
      iii. Las faltas injustificadas estuvieron en el rango diario de 14-30.
      iv. Los retardos diarios en febrero variaron entre 29-45.
      v. La meta de asistencia escolar del Distrito para este año es 96.5%
6. Reporte ATP
   a. No hubo junta de ATP en febrero.
   b. La próxima junta de ATP es el 24 de marzo 2022.
7. Conferencia CABE
   a. El Sr. Diaz compartió información relacionada con la conferencia CABE.
   b. La conferencia es de 4 días y será virtual del 29 de marzo al 2 de abril.
   c. Los padres pueden asistir todos los días, un día o únicamente el sábado.
      - 2 padres no pueden asistir
   d. Las fechas y horarios se enviarán por correo electrónico a los miembros. Cualquier padre que quiera asistir debe responder, a más tardar, el 9 de marzo.
8. Reporte de DELAC
   a. Se proporcionó una actualización de la junta DELAC de febrero. Los puntos clave de diálogo incluyeron: Actividades para promover la reclasificación, ELPAC, recomendaciones para LCAP y actualización de Participación Familiar.
   b. La próxima junta DELAC será el 15 de marzo 2022.

IV. Sesión de Audiencia
   a. No se presentaron asuntos o preocupaciones adicionales.
   b. Para su revisión, se distribuyó información de DLI, día completo para TK/K y futuros talleres para padres del departamento de Participación Familiar.
   c. Se proporcionaron fechas e información de próximos eventos.

V. Clausura:
   1. La junta se clausuró a las 10:15 a. m.
   2. Próxima junta: miércoles 6 de abril a las 9:00 a. m. por Zoom

Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

AGENDA
ZOOM: 880 0733 7344
April 6, 2022

I Introductory Procedures
1. Call to Order
2. Welcome/Sign-In (EL 1 & 4b)
3. Pledge of Allegiance

II. Action Items
1. Approval of minutes from meeting on March 2, 2022*

III. Discussion/Information
1. Needs Assessment (EL4c)
   - Topic: Strategies to Support EL Students with Reading Comprehension
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
   - SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
   - SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
     a. Aeries Reports
3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
4. School Attendance (EL4c2 & 9)
5. ATP Report
6. DELAC Report

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

VI. Adjournment

1. Next Meeting: Wednesday, May 4 9am via Zoom
2. Adjournment

Distrito Escolar Unificado Alvord
Escuela Primaria Stokoe
Comité Consejero para Aprendices del
Idioma Inglés

AGENDA
ZOOM: 880 0733 7344
6 de abril, 2022

I Procedimientos de introducción
1. Llamar al orden
2. Bienvenida/Firmar la hoja de registro (EL 1 & 4b)
3. Saludo a la bandera

II. Asuntos de Acción
1. Aprobación de la Minuta de la reunión del 2 de marzo, 2022*

III. Diálogo/Información
1. Encuesta de necesidades (EL4c)
   - Tema: Estrategias para apoyar a los alumnos EL en comprensión de lectura
2. Recomendaciones y actualización de SPSA/SSC (EL4d, 4d2 & 9)
   - Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
   - Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
     a. Reportes de Aeries
3. Diálogo sobre el Presupuesto -LCFF-EL (EL4d, 4d2 & 9)
4. Asistencia Escolar (EL4c2 & 9)
5. Reporte ATP
6. Reporte DELAC

IV. Sesión de Audiencia

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio tomar acción sobre asuntos que no estén en la agenda.

VI. Clausura
1. Próxima reunión: miércoles, 4 de mayo a las 9am vía Zoom
2. Clausura

Stokoe Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

April 6, 2022 / 6 de abril de 2022

Via Zoom: Meeting ID 880 0733 7344

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification * (EL4b)	Signature Firma
DELAC Rep Representante de DELAC	Areli Diaz	Anthony, April	K, 2	EL, EL	
Alternative DELAC Rep Representante Alterno de DELAC	Lorena Diaz	Nicole, Natalie	2, 3	EL, EL	Present Via Zoom
Alternative DELAC Rep Representante Alterno de DELAC	Rosario Balbino	Angel Gomez	4	EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Alma Aguilar	Josecarlos Aguilar	2	EL	
Rosario Balbino	Angel Gomez	4	EL	
Areli Diaz	Anthony, April	K, 2	EL/EL	
Lorena Diaz	Nicole/Natalie	2, 3	EL/EL	Present via Zoom
Francine Ramirez			District Employee	Present via Zoom
Francisco Diaz			District Employee	Present via Zoom

Stokoe Elementary

April ELAC Zoom Attendance Report

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez@alvordschools	61	No
Francisco Diaz		61	Yes
lorena Diaz		45	Yes

Alvord Unified School District
Stokoe Elementary School
English Learners Advisory Committee

MINUTES
ZOOM: 880 0733 7344
April 6, 2022

I Introductory Procedures
1. Meeting was called to order at 9:10am by Mr. Diaz.
2. Parents were welcomed and asked to sign-in. (EL 1 & 4b)
3. Pledge of Allegiance was recited.

II. Action Items
1. Minutes from the meeting on March 2, 2022 were reviewed for approval. No amendments or changes were noted*
Motion made by: L Diaz Seconded by: F Diaz
Approval Vote: Unanimous

III. Discussion/Information
1. Needs Assessment (EL4c)
a. Mr. Diaz shared information on Strategies to support EL students with reading comprehension. Key points of discussion included:
i. Parents can create a family reading lifestyle and reinforce comprehension skills
ii. Strategies for making reading fun and developing family reading habits
iii. Vocabulary, retell/summarize, compare/contrast, and predicting are important strategies that support comprehension
2. SPSA/SSC Input and Update (EL4d, 4d2 & 9)
a. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 2 Pupil Outcomes: 2A AVID. Members noted and recommended that we:
- Continue to use planners, agendas and communication folders
- Send more teachers to AVID conferences next year to refresh and review strategies for implementation

- SPSA Goal 2A AVID for 2021-22 was not met.
- Members provided input for SPSA Goal 2A AVID for 2022-2023. Suggestions included:
  - 100% will use communication folders, agendas, planners
  - 95% will use AVID note-taking strategies in classrooms

b. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 2 Pupil Outcomes: 2B Parent Participation. Members noted and recommended:
- Parents continue to be involved and are looking forward to being able to attend in person events in the future
- When in person events resume, continue to offer recorded or live stream options to support parents who are unable to attend in person

- SPSA Goal 2B Parent Participation for 2021-22 was met.
- Members provided input for SPSA Goal 2A AVID and 2B Parent Participation for 2022-2023. Suggestions included:
  - Increase parent participation by 5%

c. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3A Attendance. Members noted and recommended that:
  - Pandemic conditions impacted attendance this year.
  - The percent of unexcused absences improved this year
  - Attendance incentives be reinstated next year to motivate students to attend school consistently
- SPSA Goal 3A for 2021-22 was not met. Members provided input for SPSA Goal 3A Attendance for 2022-2023. Suggestions included:
  - Decrease the percent of absences by .5%

d. Mrs. Ramirez reviewed student achievement reports for SPSA Goal 3 Student Engagement: 3B School Climate. Members noted and recommended that:
  - Playworks be reinstated fully for next school year
- SPSA Goal 3B for 2021-22 was met. Members provided input for SPSA Goal 3B School Climate for 2022-2023. Suggestions included:
  - Reduce the percent of suspensions by .1%

e. SSC minutes from February 24, 2022 and March 17, 2022 were distributed for review.

3. LCFF-EL Budget Discussion (EL4d, 4d2 & 9)
   a. Mrs. Ramirez reviewed the LCFF-EL budget. The budget for this year is $16,540.00.
   b. Recent expenditures include : CABE Conference for 1 parent
   c. Members discussed recommendations for use of LCFF-EL funds for 2022-2023. Recommendations included: parent participation in CABE regional (fall) and CABE conference (spring); tutoring--before or after school in small groups; text for small group at varying instructional levels to support EL students in accessing content
4. School Attendance (EL4c2 & 9)
   a. Mrs. Ramirez emphasize the importance of attendance and shared the following information:
      i. Average daily attendance for March was 90.96%
      ii. Student absences in March ranged from 44-90 daily.
         1. Unexcused absences: 9-52 students daily
      iii. Student tardies in March ranged from 25-60 daily
      iv. District goal for attendance this year is 96.5%.
5. ATP Report
   a. An update from the March ATP meeting was provided. Key points of discussion included: Event evaluation for Family Literacy Night; Event planning for Spring Family STEAM Night (April 20)
   b. The next ATP meeting will be April 28, 2022.

6. DELAC Report
    a. An update from the March DELAC. Key points of discussion include: Aeries Parent Portal--how parents can set up weekly notifications for students, strategies to ensure students are prepared for SBAC and ELPAC assessments, ELPAC scores, Initial/Annual notification, LCAP input, family engagement update
    b. The next DELAC meeting will be April 19, 2022.

IV. Hearing Session

a. No additional items or concerns were brought forward:
b. Dates and information regarding upcoming events was provided.
c. Flyers for TK/K registration, family engagement events, LCAP Input, Tobacco Use Prevention, On Demand Tutoring, Talking to Kids about Divorce, and Age Appropriate Discipline were distributed

VI. Adjournment

1. Meeting was adjourned at 9:50am
2. Next Meeting: Wednesday, May 4 at 9am via Zoom.

Distrito Escolar Unificado Alvord
Escuela Primaria Stokoe
Comité Consejero para Alumnos Aprendiendo Inglés

MINUTA
ZOOM: 880 0733 7344
6 de abril 2022

I. Procedimientos de Introducción:
1. El Sr. Diaz llamó la junta al orden a las 9:10 a. m.
2. Se dio la bienvenida a los padres y se les pidió anotar su nombre en la lista de asistencia (EL 1 y 4b)
3. Se realizó el Saludo a la Bandera

II. I. Asuntos de Acción
1. Agenda
a. Revisión para la aprobación de la minuta de la junta del 2 de marzo 2022. No se realizaron cambios*

L. Diaz propuso la primera moción y F. Diaz la secundó.
Aprobada por unanimidad.

III. I. Diálogo/Información
1. Encuesta de Necesidades (EL 4c)
a. El Sr. Diaz compartió información acerca de estrategias para apoyar a los alumnos EL en comprensión de lectura. Los puntos importantes de los que se habló son:
i. Los padres pueden hacer de la lectura parte de su vida diaria y reforzar las habilidades de comprensión.
ii. Estrategias para hacer de la lectura algo divertido y desarrollar los hábitos de lectura familiar.
iii. Vocabulario, relatar/resumir, comparar/contrastar y predecir son estrategias importantes que apoyan a la comprensión.
2. SPSA/SSC recomendaciones y actualización (EL4d, 4d2 y 9)
a. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 2 de SPSA, Resultados Estudiantiles: 2A AVID. Los miembros señalaron y recomendaron lo siguiente:
- Continuar con el uso de calendarios, agendas y folders de comunicación.
- Enviar a más maestros a las conferencias AVID del próximo año para actualizar y revisar estrategias de implementación.
· La Meta de SPSA 2A AVID para 2021-22 no se logró.
· Los miembros proporcionaron recomendaciones para la Meta 2A AVID de SPSA para 2022-2023. Las sugerencias incluyeron:

- 100% usarán folders de comunicación, agendas y calendarios.
- 95% usarán en los salones las estrategias de AVID para tomar notas.

b. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 2 de SPSA de Resultados Estudiantiles: 2B Participación Familiar. Los miembros señalaron y recomendaron:

- Que los padres continúen participando y están esperando poder asistir en persona a los futuros eventos.
- Cuando inicien los eventos en persona, continuar ofreciendo la opción de grabaciones o transmisión en vivo para apoyar a los padres que no pueden asistir en persona.

· La Meta 2B de SPSA, Participación Familiar se logró en 2021-22.

· Los miembros proporcionaron recomendaciones para las Metas 2A AVID y 2B Participación Familiar de SPSA para 2022-2023. Las sugerencias incluyen:

- Incrementar en un 5% la participación de padres.

c. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 3 de SPSA, Participación Estudiantil: 3A Asistencia Escolar. Los miembros señalaron y recomendaron lo siguiente:

- Este año, las condiciones de la pandemia afectaron a la asistencia escolar.
- El porcentaje de faltas injustificadas mejoraron este año.
- El próximo año se reiniciarán los incentivos de asistencia escolar para motivar a que los alumnos asistan regularmente a la escuela.

· Meta 3A de SPSA para 2021-22 no se logró. Los miembros proporcionaron recomendaciones para la Meta 3A de SPSA, Asistencia escolar para 2022-2023. Las sugerencias incluyeron:

- Disminuir el porcentaje de ausencias en un .5%

d. La Sra. Ramirez revisó los reportes de rendimiento estudiantil para la Meta 3 de SPSA, Participación Estudiantil: 3B Entorno Escolar. Los miembros señalaron y recomendaron lo siguiente:

- Que el próximo año escolar se restablezca totalmente *Playworks.*

· La Meta 3B para 2021-22 se logró. Los miembros proporcionaron recomendaciones para la Meta 3B de SPSA, Entorno Escolar para 2022-2023. Las sugerencias incluyeron:

- Reducir el porcentaje de suspensiones en un .1%

e. Se distribuyó la minuta de SSC del 24 de febrero y 17 de marzo 2022 para su revisión.

3. Diálogo del presupuesto LCFF-EL (EL4d, 4d2 y 9)
   a. La Sra. Ramirez revisó el presupuesto LCFF-EL. El presupuesto de este año es $16, 540.00.
   b. Los gastos recientes incluyen: Conferencia CABE para un padre
   c. Los miembros hablaron de las recomendaciones para usar los fondos LCFF-EL para 2022-2023. Las recomendaciones incluyeron: participación de los padres en CABE regional (otoño) y Conferencia CABE (primavera); tutoría antes o después

de clases en grupos pequeños; texto para grupos pequeños a su nivel de instrucción.

4. Asistencia escolar (EL4c2 y 9)
   a. La Sra. Ramirez enfatizó en la importancia de la asistencia escolar y compartió la siguiente información:
      · Asistencia escolar diaria promedio en febrero fue de 90.96%.
      · Las ausencias de estudiantes en febrero variaron entre 44-90 diarias.
      · Las faltas injustificadas estuvieron en el rango diario de 9-52.
      o Los retardos diarios en febrero variaron entre 25-60.
      · La meta de asistencia escolar del Distrito para este año es 96.5%
5. Reporte ATP
   a. Se proporcionó la actualización de la junta ATP de marzo. Los puntos clave incluyeron: Evaluación del evento de Noche Familiar de Lectoescritura; planeación del evento para primavera de Noche Familiar STEAM (20 de abril).
   b. La próxima junta de ATP es el 28 de abril 2022.
6. Reporte de DELAC
   a. Se proporcionó una actualización de la junta DELAC de marzo. Los puntos clave de los que se habló fueron: Portal para padres en AERIES – cómo los padres pueden programar notificaciones semanales con reportes de sus hijos, estrategias para garantizar que los alumnos están preparados para los exámenes SBAC y ELPAC, puntuaciones ELPAC, Notificación inicial/anual, recomendaciones LCAP, actualización en participación familiar.
   b. La próxima junta DELAC será el 19 de abril 2022.

IV. Sesión de Audiencia
   a. No se presentaron asuntos o preocupaciones adicionales.
   b. Se proporcionaron fechas e información de próximos eventos.
   c. De distribuyeron circulares con información de inscripción para TK/K, eventos de participación familiar, recomendaciones para LCAP, prevención del uso de tabaco, tutoría *On Demand*, platicar con los hijos acerca del divorcio y disciplina de acuerdo a la edad.

V. Clausura:
   1. La junta se clausuró a las 9:50 a. m.
   2. Próxima junta: miércoles 4 de mayo a las 9:00 a. m. por Zoom.

Stokoe Elementary

School Site Council
Elementary Sign In Sheet
May 19, 2022
Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michelle Ashe	Michelle Ashe	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	Michele Morales	Teacher	Secretary
Lynne Greenlee	Lynne Greenlee	Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Serafin Juarez	Serafin Juarez	Parent/Community Member	
Charnell Mabon		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Lauren Valko	Lauren Valko	Parent/Community Member	Chairperson
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	

STO SSC Zoom Attendance Report
5/19/22

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez	71	No
michelle.ashe		61	Yes
Lauren Valko- Clerkship Coordinator		62	Yes
serafin.juarez		58	Yes
17146837235		8	Yes
1-Stokoe-Gena Buckley		56	Yes
Michele Morales-SST Coordinator/ 2nd Grade		62	Yes
Lynne Greenlee		43	Yes

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, May 19, 2022

3:15 p.m. Zoom: 843 2823 4600

AGENDA

I. Introductory Procedures
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome

II. Action Items
   1. Minutes of Meeting held April 21, 2022
   2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   3. Approval of participation in Title 1 School Wide Program
   4. Approval of Site Categorical Budgets (2022-23 Budget Allocation)
   5. Approval of 2022-23 School Plan for Student Achievement (SPSA)

III. Discussion/Information
   1. Budget Reports
   2. Preliminary Budget 2022-2023
   3. Training Topic:
      a. SSC Year End Evaluation
      b. Election Cycle 2022-23
   4. Local Control and Accountability Plan (LCAP) Input
   5. Parent Committee Reports
      a. ELAC Report
      b. ATP Report
      c. PAC Report
   6. Program Reports
      a. Professional Development Opportunities (Paraprofessionals, Teachers)
      b. Parent and Family Involvement Opportunities
      c. Interventions
   7. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment: Action Item

The next School Site Council meeting is TBD for the 2022-2023 School Year

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

Jueves, 19 de mayo del 2022

3:15 p.m. Zoom: 843 2823 4600

AGENDA

I. Procedimientos de Introducción
   1. Llamar al orden
   2. Establecer el Quórum
   3. Saludo a la Bandera
   4. Bienvenida

II. Asuntos de Acción
   1. Minuta de la Reunión del 21 de abril 2022
   2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
   3. Aprobar la participación en el Programa Escolar de Título 1
   4. Aprobar los Presupuestos Categóricos Escolares (Asignaciones del presupuesto 2022-23)
   5. Aprobar el Plan Escolar para Logros Estudiantiles 2022-2023 (SPSA)

III. Diálogo/Información
   1. Reportes del Presupuesto
   2. Reporte Preliminar de Presupuesto 2022-2023
   3. Temas para la capacitación:
      a. Evaluación de fin de año de SSC
      b. Fechas para las elecciones en 2022-2023
   4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
   5. Reportes de Comités de Padres
      a. Reporte ELAC
      b. Reporte ATP
      c. Reporte PAC
   6. Reportes de Programas
      a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
      b. Oportunidades para la participación de Familia y Padres
      c. Intervenciones
   7. Reporte de la Director

IV. Sesión de Audiencia/Comentarios del Público

V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar se anunciará en el año escolar 2022-2023

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council
Thursday, May 19, 2022
3:15 p.m. Zoom: 843 2823 4600
MINUTES

I. Introductory Procedures
1. Meeting was called to order at 3:27pm.
2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Michelle Ashe, Michele Morales, Gena Buckley, Lorena Diaz, Serafin Juarez, Lauren Valko, Lynne Greenlee,
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

II. Action Items
1. No revisions were noted in the April 21, 2022 minutes:
   a. It was motioned/seconded/carried (Ashe/Juarez 8/0/0) to approve the minutes as revised.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   a. Proposed categorical expenditures for the 2022-2023 school year were reviewed and discussed.
   b. It was motioned/seconded/carried (Buckley/Juarez 8/0/0) to approve all LCFF LI, LCFF EL and Title 1 expenditure requests as listed on the expenditure request sheet.
3. Approval of participation in Title 1 School Wide Program
   a. Members discussed elements of the School Wide Title 1 Program.
   b. It was motioned/seconded/carried (Greenlee/Ashe 8/0/0) to approve the School Wide Title 1 Program.
4. Approval of Site Categorical Budgets (2022-23 Budget Allocation)
   a. Members reviewed and discussed the preliminary allocations for the 2022-2023 site categorical budgets.
   b. Adjustments to budget allocations will be discussed and approved as needed.
   c. It was motioned/seconded/carried (Valko/Juarez 8/0/0) to approve the preliminary allocations for the 2022-2023 site categorical budgets.
5. Approval of 2022-23 School Plan for Student Achievement (SPSA)
   a. Members reviewed and discussed the 2022-2023 SPSA.
   b. SPSA goal summary sheet was provided.
   c. SPSA was signed and attested by Francine Ramirez, Principal, Lauren Valko, SSC Chairperson and Lorena Diaz, ELAC representative.
   d. It was motioned/seconded/carried (Juarez/Valko 8/0/0) to approve the 2022-2023 School Plan for Student Achievement (SPSA).

III. Discussion/Information
1. Budget Reports
   a. Categorical budgets were reviewed and discussed.
2. Preliminary Budget 2022-2023
   a. The preliminary budget for 2022-2023 was reviewed and discussed.
   b. A two year budget comparison chart was provided.
3. Training Topic:
   a. SSC Year End Evaluation
      - Members reviewed, discussed and completed the end of year SSC evaluation.
   b. Election Cycle 2022-23
      - Members discussed the election cycle and timelines for 2022-2023.
      - All members are elected for 1 year terms.

- Staff elections will occur in August.
- Parent nominations—August 15-19, 2022
- Parent ballots—August 29-September 6, 2022
- Parent election results—September 7-13, 2022
- All members agreed with the election cycle timeline.

4. Local Control and Accountability Plan (LCAP) Input
   a. LCAP goals and SPSA alignment were reviewed and discussed.
   b. Member input for LCAP remains the same as previously noted this year.
5. Parent Committee Reports
   a. ELAC Report
      - May ELAC highlights included: summary of training topics for year; SPSA goal summary; and LCFF EL budget input.
      - ELAC minutes for May were distributed for review.
      - Next ELAC meeting will be in 2022-2023.
   b. ATP Report
      - April ATP highlights included: Content evaluations for Family STEAM Night and preliminary planning for site action plan for 2022-2023. .
      - ATP minutes from April were distributed for review.
      - Next ATP meeting will be in 2022-2023.
   c. PAC Report
      - PAC representative was not present to give the report.
6. Program Reports
   a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent professional development for teachers included: forward planning and tentative schedules for next year, goal setting and reflection of high leverage strategies.
   b. Parent and Family Involvement Opportunities
      - Upcoming parent involvement opportunities include: End of Year Award ceremonies (TK/K May 23rd 9am, 3rd/4th May 24th 9am, 1st/2nd May 25th 9am and 5th May 26th 9am) and 5th grade send off (May 26th 130pm)
   c. Interventions
      - Students recently completed end of year administration for iReady in ELA and Math.
      - Students scoring far below grade level were administered more targeted literacy and numeracy assessments to identify specific needs.
      - ELT and ENT groups will begin in August 2022 based on data from these assessments.
      - Staff continues to utilize targeted literacy prescriptions to remediate literacy skills.
      - Summer Academy was offered to all students. Some students were prioritized and invited for targeted intervention sessions.
7. Principal's Report
   a. Upcoming events include:
      - Last day of school--Minimum day--May 26th
      - Summer School--at Valley View--June 1-30th
      - Data confirmation begins June 9th
      - Office closed--June 17th - July 11th
      - First day of school--Thurs Aug 4th

IV. Hearing Session/Public Comments
1. The following discussion was brought forward:
   a. Alvord Preschool and Norco College Partnership were discussed. .
   b. Flyers for Family Engagement: Social Media and Video Games were distributed for review.

V. Adjournment: Action Item
1. It was motioned/seconded/carried (Ashe/Buckley 7/0/0) to adjourn the meeting at 4:13pm.

The next School Site Council meeting is TBD for the 2022-2023 School Year

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, February 24, 2022

3:15 p.m. Zoom ID: 843 2823 4600

AGENDA

I. Introductory Procedures
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome

II. Action Items
   1. Minutes of Meeting held January 20, 2022
   2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
      a. Approve Instructional Coach 2022-2023
      b. Approve Early Literacy Coach 2022-2023

III. Discussion/Information
   1. Budget Reports
   2. Training Topic:
      a. School Accountability Report Card (SARC)
      b. 2022-2024 Title 1 Compact Input
      c. 2022-2024 Parent Involvement Policy Input
   3. School Plan (SPSA) Input
      a. SPSA Goal 1 Conditions of Learning: 1A ELA
         - MOY iReady Reports
      b. SPSA Goal 1 Conditions of Learning: 1B Math
         - MOY iReady Reports
   4. Local Control and Accountability Plan (LCAP) Input
   5. Parent Committee Reports
      a. ELAC Report
      b. ATP Report
      c. PAC Report
   6. Program Reports
      a. Professional Development Opportunities (Paraprofessionals, Teachers)
      b. Parent and Family Involvement Opportunities
      c. Interventions
   7. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment: Action Item

The next School Site Council meeting is scheduled for March 17, 2022

DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Stokoe

Concilio Escolar

jueves 24 de febrero del 2022

3:15 p.m. Zoom ID: 843 2823 4600

AGENDA

I. Procedimientos de Introducción
   1. Llamar al orden
   2. Establecer el Quórum
   3. Juramento a la bandera
   4. Bienvenida

II. Asuntos de Acción
   1. Minutas de la Reunión del 20 de enero 2022
   2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
      a. Aprobar el asesor de instrucción 2022-2023

III. Discusión/ Información
   1. Reportes del Presupuesto
   2. Temas para la capacitación:
      a. Informe de Responsabilidad Escolar (SARC)
      b. Recomendaciones del Contrato Título 1 2022-2024
      c. Recomendaciones de Política de Participación de Padres 2022-2024
   3. Plan Escolar (SPSA) Recomendaciones
      a. Meta 1 SPSA Condiciones de Aprendizaje: 1A Artes de Lenguaje
         - Reportes iReady
      b. Meta 1 SPSA Condiciones de Aprendizaje: 1B Matemáticas
         - Reportes iReady
   4. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
   5. Reportes de Comités de Padres
      a. Reporte ELAC
      b. Reporte ATP
      c. Reporte PAC
   6. Reportes de Programas
      a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
      b. Oportunidades para la participación de Familia y Padres
      c. Intervenciones
   7. Reporte del Director

IV. Sesión de Audiencia/Comentarios del Público

V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 17 de marzo del 2022

Stokoe Elementary

School Site Council
Elementary Sign In Sheet
February 24, 2022
Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michelle Ashe	Michelle Ashe	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales		Teacher	Secretary
Lynne Greenlee		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Serafin Juarez		Parent/Community Member	
Charnell Mabon		Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Lauren Valko	Lauren Valko	Parent/Community Member	Chairperson
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	

Stokoe SSC Zoom Report
Feb 24, 2022

Name (Original Name)	User Email	Total Durat	Guest
Francine Ramirez	francine.ramirez@alvordsch	118	No
Michele Morales	michele.morales@alvordsch	117	Yes
michelle.ashe		112	Yes
Stephanie	liltweadle@yahoo.com	112	Yes
lorena Diaz		112	Yes
Charnell Mabon-Jones	charnellalicia@gmail.com	110	Yes
1-Stokoe-Gena Buckley		16	Yes
Lauren Valko- Clerkship Coordi	laurenva@ucr.edu	110	Yes

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School
School Site Council
Thursday, February 24, 2022
3:15 p.m. Zoom ID: 843 2823 4600

MINUTES

I. Introductory Procedures
1. Meeting was called to order at 3:15 P.M. .
2. Establishment of Quorum: Quorum was/was not established with 8 out of 10. The following members were present: Francine Ramirez, Michele Morales, Michelle Ashe, Stephanie Thomas, Charnell Mabon-Jones, Gena Buckley, Lorena Diaz, and Lauren Valko..
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

II. Action Items
1. No revisions were noted in the January 20, 2022 minutes
   a. It was motioned/seconded/carried (Thomas/Valko 8/0/0) to approve the minutes.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   a. Proposed ongoing categorical expenditure of instructional coach using Title 1 funds for 2022-2023 was reviewed and discussed.
      - It was motioned/seconded/carried (Ashe/Buckley 8/0/0) to approve ongoing expenditure from Title 1 for instructional coach in the 2022-2023 school year.
   b. Proposed ongoing categorical expenditure of Early Literacy Teacher using Title 1 funds for 2022-2023 was reviewed and discussed.
      - It was motioned/seconded/carried (Valko/Morales 8/0/0) to approve ongoing expenditure from Title 1 for Early Literacy Teacher in the 2022-2023 school year.
   c. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
      - It was motioned/seconded/carried (Thomas/Ashe 8/0/0) to approve all Title 1, LCFF-LI and LCFF-EL expenditures as listed on the expenditure request sheet.

III. Discussion/Information
1. Budget Reports
   a. Categorical budgets were reviewed and discussed.
2. Training Topic:
   a. School Accountability Report Card (SARC)
      - Members reviewed and discussed the SARC.
      - 2022-2024 Title 1 Compact Input
        - ✔ Members reviewed and discussed the Title 1 Compact and ELAC suggestions.
        - ✔ 2022-2024 Title 1 Compact will be approved next month.
      - 2022-2024 Parent Involvement Policy
        - ✔ Members reviewed and discussed the Parent Involvement Policy and ELAC suggestions.
        - ✔ 2022-2024 Parent Involvement Policy will be approved next month.
3. School Plan (SPSA) Input
   a. Input SPSA Goal 1 Conditions of Learning: 1A ELA
      - Members reviewed Middle of Year iReady reports and proposals for the 2022-2023 SPSA Goal 1A.
      - Goal 1A was not met.

- Members reviewed input for proposed goals and actions from ELAC and staff.
- Members provided input for proposed goals and actions for the 2022-2023 SPSA Goal 1A ELA.
- Proposed actions/strategies for 2022-2023 goal 1A: coach support for teachers; early literacy teacher support for struggling students; intervention blocks for targeted literacy instruction using prescriptions to remediate skills (including additional hours for support staff); professional development focused on ELA/ELD framework; foundational skills, close reading skills; parent training (Kinder Camp and other workshops to support literacy); celebrate student progress; differentiated, instruction in classrooms during foundational skills.
- Additional recommendations included:
  - ✔ Daily implementation of site systems for foundational skills routines, close reading and writing strategies
- Proposed goal
  - ✔ By February 2023, 45% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.
  - ✔ By February 2023, 50% of students will demonstrate improved placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for ELA.
- All members were in agreement with the proposed actions, strategies and goals.

b. Input SPSA Goal 1 Conditions of Learning: 1B Math
- Members reviewed Middle of Year iReady reports and proposals for the 2022-2023 SPSA Goal 1B.
- Goal 1B was met.
- Members reviewed input for proposed goals and actions from ELAC and staff.
- Members provided input for proposed goals and actions for the 2022-2023 SPSA Goal 1B Math.
- Proposed actions/strategies for 2022-2023 goal 1B: coach support for teachers; early numeracy teacher support for struggling students; professional development focused on conceptual understanding and application of Standards for Mathematical Practice (SMP); daily use of number sense routines and consistent use of mental math strategies and problem types; parent training (Kinder Camp and other workshops to support literacy); small group targeted instruction for remediation. .
- Proposed goal
  - ✔ By February 2023, 25% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for Math.
  - ✔ By February 2023, 55 % of students will improve placement as measured by comparing beginning of year administration with middle of year administration of iReady assessment for Math.

4. Local Control and Accountability Plan (LCAP) Input
   a. Members continue to agree that support staffing (AP, ENT, ELT, Counselor, IC) at school sites and opportunities for intervention/tutoring are important
5. Parent Committee Reports
   a. ELAC Report
      - ELAC minutes from February were distributed for review.
      - February ELAC highlights included: ELPAC assessment, input for SPSA Goal 1A and 1B, CALPADS Language Census, input for Title 1 Compact 2022-2024, Input for Parent Involvement Policy 2022-2024, SARC and participation in the CABE conference.
      - Next ELAC meeting is March 2.
   b. ATP Report
      - ATP minutes from January were distributed for review.

- January ATP highlights included: content evaluations for Family STEAM Night, Parent Involvement Week and Science Fair; event planning for Family Literacy Night; and preliminary event planning for Spring Family STEAM Night
- Next ATP meeting is March 24th.

c. PAC Report
- There was no PAC meeting in February.
- Next PAC meeting is March 15th.

6. Program Reports
   a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent staff professional development included: ELPAC/SBAC security protocols and testing accommodations/supports

   b. Parent and Family Involvement Opportunities
      - Recent parent involvement opportunities included: AUSD Spelling Bee and AUSD family engagement office virtual workshop: promoting literacy, funding the college dream and transition planning.
      - Upcoming parent involvement opportunities include: Family Literacy Night (March 2nd), AUSD family engagement office virtual workshops: how emotional health impacts academic progress (March 1) , spring into gardening (March 8), introducing full day TK/K (March 9) and English Learner Supports (March 16)

   c. Interventions
      - ELT and ENT student groups have been adjusted based on MOY iReady data and teacher recommendations. All staff will have the opportunity to attend an after hours PD with ELT to review the MTSS process and to revise and create prescriptions to address student needs during classroom interventions.

7. Principal's Report
   a. Upcoming events include:
      - Read Across America—March 2nd
      - Family Literacy Night--March 2nd 6pm
      - 5th Grade Panoramic Photo--March 22nd
      - Career Week—March 7-11

IV. Hearing Session/Public Comments
1. No additional discussion was brought forward:
   a. Flyers for the DLI program, Family Engagement Office Workshops, Full Day TK/K and LCAP input meeting were distributed for review.

V. Adjournment: Action Item
1. It was motioned/seconded/carried (Thomas/Mabon-Jones 7/0/0) to adjourn the meeting at 5:05 pm

The next School Site Council meeting is scheduled for March 17, 2022

Distrito Escolar Unificado Alvord
Escuela Primaria Philip M. Stokoe

Concilio Escolar

Jueves 24 de febrero 2022
Zoom: ID de la junta 843 2823 4600

MINUTA

I. Procedimientos de Introducción:
   1. La junta se llamó al orden a las 3:15 p. m.
   2. Establecimiento de quórum: Se estableció con 8 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Michele Morales, Michelle Ashe, Stephanie Thomas, Charnell Mabon-Jones, Gena Buckley, Lorena Diaz y Lauren Valko.
   3. Se realizó el Saludo a la Bandera
   4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.

II. Asuntos de Acción
   1. No se realizaron cambios a la minuta del 20 de enero 2022
      a. Se propuso la primera moción y fue secundada (Thomas/Valko 8/0/0) para aprobar la minuta.
   2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
      a. Se revisó y dialogó acerca del continuo gasto categórico propuesto para la asesora de instrucción utilizando fondos de Título 1 del 2022-2023.
         - Se propuso la moción y fue secundada (Ashe/Buckley 8/0/0) para aprobar el gasto continuo de Título 1 para la asesora de instrucción por el año escolar 2022-2023.
      b. Se revisó y dialogó acerca del continuo gasto categórico para el maestro de *Early Literacy* con el uso de fondos Título 1 para 2022-2023.
         - Se propuso la moción y fue secundada (Valko/Morales 8/0/0) para aprobar el gasto continuo de Título 1 para el maestro de *Early Literacy* por el año escolar 2022-2023.
      c. Se revisó y dialogó acerca de los gastos categóricos en la hoja de solicitud de gastos categóricos.
         - Se propuso la moción y fue secundada (Thomas/Ashe 8/0/0) para aprobar los gastos de Título 1, LCFF-LI y LCFF-EL tal y como están en la hoja de solicitud de gastos.

III. Diálogo/Información
   1. Reporte de presupuestos
      a. Se habló de los presupuestos categóricos y fueron revisados.
   2. Temas de capacitación
      a. Reporte de Responsabilidad Escolar (SARC)
         - o Los miembros revisaron y hablaron del Reporte de Responsabilidad Escolar (SARC)
         - o Recomendaciones para el Acuerdo de Título 1
            - ✔ Los miembros revisaron y dialogaron acerca del Acuerdo de Título I y sugerencias de ELAC.
            - ✔ El Acuerdo de Título 1 será aprobado el mes que entra.
         - o Política de Participación Familiar
            - ✔ Los miembros revisaron y hablaron de la Política de Participación Familiar y sugerencias de ELAC.
            - ✔ La Política de Participación Familiar 2022-2024 será aprobada el mes que entra.
   3. Recomendaciones para el Plan Escolar (SPSA)
      a. Recomendaciones para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1A ELA
         - o Los miembros revisaron los reportes de medio año de iReady y propuestas para la Meta 1A para SPSA 2022-2023.
         - o No se legró la Meta 1A
         - o Los miembros proporcionaron recomendaciones para las metas y acciones propuestas por ELAC y el personal.
         - o Los miembros proporcionaron recomendaciones para las metas y acciones para la Meta 1A ELA del SPSA 2022-2023

- Acciones/estrategias propuestas para la meta 1A de 2022-2023: asesoramiento para maestros; apoyo a maestros de lectoescritura temprana para estudiantes con dificultades; grupos de intervención para la instrucción de lectoescritura dirigida usando prescripciones para remediar habilidades (incluyendo horas adicionales para el personal de apoyo); desarrollo profesional enfocado en ELA/ELD; habilidades fundamentales, habilidades de lectura detallada; capacitación para padres (Kinder Camp y otros talleres para apoyar la lectoescritura); celebrar el progreso de los estudiantes; instrucción diferenciada en los salones durante las habilidades fundamentales.
- Las recomendaciones adicionales incluyeron:
  - ✔ Implementación diaria de los sistemas locales para rutinas de habilidades fundamentales, lectura detallada y estrategias de escritura.
- Meta propuesta
  - ✔ Para febrero 2023, el 45% de estudiantes tendrán un rendimiento a nivel o superior al nivel de grado, medido por la administración a mediados de año de la evaluación iReady para ELA.
  - ✔ Para febrero 2023, 50% de los estudiantes demostrarán asignaciones mejoradas medidas al comparar la administración de la evaluación iReady en ELA de principios de año con la de mediados de año.
- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.

b. Recomendaciones para la Meta 1 de SPSA, Condiciones de Aprendizaje: 1B Matemáticas.
- Los miembros revisaron os reportes de mediados de año de iReady y las propuestas para la Meta 1B de SPSA para 2022-2023.
- Se logró la Meta 1B
- Los miembros revisaron las recomendaciones para las metas y acciones propuestas por ELAC y el personal escolar.
- Los miembros proporcionaron recomendaciones para las metas y acciones para la Meta 1B de Matemáticas de SPSA para 2022-2023.
- Acciones/estrategias propuestas para la Meta 1B de 2022-2023: apoyo de asesor para maestros; apoyo de maestros de aritmética temprana para estudiantes con dificultades; desarrollo profesional enfocado en la comprensión conceptual y la aplicación de los Estándares para la Práctica Matemática (SMP); uso diario de rutinas de sentido numérico y uso consistente de estrategias de matemáticas mentales y tipos de problemas; capacitación de padres (Kinder Camp y otros talleres para apoyar la lectoescritura); instrucción dirigida en grupos pequeños para recuperación.
- Meta propuesta
  - ✔ Para febrero 2023, el 25% de los alumnos tendrán un rendimiento a nivel de grado o superior medido con la administración de la evaluación iReady para Matemáticas a mediados de año.
  - ✔ Para febrero 2023, el 55% de los alumnos mejorarán el nivel medido por la comparación de la administración de la evaluación iReady para Matemáticas de principios y mediados de año.

4. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)
   a. Los miembros continúan estando de acuerdo en que el personal de apoyo (AP, ENT, ELT, consejero, IC) en las escuelas y las oportunidades de intervenciones/tutorías son importantes.
5. Reporte de los comités de padres
   a. Reporte de ELAC
   - Se distribuyó la minuta ELAC de febrero para su revisión.
   - Los puntos importantes de ELAC de febrero incluyen: Examen ELPAC, recomendaciones para la Meta 1A y 1B, censo de Idiomas CALPADS, recomendaciones para el Acuerdo de Título I 2022-2024, recomendaciones para la Política de Participación Familiar 2022-2024, SARC y participación en la conferencia CABE.
   - La próxima junta ELAC será el 2 de marzo.

   b. Reporte de ATP
   - Se distribuyó la minuta ATP de febrero para su revisión.
   - Los puntos importantes de ATP de febrero incluyen: Evaluaciones de contenido para la Noche Familiar STEAM, Semana de Participación Familiar y Feria de Ciencias; planeación del evento para la Noche Familiar de Lectoescritura; y planeación preliminar del evento para la Noche Familiar STEAM de primavera.

- La próxima junta de ATP será el 24 de marzo.

c. Reporte de PAC
- No hubo junta de PAC en febrero.
- La próxima junta de PAC será el 15 de marzo.

6. Reporte de Programas
   a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - Reciente desarrollo profesional incluyó: Protocolos de seguridad ELPAC/SBAC y adaptaciones/apoyos para la evaluación.
   b. Oportunidades de participación familiar
      - Recientes oportunidades de participación familiar incluyen: Concurso de ortografía *Spelling Bee* y taller virtual de la oficina de participación familiar: promoción de lectoescritura, costear el sueño universitario y planear la transición.
      - Las próximas oportunidades de participación familiar incluyen: Noche Familiar de Lectoescritura (2 de marzo), talleres de la oficina de participación familiar de AUSD: Cómo impacta la salud emocional al progreso académico (1 de marzo), jardinería en primavera (8 de marzo), presentación del día completo de TK/K (9 de marzo) y apoyos para alumnos aprendiendo inglés (16 de marzo)
   c. Intervenciones
      - Los grupos de alumnos ELT y ENT fueron ajustados con base a datos de MOY iReady y recomendaciones de maestros. Todo el personal tendrá oportunidad de asistir a PD después del horario regular, con ELT para revisar el proceso de MTSS y revisar y crear prescripciones dirigidas a las necesidades de los estudiantes durante las intervenciones en el salón de clase.

7. Reporte de la Directora
   a. Los próximos eventos incluyen:
      - *Read Accross America* – 2 de marzo.
      - Noche Familiar de Lectoescritura – 2 de marzo a las 6 p. m.
      - Fotografía panorámica de 5to grado – 22 de marzo.
      - Semana de profesiones – del 7 al 11 de marzo.

IV. Sesión de Audiencia/Comentarios públicos

1. No se presentó ningún asunto.
   a. Para su revisión, se distribuyeron circulares del programa DLI, talleres de la oficina de Participación Familiar, día completo para TK/K y recomendaciones para LCAP.

V. Clausura: Asunto de acción

1. Se propuso la moción, fue secundada y aprobada (Thomas/Mabon-Jones 7/0/0) para clausurar la junta a las 5:05 p. m.

La próxima junta del Concilio Escolar está programada para el 17 de marzo 2022

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, March 17, 2022

3:15 p.m. Zoom 943 2823 4600

AGENDA

I. Introductory Procedures
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome

II. Action Items
   1. Minutes of Meeting held February 24, 2022
   2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   3. Approval of 2022-2024 Title 1 Compact
   4. Approval of 2022-2024 Parent Involvement Policy

III. Discussion/Information
   1. Budget Reports
   2. School Plan (SPSA) Input
      a. SPSA Goal 1 Conditions of Learning: 1C EL Students
   3. Local Control and Accountability Plan (LCAP) Input
   4. Parent Committee Reports
      a. ELAC Report
      b. ATP Report
      c. PAC Report
   5. Program Reports
      a. Professional Development Opportunities (Paraprofessionals, Teachers)
      b. Parent and Family Involvement Opportunities
      c. Interventions
   6. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment: Action Item

The next School Site Council meeting is scheduled for April 21, 2022

DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

jueves, 17 de marzo del 2022

3:15 p.m. Zoom 843 2823 4600

AGENDA

I. Procedimientos de Introducción
   1. Llamar al orden
   2. Establecer el Quórum
   3. Saludo a la Bandera
   4. Bienvenida

II. Asuntos de Acción
   1. Minuta de la Reunión del 24 de febrero 2022
   2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
   3. Aprobar el Contrato Título 1 2022-2024
   4. Aprobar el Política de Participación de Padres 2022-2024

III. Diálogo/Información
   1. Reportes del Presupuesto
   2. Plan Escolar (SPSA)
      a. Meta 1 SPSA Condiciones de Aprendizaje: 1C Estudiantes EL
   3. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
   4. Reportes de Comités de Padres
      a. Reporte ELAC
      b. Reporte ATP
      c. Reporte PAC
   5. Reportes de Programas
      a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
      b. Oportunidades para la participación de Familia y Padres
      c. Intervenciones
   6. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

V. Clausura: Asunto de Acción

VI. ***La próxima reunión del Concilio Escolar está programada para el 21 de abril del 2022***

Stokoe Elementary

School Site Council
Elementary Sign In Sheet
March 17, 2022
Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michelle Ashe	Michelle Ashe	Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales		Teacher	Secretary
Lynne Greenlee	Lynne Greenlee	Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz		Parent/Community Member	
Serafin Juarez	Serafin Juarez	Parent/Community Member	
Charnell Mabon	Charnell Mabon	Parent/Community Member	
Stephanie Thomas	Stephanie Thomas	Parent/Community Member	
Lauren Valko	Lauren Valko	Parent/Community Member	Chairperson
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	

Stokoe Elementary SSC Zoom Report
March 17, 2022

Name (Original Name)	User Email	Total Duration (I	Guest
Francine Ramirez	francine.ramirez@alvordsch	75	No
michelle.ashe		69	Yes
Michele Morales-SST Coordinator/ 2nd Grade Teacher		75	Yes
serafin.juarez		68	Yes
Charnell Mabon-Jones		67	Yes
1-Stokoe-Gena Buckley		66	Yes
Stephanie		66	Yes
Lauren Valko- Clerkship Coordinator		63	Yes
Lynne Greenlee		15	Yes

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, March 17, 2022

3:15 p.m. Zoom: 843 2823 4600

MINUTES

I. Introductory Procedures
1. Meeting was called to order at 3:21pm
2. Establishment of Quorum: Quorum was established with 9 out of 10. The following members were present: Francine Ramirez, Gena Buckley, Michele Morales, Michelle Ashe, Stephanie Thomas, Serafin Juarez, Charnell Mabon-Jones, Lauren Valko, and Lynne Greenlee
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

II. Action Items
1. No revisions were noted in the February 24, 2022 minutes:
   a. It was motioned/seconded/carried (Thomas/Valko 9/0/0) to approve the minutes as revised.
2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
   a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
   b. It was motioned/seconded/carried (Valko/Juarez 9/0/0) to approve all Title 1, LCFF-LI and LCFF-EL expenditures as listed on the expenditure request sheet.
3. Approval of 2022-2024 Title 1 Compact
   a. Members reviewed and discussed the 2022-2024 Title 1 Compact.
   b. It was motioned/seconded/carried (Juarez/ Ashe 9/0/0) to approve the 2022-2024 Title 1 Compact.
4. Approval of 2022-2024 Parent Involvement Policy
   a. Members reviewed and discussed the 2022-2024 Parent Involvement Policy.
   b. It was motioned/seconded/carried (Mabon-Jones/Valko 9/0/0) to approve the 2022-2024 Parent Involvement Policy.

III. Discussion/Information
1. Budget Reports
   a. Categorical budgets were reviewed and discussed.
2. School Plan (SPSA) Input
   a. Input SPSA Goal 1 Conditions of Learning: 1C EL Students
      - Members reviewed EL student achievement reports and discussed proposals for 2022-2023 SPSA Goal 1C EL students.
      - SPSA Goal 1C EL Students was met.
      - Members reviewed input from staff and ELAC and provided input for proposed actions for the 2022-2023 SPSA Goal 1C EL Students.
      - Proposed actions/strategies: coach support for teachers; professional development focused on ELA/ELD frameworks and Designated/Integrated ELD; parent training (ELAC, Kinder Camp, CABE, family nights); additional intervention/tutoring support for EL students; continued focus on small group instruction, reading and oral language production during DELD
      - Proposed goal
        - ✔ 35% of EL students will perform at moderately developed or well developed levels of overall proficiency as measured by 2022 administration of ELPAC.
        - ✔ By March 2023, 70% of EL students will demonstrate positive growth in reading fluency as measured by comparing beginning of the year administration and middle of the year administration of a DIBELS passage.
      - All members were in agreement with the proposed actions, strategies and goals.
3. Local Control and Accountability Plan (LCAP) Input
   a. Members continue to agree that support staff at elementary school sites are important (ENT, ELT, AP, Counselor, IC).
   b. Members were pleased to hear that Stokoe will have a full time AP next year, but dismayed to hear the instructional coach positions have been eliminated district wide.

4. Parent Committee Reports
   a. ELAC Report
      - ELAC minutes from March were distributed for review.
      - March ELAC highlights included: Strategies to support EL students with phonics and reading, input for SPSA Goals 1C, SARC, and CABE participation.
      - Next ELAC meeting is April 6th.
   b. ATP Report
      - There was no ATP meeting in February.
      - Spring STEAM Night date has been changed to April 20th.
      - Next ATP meeting is March 24th.
   c. PAC Report
      - March PAC highlights included: PAC purpose, parent engagement local indicator, LCAP stakeholder input
      - Next PAC meeting is y 17th
5. Program Reports
   a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent staff professional development included: Strategies to support EL success with ELPAC, ELPAC domains--tasks and instructional domains, Stokoe Systems for Success, and Number Strings reflection and planning
   b. Parent and Family Involvement Opportunities
      - Upcoming parent involvement opportunities include: Family STEAM Night (April 20th), and Family Engagement Office Parent Workshops: Talking to teens about risky behavior (April 5th), Raising money smart kids (April 12th), Talking to children about divorce (April 19th)
   c. Interventions
      - Students continue to participate in targeted literacy and numeracy intervention instruction based on Middle of Year iReady.
6. Principal's Report
   a. Upcoming events include:
      - Spring Break—March 28 – April 1
      - ELPAC Testing--April 11- 22
      - .

IV. Hearing Session/Public Comments
1. The following discussion was brought forward
   a. Alvord Preschool will be coming soon to Stokoe
   b. Norco/RCC partnership is resuming with an early childhood focus.
   c. Planning for remodeling and construction to support these programs will begin soon.
   d. There will not be summer school on Stokoe campus this year because of possible construction. Stokoe students will participate in summer school on a different AUSD campus
   e. Shade structure will be fully functional after Spring Break.
2. Flyers for Tobacco Use Prevention Education, LCAP Input, TK/K Registration, and Family Engagement Workshops were distributed.

V. Adjournment: Action Item
1. It was motioned/seconded/carried (Valko/Juarez 9/0/0) to adjourn the meeting at 4:21pm

The next School Site Council meeting is scheduled for April 21, 2022

Distrito Escolar Unificado Alvord
Escuela Primaria Philip M. Stokoe

Concilio Escolar

Jueves 17 de marzo 2022
Zoom: ID de la junta 843 2823 4600

MINUTA

I. Procedimientos de Introducción:
   1. La junta se llamó al orden a las 3:21 p. m.
   2. Establecimiento de quórum: Se estableció con 9 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Gena Buckley, Michele Morales, Michelle Ashe, Stephanie Thomas, Serafín Juárez, Charnell Mabon-Jones, Lauren Valko y Lynne Greenlee.
   3. Se realizó el Saludo a la Bandera
   4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.

II. Asuntos de Acción
   1. No se realizaron cambios a la minuta del 24 de febrero 2022
      a. Se propuso la primera moción y fue secundada (Thomas/Valko 9/0/0) para aprobar la minuta.
   2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
      a. Se revisó y dialogó acerca de la hoja de solicitud de gastos propuestos de gastos categóricos.
      b. Se propuso la moción y fue secundada (Valko/Juárez 9/0/0) para aprobar los gastos de Título 1, LCFF-LI y LCFF-EL en la lista de solicitud de gastos.
   3. Aprobación del Acuerdo Título I 2022-2024
      a. Los miembros revisaron y hablaron del Acuerdo Título I 2022-2024.
      b. Se propuso la moción y fue secundada (Juárez/Ashe 9/0/0) para aprobar el Acuerdo Título I 2022-2024.
   4. Aprobación de la Política de Participación Familiar
      a. Los miembros revisaron y hablaron de la Política de Participación Familiar 2022-2024.
      b. Se propuso la moción y fue secundada (Mabon-Jones/Valko 9/0/0) para aprobar la Política de Participación Familiar 2022-2024

III. Diálogo/Información
   1. Reporte de presupuestos
      a. Se habló de los presupuestos categóricos y fueron revisados.
   2. Recomendaciones para el Plan Escolar (SPSA)
      a. Recomendaciones para la Meta I de SPSA, Condiciones de Aprendizaje: 1C Estudiantes EL
         - Los miembros revisaron los reportes de rendimiento de los alumnos EL y hablaron de propuestas para la Meta 1C de SPSA 2022-2023 para estudiantes EL.
         - Se logró la Meta 1C EL de SPSA.
         - Los miembros revisaron las recomendaciones del personal y ELAC y proporcionaron recomendaciones para acciones propuestas para la Meta 1C de SPSA 2022-2023 para estudiantes EL.
         - Acciones/estrategias propuestas: apoyo con asesoría para maestros; desarrollo profesional concentrado en la estructura de ELA/ELD y ELD Designado/Integrado; capacitación para padres (ELAC, Kinder Camp, CABE, noches familiares); apoyo con intervención/tutoría adicional para estudiantes EL; continuo enfoque en instrucción en grupo pequeño, lectura y producción de lenguaje verbal durante DELD.
         - Meta propuesta
           - ✔ 35% de estudiantes EL rendirán a nivel de desarrollo moderado y bien desarrollado en el dominio general, medido por la administración de ELPAC 2022.
           - ✔ Para marzo 2023, 70% de los estudiantes EL demostrarán progreso positivo en fluidez de lectura, medido con la comparación de los resultados en el texto de DIBELS administrado a principios y mediados del año.
         - Todos los miembros estuvieron de acuerdo con las acciones propuestas, estrategias y metas.
   3. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)

a. Los miembros continúan estando de acuerdo en que el personal de apoyo (AP, ENT, ELT, consejero, IC) en las escuelas primaria son importantes.
b. Los miembros estuvieron complacidos al escuchar que Stokoe tendrá un subdirector de tiempo completo para el año que entra, pero desencantados al enterarse que el puesto de asesor de instrucción será eliminado a nivel Distrito.

4. Reporte de los comités de padres
   a. Reporte de ELAC
      - Se distribuyó la minuta ELAC de marzo para su revisión.
      - Los puntos importantes de ELAC de marzo incluyen: Estrategias para apoyar a los estudiantes EL con fonética y lectura, recomendaciones para la Meta 1C para SPSA, SARC y participación en CABE.
      - La próxima junta ELAC será el 6 de abril.
   b. Reporte de ATP
      - No hubo junta de ATP en febrero.
      - La fecha de la Noche STEAM cambió al 20 de abril.
      - La próxima junta de ATP será el 24 de marzo.
   c. Reporte de PAC
      - Los puntos importantes de la junta PAC de marzo incluyen: Propósito de PAC, indicador local de participación familiar, recomendaciones de personas interesadas en LCAP.
      - La próxima junta de PAC será el 17.
5. Reporte de Programas
   a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - Reciente desarrollo profesional incluyó: Estrategias para apoyar el éxito de EL con ELPAC, áreas de ELCAP – áreas de actividades e instrucción, *Systems for Success* de Stokoe y reflexión y planeación de *Number Strings.*
   b. Oportunidades de participación familiar
      - Las próximas oportunidades de participación familiar incluyen: Noche Familiar STEAM (20 de abril) y talleres de la Oficina de Participación Familiar: Diálogo con adolecentes acerca de conductas de riesgo (5 de abril), colecta de dinero *Smart Kids* (12 de abril), platicar con los niños acerca del divorcio (19 de abril).
   c. Intervenciones
      - Los alumnos continúan participando en lectoescritura específica e intervención en matemáticas básicas con base en iReady de mediados de año.
6. Reporte de la Directora
   a. Los próximos eventos incluyen:
      - Vacaciones de primavera – 28 de marzo al 1 de abril.
      - Examen ELPAC – del 11 al 22 de abril.

IV. Sesión de Audiencia/Comentarios públicos

1. Se presentó el siguiente diálogo
   a. Muy pronto Preescolar Alvord llegará a Stokoe
   b. Se reanuda la colaboración entre Norco y RCC con enfoque en la primera infancia
   c. Muy pronto vendrá la planeación para remodelación y construcción para apoyar estos programas.
   d. Este año, no tendremos escuela de verano en Stokoe debido a posibles obras. Los alumnos de Stokoe participarán en la escuela de verano en otra escuela de AUSD.
   e. Después de las vacaciones de primavera, estará lista la estructura para sombra.
2. Se repartió información para Educación en Prevención de Uso de Tabaco, recomendaciones para LCAP, inscripción para TK/K y talleres de Participación Familiar.

V. Clausura: Asunto de acción

1. Se propuso la moción, fue secundada y aprobada (Valko/Juárez 9/0/0) para clausurar la junta a las 4:21 p. m.

La próxima junta del Concilio Escolar está programada para el 21 de abril 2022

ALVORD UNIFIED SCHOOL DISTRICT
Stokoe Elementary School

School Site Council

Thursday, April 21, 2022

3:15 p.m. Zoom: 843 2823 4600

AGENDA

I. Introductory Procedures
   1. Call to Order
   2. Establishment of Quorum
   3. Pledge of Allegiance
   4. Welcome

II. Action Items
   1. Minutes of Meeting held March 17, 2022
   2. Expenditures Requests (TI, LCFF-LI, LCFF-EL)

III. Discussion/Information
   1. Budget Reports
   2. School Plan (SPSA) Input
      a. SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
      b. SPSA Goal 3 Student Engagement: 3A Chronic Absenteeism and 3B School Climate (Suspensions)
         - Aeries Reports
         - School Climate Needs Assessment Summary
      c. ELAC Academic Needs Assessment Report
      d. Staff Needs Assessment Report
   3. Local Control and Accountability Plan (LCAP) Input
   4. Parent Committee Reports
      a. ELAC Report
      b. ATP Report
      c. PAC Report
   5. Program Reports
      a. Professional Development Opportunities (Paraprofessionals, Teachers)
      b. Parent and Family Involvement Opportunities
      c. Interventions
   6. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment: Action Item

The next School Site Council meeting is scheduled for May 19, 2022

DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Stokoe

Concilio Escolar

Jueves, 21 de abril del 2022

3:15 p.m. Zoom: 843 2823 4600

AGENDA

I. Procedimientos de Introducción
   1. Llamar al orden
   2. Establecer el Quórum
   3. Saludo a la Bandera
   4. Bienvenida

II. Asuntos de Acción
   1. Minuta de la Reunión del 17 de marzo 2022
   2. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)

III. Diálogo/Información
   1. Reportes del Presupuesto
   2. Plan Escolar (SPSA) Recomendaciones
      a. Meta 2 SPSA Resultados Estudiantiles: 2A AVID y 2B Participación de Padres
      b. Meta 3 SPSA Participación Estudiantil: 3A Ausentismo Crónico y 3B Clima Escolar (Suspensiones)
         - Reportes de Aeries
         - Resumen de Reporte de Clima Escolar
      c. Resumen de Reporte de Necesidades Académicos de ELAC
      d. Resumen de Reporte de Necesidades de los Maestros
   3. Recomendaciones de Plan de Control y Responsabilidad Local (LCAP)
   4. Reportes de Comités de Padres
      a. Reporte ELAC
      b. Reporte ATP
      c. Reporte PAC
   5. Reportes de Programas
      a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
      b. Oportunidades para la participación de Familia y Padres
      c. Intervenciones
   6. Reporte de la Director

IV. Sesión de Audiencia/Comentarios del Público

V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 19 de mayo del 2022

Stokoe Elementary

School Site Council
Elementary Sign In Sheet
April 21, 2022
Zoom 843 2823 4600

Name (Print)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Francine Ramirez		Principal	
Michelle Ashe		Teacher	
Gena Buckley	Gena Buckley	Teacher	
Michele Morales	Michele Morales	Teacher	Secretary
Lynne Greenlee		Other Staff	
PARENTS/STUDENTS/COMMUNITY MEMBERS			
Lorena Diaz	Lorena Diaz	Parent/Community Member	
Serafin Juarez		Parent/Community Member	
Charnell Mabon	Charnel Mabon Jones	Parent/Community Member	
Stephanie Thomas		Parent/Community Member	
Lauren Valko	Lauren Valko	Parent/Community Member	Chairperson
OTHERS (NON-MEMBERS such as guests, visitors, project specialist, assistant principal)			
Erika Bowden		AP	

Stokoe Elementary
SSC Zoom Report April 21, 2022

Name (Original Name)	User Email	Total Duration (Minutes)	Guest
Francine Ramirez	francine.ramirez@alvords	90	No
Lauren Valko- Clerkship Coordinator		89	Yes
1-Stokoe-Gena Buckley		90	Yes
Lynne Greenlee		90	Yes
Stephanie		88	Yes
lorena Diaz/ Villegas middle school		85	Yes
Michele Morales		68	Yes
Charnell Mabon-Jones		81	Yes

ALVORD UNIFIED SCHOOL DISTRICT

Stokoe Elementary School

School Site Council

Thursday, April 21, 2022

3:15 p.m. Zoom: 843 2823 4600

MINUTES

I. Introductory Procedures
1. Meeting was called to order at 3:21pm.
2. Establishment of Quorum: Quorum was established with 8 out of 10. The following members were present: Francine Ramirez, Lauren Valko, Stephanie Thomas, Charnel Mabon Jones, Lorena Diaz, Gena Buckley, Lynne Greenlee and Michele Morales
3. Pledge of Allegiance was recited.
4. Members were welcomed and asked to sign in.

II. Action Items
1. No revisions were noted in the March 17, 2022 minutes:
   a. It was motioned/seconded/carried (Thomas/Morales 8/0/0) to approve the minutes as revised.
2. Expenditures Requests (T1, LCFF-LI, LCFF-EL)
   a. No categorical expenditures were brought forward for approval.

III. Discussion/Information
1. Budget Reports
   a. Categorical budgets were reviewed and discussed.
2. Training Topic:
   a. Members discussed SSC roles and responsibilities. SSC has reviewed, evaluated and analyzed student data to develop SPSA goals. 2022-2023 SPSA will be approved by SSC in May.
3. School Plan (SPSA)
   a. Input SPSA Goal 2 Pupil Outcomes: 2A AVID and 2B Parent Involvement
      - Members reviewed AVID data, parent participation data and discussed proposals for 2022-2023 SPSA Goal 2A AVID and 2B Parent Involvement.
        - Members discussed:
          - The importance of note-taking strategies and suggested broadening that to include AVID (3 column notes/learning notebooks) along with Step Up to Writing, graphic organizers or annotation strategies
          - The benefits of continuing with virtual event options or live stream even when we resume in person events
      - SPSA Goal 2A AVID was not met.
      - SPSA Goal 2B Parent Involvement was met.
      - Members reviewed input from staff and ELAC and provided input for proposed actions for the 2022-2023 SPSA Goal 2A AVID and 2B Parent Involvement.
      - Proposed actions/strategies: emphasis on college readiness; multiple types and modes of communication between home and school (including student planners/folders, monthly newsletters, social media, PeachJar, Blackboard Connect, classroom apps); student recognitions for achievement; parent education and networking opportunities to educate, motivate and encourage

parent support of college readiness; career day; ongoing implementation of AVID strategies to support student organization, time management and note-taking skills; ongoing professional learning opportunities related to implementation of systems that support an equitable climate and establishment of academic systems of excellence.

- Proposed goal 2A
  - *By April 2023, 100% of classroom teachers will continue to use communication folders/planners/agendas on a weekly basis and note-taking strategies will be used on a weekly basis in 100% of classrooms as measured by teacher survey responses.*
- Proposed goal 2B
  - *By April 2023, the total number of parents attending involvement events will increase by 5% when comparing 2020-21 events with 2021-22 events as measured by event sign-in sheets.*
- All members were in agreement with the proposed actions, strategies and goals.

b. Input SPSA Goal 3 Student Engagement: 3A Attendance and 3B School Climate (Discipline and Suspensions)
   - Members reviewed attendance data, discipline/suspension data, school climate survey data and discussed proposals for the 2022-2023 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension).
     - Members discussed:
       - Adjusting attendance incentives to students with excellent attendance next year
   - SPSA Goal 3A Attendance was not met.
   - SPSA Goal 3B School Climate (Discipline and Suspensions) was met.
   - Members reviewed input from staff and ELAC. Members provided input for proposed actions for the 2022-2023 SPSA Goal 3A Attendance and 3B School Climate (Discipline and Suspension)
   - Proposed actions/strategies: counselor support for teachers, students and parents; Student Success Team (SST) meetings for intervention support; character development, conflict resolution, anti-drug and anti-bullying programs; monthly disaster drills; discipline assemblies and staff consistency with systems of success; incentives and supplemental resources/materials to motivate and improve attendance; monthly attendance reports at parent meetings
   - Proposed goal 3A
     - By April 2023, the absenteeism rate will decrease by 0.5% as measured by local data reports in Aeries.
   - Proposed goal 3B
     - By April 2023, the percent of suspensions will remain within 0.5% as measured by local data reports in Aeries.

c. All members were in agreement with the proposed actions, strategies and goals.
d. ELAC Academic Needs Assessment Report was reviewed and discussed. ELAC recommendations were considered during all phases of goal development.
e. Teacher Needs Assessment Report was reviewed and discussed. Staff recommendations were considered during all phases of goal development.
   - Our site focus will shift to ELA next year beginning with intervention and foundational skills
f. Previously approved actions and proposed goals for 2022-2023 SPSA were reviewed and discussed.
g. 2022-2023 SPSA will be approved at the next SSC meeting on May 19, 2022.

4. Local Control and Accountability Plan (LCAP) Input
   a. Members discussed alignment of our SPSA goals with all goals outlined in LCAP.
5. Parent Committee Reports
   a. ELAC Report
      - April ELAC highlights included: Strategies to support EL students with reading comprehension; Input for SPSA Goals 2A, 2B, 3A and 3B; ELAC Academic Needs Assessment Report; and LCFF EL budget input.
      - ELAC minutes from April were distributed for review.
      - Next ELAC meeting will be May 4th.
   b. ATP Report
      - March ATP highlights included: Content evaluations for Family Literacy Night and Career Week; and Final event planning for Family STEAM Night
      - ATP minutes from March were distributed for review.
      - Next ATP meeting will be April 28th.
   c. PAC Report
      - Next PAC meeting will be May 17th.
6. Program Reports
   a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent professional development for paraprofessionals and teachers included: ELPAC administration and SBAC administration
   b. Parent and Family Involvement Opportunities
      - Recent parent involvement opportunities included: Family STEAM night.
      - Upcoming parent involvement opportunities include: end of year awards ceremonies
   c. Interventions
      - Staff continues to utilize targeted literacy prescriptions to remediate literacy skills.
      - Students continue to receive support from ELT and ENT.
      - 40 students were prioritized to participate in Summer Academy. Summer Academy is available for all students. Summer Academy will happen on Valley View campus.
7. Principal's Report
   a. Upcoming events include:
      - iReady Administration—April 18-29
      - SBAC Administration--May 2- 18
      - 5th vs Staff Kickball Game--May 23

IV. Hearing Session/Public Comments
1. No additional discussion was brought forward:
   a. Flyers for TK/K Registration, Family Engagement Workshops, and Age Appropriate Discipline were distributed for review.

V. Adjournment: Action Item
1. It was motioned/seconded/carried (Mabon-Jones/Valko 8/0/0) to adjourn the meeting at 4:43pm

The next School Site Council meeting is scheduled for May 19, 2022

Distrito Escolar Unificado Alvord
Escuela Primaria Philip M. Stokoe

Concilio Escolar

Jueves 21 de abril 2022 3:15 p. m.
Zoom: ID de la junta 843 2823 4600

MINUTA

I. Procedimientos de Introducción:
   1. La junta se llamó al orden a las 3:21 p. m.
   2. Establecimiento de quórum: Se estableció con 8 de 10. Los siguientes miembros estuvieron presentes: Francine Ramirez, Lauren Valko, Stephanie Thomas, Charnel Mabon Jones, Lorena Diaz, Gena Buckley, Lynne Greenlee y Michele Morales
   3. Se realizó el Saludo a la Bandera
   4. Se dio la bienvenida a los miembros y se les pidió anotar su nombre.

II. Asuntos de Acción
   1. No se realizaron cambios a la minuta del 17 de marzo 2022
      a. Se propuso la primera moción y fue secundada (Thomas/Morales 8/0/0) para aprobar la minuta.
   2. Solicitud de gastos (LI, LCFF-LI, LCFF-EL)
      a. No se presentaron gastos categóricos para su aprobación

III. Diálogo/Información
   1. Reporte de presupuestos
      a. Se habló de los presupuestos categóricos y fueron revisados.
   2. Tema de capacitación
      a. Los miembros hablaron de las funciones y responsabilidades de SSC. SSC revisó, evaluó y analizó los datos estudiantiles para desarrollar las metas SPSA. El SPSA 2022-2023 se aprobará en mayo por SSC.
   3. Plan Escolar (SPSA)
      a. Recomendaciones para la Meta 2 de SPSA, Resultados Estudiantiles: 2A AVID y 2B Participación Familiar.
         - Los miembros revisaron los datos de AVID, participación familiar y hablaron de las propuestas para la Meta 2A AVID de SPSA para 2022-2023 y 2B de Participación Familiar.
           - Los miembros hablaron de lo siguiente:
             - La importancia de las estrategias para tomar notas y sugirieron ampliarlo para incluir AVID (notas en 3 columnas/cuadernos de aprendizaje) junto con *Step Up to Writing*, organizadores gráficos y estrategias para tomar apuntes.
             - Los beneficios de continuar con las opciones de eventos virtuales o transmitidos en vivo, incluso cuando regresemos a eventos en persona.
         - La Meta 2A AVID de SPSA no se logró.
         - La Meta 2B de Participación Familiar se logró.
         - Los miembros revisaron las recomendaciones del personal y de ELAC y proporcionaron recomendaciones para las acciones propuestas para la meta 2A AVID y 2B Participación Familiar de SPSA 2022-2023.
         - Acciones/estrategias propuestas: Énfasis en preparación para la universidad. Múltiples tipos y modos de comunicación entre el hogar y la escuela (incluyendo agenda/fólder estudiantil, boletines informativos mensuales, medios sociales, *PeachJar, Blackboard Connect,* aplicaciones para el salón de clases); reconocimiento de logros estudiantiles; educación para padres y oportunidades de establecimiento de redes para educar, motivar y fomentar el apoyo familiar y preparación para la universidad; día de profesiones, implementación continua de estrategias AVID para apoyar la organización de los alumnos, organización del tiempo y habilidades para tomar apuntes; continuas oportunidades de aprendizaje profesional relacionado con la implementación de sistemas para apoyar un entorno equitativo y establecimiento de sistemas de excelencia académica.
         - Propuesta para la meta 2A

- *Para abril 2023, 100% de los maestros de salones de clase continuarán con el uso de fólderes/agendas/calendarios de comunicación semanalmente y las estrategias para tomar apuntes se usarán semanalmente en el 100% de los salones medido con las respuestas de maestros en las encuestas.*

- Propuesta para la meta 2B
  - *Para abril 2023, el número total de los padres que asisten a eventos de participación se incrementará en un 5% cuando se comparen los eventos de 2020-21 con los de 2021-22, medido por las hojas de registro de los eventos.*
- Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.

b. Recomendaciones para la Meta 3 de SPSA Participación Estudiantil: 3A Asistencia Escolar y 3B Entorno Escolar (disciplina y suspensiones).
- Los miembros revisaron los datos de asistencia, disciplina/suspensiones, de la encuesta del entorno escolar y dialogaron acerca de las propuestas para la Meta 3A de Asistencia Escolar y 3B del Entorno Escolar (disciplina/suspensiones) de SPSA 2022-2023.
  - Los miembros hablaron de lo siguiente:
    - Ajuste de incentivos de asistencia para estudiantes con excelente asistencia escolar el próximo año.
- La Meta 3A Asistencia Escolar de SPSA no se logró.
- La Meta 3B Entorno Escolar (disciplina y suspensiones) de SPSA se logró.
- Los miembros revisaron las recomendaciones del personal y de ELAC. Los miembros proporcionaron recomendaciones para las acciones propuestas para la Meta 3A de Asistencia Escolar y 3B de Entorno Escolar (disciplina y suspensiones) de SPSA 2022-2023.
- Acciones/estrategias propuestas: apoyo del consejero para maestros, estudiantes y padres; juntas del Equipo de Apoyo Estudiantil (SST) para apoyo de intervención; desarrollo del buen carácter, resolución de conflicto, programas anti drogas y acoso escolar "bullying;" simulacros mensuales de desastre; asambleas de disciplina y constancia del personal con sistemas de éxito. Incentivos y recursos/materiales suplementarios para motivar y mejorar la asistencia escolar; reportes mensuales de asistencia escolar durante las juntas para padres.
- Propuesta para la meta 3A
  - Para abril 2023, la tasa de ausentismo disminuirá en un 0.5% medido por datos de reportes locales en AERIES.
- Propuesta para la meta 3B
  - Para abril 2023, la tasa de suspensiones permanecerá dentro de 0.5% medido por reportes locales en AERIES.

c. Todos los miembros estuvieron de acuerdo con las acciones, estrategias y metas propuestas.

d. Se revisó y habló del reporte de evaluación de necesidades académicas de ELAC. Las recomendaciones de ELAC fueron consideradas durante todas las fases del desarrollo de metas.

e. Se revisó y habló del reporte de evaluación de necesidades de los maestros. Las recomendaciones del personal fueron consideradas durante todas las fases del desarrollo de metas.
- El enfoque de nuestra escuela se redirigirá a ELA el próximo año iniciando con intervención y habilidades básicas.

f. Se revisaron y habló de las acciones y metas propuestas aprobadas anteriormente para SPSA 2022-2023.

g. SPSA 2022-2023 será aprobado en la próxima junta de SSC del 19 de mayo 2022.

4. Recomendaciones para el Plan Local de Control y Responsabilidad (LCAP)
   a. Los miembros hablaron de la alineación de nuestras metas de SPSA con las descritas en LCAP.
5. Reporte de los comités de padres
   a. Reporte de ELAC
      - Los puntos importantes de ELAC de abril incluyen: Estrategias para apoyar a los estudiantes EL en comprensión de lectura; recomendaciones para las metas 2A, 2B, 3A y 3B para SPSA; reporte de la evaluación de necesidades académicas de ELAC y recomendaciones para el presupuesto LCFF EL.
   - Se distribuyó la minuta de ELAC de abril para su revisión.
   - La próxima junta ELAC será el 4 de mayo.

   b. Reporte de ATP

- Los puntos importantes de la junta ATP de marzo incluyen: Evaluaciones de contenido para la Noche Familiar de Lectoescritura y semana de profesiones; planeación final para la Noche Familiar STEM.
- Se distribuyó la minuta de la junta de marzo para su revisión.
- La próxima junta de ATP será el 28 de abril.

c. Reporte de PAC
- La próxima junta de PAC será el 17 de mayo.

6. Reporte de Programas
   a. Oportunidades de desarrollo profesional (paradocentes, maestros)
      - Reciente desarrollo profesional incluyó: Administración de ELPAC y SBAC.
   b. Oportunidades de participación familiar
      - Las recientes oportunidades de participación familiar incluyen: Noche Familiar STEAM.
      - Las próximas oportunidades de participación familiar incluyen: las ceremonias de premiación de fin de año.
   c. Intervenciones
      - El personal continúa utilizando prescripciones en lectoescritura específicas para remediar las habilidades en esta materia.
      - Los alumnos continúan recibiendo apoyo de ELT y ENT.
      - 40 alumnos fueron priorizados para participar en la Academia de Verano, la cual está disponible para todos los estudiantes y se llevará a cabo en el plantel de Valley View.
7. Reporte de la Directora
   a. Los próximos eventos incluyen:
      - Administración de *iReady* – 18-29 de abril
      - Administración de SBAC – del 2 al 18 de mayo
      - Juego de *Kickball* 5° vs personal escolar – 23 de mayo

IV. Sesión de Audiencia/Comentarios públicos

1. No se presentaron comentarios adicionales.
   a. Se repartió información para la inscripción de TK/K, talleres de participación familiar y disciplina apropiada para la edad.

V. Clausura: Asunto de acción

1. Se propuso la moción, fue secundada y aprobada (Mabon-Jones/Valko 8/0/0) para clausurar la junta a las 4:43 p. m.

La próxima junta del Concilio Escolar está programada para el 19 de mayo 2022

Stokoe Elementary

Staff Needs Assessment Summary

March 2022

24 Staff members participated in the survey

How prepared are you to effectively and consistently implement each of the following components of standards-based instruction in your classroom				
	Very Prepared	**Somewhat Prepared**	**Not Prepared**	**N/A**
Differentiation and small groups	14	9	1	0
Feedback to students	15	8	1	0
Using assessment data to guide instruction	15	9	0	0
Intervention using targeted, skill based prescriptions	9	12	2	0
Number Sense Routines (Number Strings)	19	5	0	0
Numeracy instruction	13	11	0	0
Writing instruction	9	13	2	0

How prepared do you feel to meet the needs of English Learners in your classroom				
	Very Prepared	**Somewhat Prepared**	**Not Prepared**	**N/A**
Integrating ELD standards and content standards into classroom instruction	15	9	0	0
Using the Proficiency Level Descriptors (PLD) to determine appropriate expectations for classroom instruction and assessment	11	12	1	0
Communicating with parents of ELs	10	10	4	0

Rate the following as it relates to your ability to successfully integrate technology into your instruction				
	Very Prepared	**Prepared**	**Not Prepared**	**N/A**
Using digital platforms to support instruction	17	7	0	0
Google Classroom and Google Apps	18	6	0	0
Blended virtual learning	17	6	1	0

Please rate each of the following as it relates to the instructional coach					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N/A**
Approachable	22	2	0	0	0
Gathers resources	16	7	1	0	0
Models instructional practices	16	7	1	0	1
Designs and facilitates effective professional learning opportunities	13	9	2	0	0
Analyzes student data	11	7	2	0	4
Provides one to one coaching	16	5	1	0	2
Exhibits deep knowledge of a wide variety of instructional practices	10	11	2	0	1
Fosters a safe, trusting environment for teachers	21	3	0	0	0
Builds relationships effectively	20	4	0	0	0
Spends time working on activities that most impact student learning	13	5	2	0	4
Helps to reflect and improve my practice	13	5	2	0	2
Plays an active role in improving curriculum and instruction	12	9	2	0	1

	Strongly Agree	Agree	Disagree	Strongly Disagree
I receive information in a timely manner, allowing me to do my job effectively.	9	14	1	0
I have opportunities to share ideas and collaborate with my colleagues	8	13	3	
I have opportunity to give input and play a part in the continuous school improvement process (data analysis, developing/revising school goals)	9	12	3	

I would like to receive professional development on the following:

- Data Analysis/Formative Assessments--1 (4.1%)
- Managing and De-escalating Student Behavior--7 (29.2%)
- Project Based Learning--8 (33.3%)
- Foundational Skills Instruction--10 (41.6%)
- Close Reading Instruction--6 (25%)
- Writing Instruction--11 (45.8%)
- Numeracy Instruction--2 (8.3%)
- Integration of Technology (Digital Literacy/21st Century Skills)--2 (8.3%)
- MTSS, Prescriptions, Interventions, Monitoring/Documenting Student Progress--12 (50%)
- D-ELD/ Language Acquisition--2 (8.3%)
- Differentiation Strategies--6 (25%)
- Social Emotional Learning/ Restorative Practices--6 (25%)
- Enrichment for Gifted/Talented Students--8 (33.3%)
- Specialized Learning Strategies for Students with Disabilities--4 (16.6%)
- Culturally Responsive Practices (equitable, inclusive teaching practices--7 (29.2%)
- STEM Integration--6 (25%)
- AVID--3 (12.5%)
- PBIS (Positive Behavior Intervention and Supports--5 (20.8%)

What programs/supplies do I need for my students to reach grade level standards?

- Decodable readers/phonics materials --3 (12.5%)
- Math manipulatives--2 (8.3%)
- Math curriculum--3 (12.5%)
- Writing instructional materials/curriculum/PD--5 (20.8%)
- Foundational skills consistency/curriculum/program--5 (20.8%)
- Intervention block/program--2 (8.3%)
- Technology programs (Nearpod, Brainpop)--1 (4.1%)
- Supplies (pencils, dry erase markers, paper)--2 (8.3%)

What areas are a strength for my grade level?

- ELA (foundational skills, phonics, phonemic awareness, writing)--2 (8.3%)
- Math (early numeracy, number sense)--2 (20.8%)
- Sharing resources, materials--5 (34.5%)
- Flexible--4 (12.5%)
- Supportive/Cooperative team--9 (37.5%)
- Instruction (create rubrics, discuss standards, share instructional strategies) 3--(12.5%)
- Technology--1 (4.1%)
- Differentiation strategies--2 (8.3%)

What areas need improvement in my grade level?

- Math--2 (8.3%)
- ELA (Writing, foundational skills) --6 (25%)
- Small group/differentiated instruction--2 (8.3%)
- ELD instruction--1 (4.1%)
- Common assessments/data analysis--1 (4.1%)
- Cohesiveness (instructional alignment/norms/shared understanding)--6 (25%)
- Honest/transparent/effective communication--5 (20.8%)
- Time--2 (8.3%)
- Behavior management--3 (12.5%)

Our school strengths are:

- Caring staff with student focus--8 (33.3%)
- Site leadership (admin, coaches, support staff)--1 (4.1%)
- Communication--3 (12.5%)
- Systems for success--1 (4.1%)
- Systems to support collaboration/teamwork/peers--5 (20.8%)
- Facilities with potential (gym, museum, math/science lab)--1 (4.1%)
- Supplies/materials/manipulatives --1 (4.1%)

School priorities that we should address:

- Systems for cohesiveness/accountability (first best instruction/common instructional strategies, curriculum consistency, consistent reinforcement of systems/expectations) --7 (29.1%)
- SEL, student behaviors, Playworks--6 (25%)
- Intervention, differentiating instruction, remediation of skills, MTSS--2 (8.3%)
- Parent involvement/communication/events--1 (4.1%)
- Facilities upkeep/cleanliness--6 (25%)
- School culture--community building--3 (10.3%)
- Inclusive teaching practices (Anti-bias), whole child education (academic, social)--1 (4.1%)
- ELD--1 (4.1%)

Alvord Unified School District
Philip M. Stokoe Elementary School
Parental Involvement Policy
2022-2024

PART I. GENERAL EXPECTATIONS

Stokoe 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.

Stokoe 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—

  - *That parents play an integral role in assisting their child's learning;*
  - *That parents are encouraged to be actively involved in their child's education at school;*
  - *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;*
  - *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. Stokoe 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)
   - Blackboard Connect/Parent Square—Parent Phone Messages
   - Input from Leadership Team/Grade Levels
   - Review with parents at Annual Title 1 meeting

2. Stokoe Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Policy will be included with registration materials
- Policy will be reviewed at Annual Title 1 meeting
- Copies of the policy will be available in the main office
- Policy will be posted on school website
- Blackboard Connect/Parent Square—Parent Phone Messages

3. Stokoe Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
   - The Parent Involvement Policy will be revised every other year
   - School academic achievement, parental concerns, and safety issues will assist in revising the Parent Involvement Policy

4. Stokoe 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 will be recorded and posted for viewing after initial meeting
     - Meeting notices will be sent home with all students
     - Translation services will be made available for all written parent notices and meetings
     - Blackboard Connect/Parent Square—Parent Phone Messages

5. Stokoe 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 provided for all meetings as needed
   - In person or virtual meetings and workshops will be held in the morning and evening to accommodate all parents. Information from workshops will be recorded when feasible.
   - Blackboard Connect/Parent Square—Parent Phone Messages will be used to inform parents of meetings and events
   - Electronic notices will go home with every student (Peach Jar, Google Classroom, Class Dojo, Remind and/or Class Tag)
   - Input from parents via SSC, ELAC, Parent Teacher Organization (PTO), ATP, and Principal's Coffee Meetings will be used to plan special events that are of interest to parents

6. Stokoe Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
   - Notice of meetings for SSC and ELAC meetings will be provided a minimum of 72 hours in advance
   - ELAC and SSC agendas and minutes in English and Spanish are sent home to participating members and posted on school website
   - Results of annual state testing will be available in a timely manner
   - Blackboard Connect/Parent Square—Parent Phone Messages

7. Stokoe 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:
   - Parent-Teacher Conferences
   - Annual Title 1 Meeting
   - SSC, ELAC, ATP and Principal's Coffee Meetings
   - Family Nights
   - TK/Kinder Camp
   - Parent Involvement Week

8. Stokoe 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
   - PTO meetings

- ATP meetings
- Principal's Coffee Meetings
- Parent-Teacher Conferences

9. Stokoe 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. Stokoe 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
    - Blackboard Connect/Parent Square—Parent Phone Messages sent in home language
    - Translation services available for meetings and workshops
    - Family Nights
    - ELAC meetings
    - Principal's Coffee Meetings
    - TK/Kinder Camp
    - Parent Involvement Week
    - California Association of Bilingual Education (CABE) Conference
    - "Google Classroom, "Class Dojo", "Remind" and/or "Class Tag"
    - Child care will be provided for all meetings as needed

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Stokoe 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 workshops at a variety of times
    - Family Nights
    - College and Career Events (Career Day)
    - Parent-Teacher Conferences
    - Blackboard Connect/Parent Square—Parent Phone Messages
    - Annual Title 1 Meeting
    - TK/Kinder Camp
    - CABE Conference
    - Principal's Coffee Meetings
    - ELAC, SSC, ATP and PTO Meetings
    - Student Success Team (SST) Meetings
    - Running Rockets/ 100 Mile Club
    - Parent Involvement Week
    - Peach Jar

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 electronically signed by all stakeholders as indicated on the compact as part of registration materials
    - Copies of the school-parent compact will be available on the school website and 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: 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 during:

- Parent workshops at a variety of times
- Parent -Teacher Conferences
- Annual Title 1 Meeting
- CABE Conference
- TK/Kinder Camp
- Family Nights
- Parent Involvement Week
- ELAC, SSC, ATP and PTO meetings
- SST meetings
- Awards ceremonies (Flag Ceremony, Semester Awards, Reclassification Awards, SBAC Achievements)
- "Google Classroom, "Class Dojo", "Remind" and "Class Tag"

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 providing information during:
    - SST meetings
    - Parent workshops at a variety of times
    - TK/Kinder Camp
    - Family Nights
    - Parent Involvement Week
    - Running Rockets/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 Development trainings for teachers and paraprofessionals regarding parent involvement, communication, and partnership
    - Professional Learning Community training

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 offering:
    - TK/Kinder Camp to be held each spring for incoming TK/Kindergarten students and their parents/caregivers
    - Head Start preschool available on-site
    - School library opportunities 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 available in English and Spanish
    - Announcements will be displayed on the school marquee, school office bulletin boards, monthly newsletters and 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
    - Blackboard Connect/Parent Square—Parent Phone Messages providing notices in English and Spanish
    - Classroom communications from teachers to parents including class newsletters, emails, "Google Classroom," Class Dojo", "Remind" and "Class Tag"

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 Stokoe Elementary School on March 17, 2022, and will be in effect for the period of 2022–24 school years. 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 Stokoe 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 the parents can understand.

Francine Ramirez, Principal

3-17-22
Date

Distrito Escolar Unificado Alvord
Escuela Primaria Phillip M. Stokoe
Póliza de Participación Escolar de Padres
2022-2024

PARTE I. EXPECTATIVAS GENERALES

La póliza de participación de padres de La Escuela Primaria Stokoe se basa en la póliza de la Mesa Directiva de Educación Estatal, la cual fue establecida para realzar la participación de los padres en las escuelas (SBE, 1994). La póliza SBE anota seis prioridades (o tipos) de programas de participación efectiva de padres: comunicación, destrezas de padres, aprendizaje de los estudiantes, servicios voluntarios, hacer decisiones escolares y abogacía, y colaboración con la comunidad. Estas prioridades proveen un sistema de responsabilidades compartidas entre las familias y las escuelas. Nuestra escuela reconoce estos estándares como un esfuerzo comprometido y coordinado para habilitar a los padres para que trabajen en cooperación como socios totales hacia nuestra misión de asegurar que cada estudiante dominará o excederá los estándares académicos, mientras desarrolla destrezas académicas y de la vida.

La Escuela Primaria Stokoe 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 Póliza 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 Póliza de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.

- La escuela tendrá disponible para la comunidad la Póliza 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 actualizará periódicamente la Póliza de Participación Escolar de Padres para cumplir con las necesidades cambiantes de los padres y la escuela.
- La escuela adoptará el contrato escuela-padres como un componente de su Póliza de Participación Escolar de Padres.
- La escuela está de acuerdo en ser regida por los requisitos legales de la definición de la participación escolar de los padres y realizará 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:
  - *los padres juegan un papel esencial ayudando en el aprendizaje de su hijo/a;*
  - *se anima a los padres a participar activamente en la educación de sus hijos en la escuela;*
  - *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 su hijo/a;*
  - *se siga adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCION DE COMO LA ESCUELA IMPLEMEMTARA LOS COMPONENETES REQUERIDOS DE LA POLIZA DE PARTICIPACION ESCOLAR DE PADRES

1. La Escuela Primaria Stokoe tomará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Póliza de Participación Escolar de Padres y el plan escolar cuando sea apropiado de una manera organizada, continua y a tiempo bajo la sección 1118 (b) de ESEA:
   - Información obtenida de los padres en las reuniones del Concilio Escolar (SSC), Comité Consejero de Aprendices del Idioma Inglés (ELAC), Iniciativa de Liderazgo para la Participación de Padres (ATP) y el Café con la Directora.
   - Contrato entre la Escuela y los Padres (Contrato Titulo 1)
   - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
   - Información de parte del Equipo de Liderazgo/Niveles de Grado
   - Repaso con los padres en las reuniones anuales de Titulo 1

2 La Escuela Primaria Stokoe tomará las siguientes acciones para distribuir la Póliza de Participación Escolar de Padres a los padres con hijos participando y a la comunidad local:

- La póliza se incluyera con los materiales de inscripción
- La póliza se repasará en las reuniones anuales de Titulo 1
- La póliza se distribuirá con los materiales de inscripción
- Habrá copias de la póliza disponibles en la oficina escolar
- Habrá copias de la póliza disponibles en el sitio escolar del internet
- Mensajes telefónicos para padres—Blackboard Connect/Parent Square

3. La Escuela Primaria Stokoe periódicamente actualizara la Póliza Escolar de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la escuela:
   - La política será revisada cada dos años.
   - Logros escolares académicos, inquietudes de los padres y asuntos de seguridad nos ayudarán en la revisión de la Política de Participación de Padres.

4. La Escuela Primaria Stokoe organizará una reunión anual para informar a los padres de lo siguiente:
   - Que la escuela de su hijo/a participa en el Título I,
   - Acerca de los requisitos parar el Título I,
   - De su derecho de participar
   - Sobre la participación de su escuela en el Título 1:
     - Las reuniones se llevarán a cabo en diferentes horarios para acomodar a todos los padres
     - La reunión se recordará y publicará para su mirar después de la reunión inicial
     - Los avisos se enviarán a casa con todos los estudiantes
     - Habrá servicios de traducción disponibles para todos los avisos escritos para los padres y para las reuniones.
     - Mensajes telefónicos para padres—Blackboard Connect/Parent Square

5. La Escuela Primaria Stokoe tendrá un número flexible de reuniones en horarios variables y proveerá cuidado para niños pagado por los fondos de Título I mientras que este servicio se relacione a la participación escolar de los padres:
   - Se proveerá cuidado para niños en todas las reuniones según sea necesario
   - Las reuniones y talleres (en persona o por medio de Zoom) se llevarán a cabo por la mañana y por la noche para acomodar a todos los padres. Cuando sea posible, se recordará la información de los talleres
   - Mensajes telefónicos para padres—Blackboard Connect /Parent Square se utilizará para informar a los padres sobre las reuniones y eventos
   - Los avisos electrónicos se enviarán a casa con cada estudiante (Peach Jar, Google Classroom, Class Dojo, Remind y Class Tag)
   - La información de los padres vía reuniones SSC, ELAC, ATP, Organización de Padres y Maestros (PTO), y el Café con la Directora se utilizará para planear eventos especiales que son de interés para los padres.

6. La Escuela Primaria Stokoe proporcionará oportunamente información sobre programas del Título I a los padres de niños que participan:
   - Los avisos para las reuniones SSC y ELAC se serán disponibles con 72 horas de anticipación
   - Las agendas y minutas de las reuniones ELAC y SSC se envían en inglés y español a los miembros participantes y habrán disponibles en el sitio escolar del internet
   - Los resultados de los exámenes estatales anuales serán disponibles de manera oportuna
   - Mensajes telefónicos para padres—Blackboard Connect/Parent Square

7. La Escuela Primaria Stokoe proporcionará a los padres de los hijos que participan una explicación del currículo que usa la escuela, los formularios de evaluación académica usadas para medir el progreso del estudiante y los niveles de habilidad que se espera que alcancen:
   - Conferencias entre Padres y Maestros
   - Reunión Anual de Titulo 1
   - Reuniones SSC, ELAC, ATP y Café con la Directora
   - Noches Familiares

- Instituto TK/Kinder
- Semana de Participación de Padres

8. Si los padres de los niños que están participando lo piden, La Escuela Primaria Stokoe proveerá oportunidades para reuniones regulares para hacer formular sugerencias y participar, cuando sea adecuado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:
    - Reuniones SSC y ELAC
    - Reuniones de la Organización PTO
    - Reuniones ATP
    - Reuniones del Café con la Directora
    - Conferencias entre Padres y Maestros

9. La Escuela Primaria Stokoe presentará al distrito cualquier cometario de los padres si el plan escolar bajo la sección (1114)(b)(2) no es satisfactorio para los padres de los niños que participan:
    - El Plan Escolar se repasará con los padres en las reuniones SSC y ELAC
    - Si cualquier padre comenta su desacuerdo tocante al plan escolar, los comentarios se enviarán a la Oficina de Proyectos Especiales y al Superintendente Delegado
    - Se harán todos los esfuerzos para revisar el plan para cumplir con la satisfacción de todos los padres

10. La Escuela Primaria Stokoe tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:
    - Los avisos/volantes se enviarán a casa en inglés y español
    - Mensajes telefónicos para padres—Blackboard Connect/Parent Square se envía a casa en el idioma del hogar
    - Se proveerán servicios de traductores para las reuniones y talleres
    - Noches Familiares
    - Reuniones ELAC
    - Reuniones de Café con la Directora
    - Instituto TK/Kinder
    - Semana de Participación de Padres
    - Conferencias de la Asociación de Educación Bilingüe de California (CABE)
    - Se proveerá cuidado para niños en todas las reuniones según sea necesario
    - Programas celulares de "Google Classroom," Class Dojo", "Remind" y "Class Tag"

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA QUE EL ESTUDIANTE TENGA ALTOS LOGROS ACADEMICOS

1. La Escuela Primaria Stokoe aumentará la capacidad de los padres y alumnos para tener una fuerte participación escolar de los padres la cual asegure la participación y apoyo a una sociedad compuesta por la escuela, padres y comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades específicamente descritas a continuación:
    - Talleres para padres de diferentes horas
    - Noches Familiares
    - Eventos del colegio y las carreras
    - Conferencias entre Padres y Maestros
    - Mensajes telefónicos para padres—Blackboard Connect/Parent Square
    - Reunión Anual de Titulo 1
    - Instituto TK/Kinder
    - Conferencia CABE
    - Reuniones de Café con la Directora
    - Reuniones ELAC, SSC, ATP y PTO
    - Reuniones del Equipo de Asistencia Estudiantil (SST)
    - Club de Correr 100 Millas
    - Semana de Participación de Padres
    - Peach Jar

2. La escuela incorporará el contrato escuela-padres como componente de su Póliza de Participación Escolar de Padres:
   - Solicitáramos Información de los padres sobre el contrato escuela-padres
   - El contrato escuela-padres será firmada de manera electrónico por todos los interesados con los materiales de inscripción
   - Copias del contrato escuela-padres habrá disponible en el sitio escolar del internet o en la oficina

3. Con la ayuda del distrito, la escuela proveerá ayuda a los padres de los niños que reciben servicios de la escuela para que entiendan temas tales como los siguientes: Los estándares del contenido académico del Estado, los estándares del Estado de logros académicos del estudiante, las evaluaciones académicas Estatales y locales incluyendo evaluaciones alternas, los requisito de Titulo 1, como monitorear el progreso del niño, y como trabajar con los educadores durante:
   - Talleres para padres de diferentes horas
   - Conferencias entre Padres y Maestros
   - Reunión Anual de Titulo 1
   - Conferencia CABE
   - Universidad para Padres
   - Instituto de TK/Kinder
   - Noches Familiares
   - Semana de Participación de Padres
   - Reuniones ELAC, SSC, ATP y PTO
   - Reuniones SST
   - Ceremonias de Reconocimiento (Flag Ceremony, Reconocimientos de Semestre, Reconocimientos de Reclasificación, Logros SBAC)
   - Programas celulares de "Google Classroom," Class Dojo", "Remind" y "Class Tag"

4. Con ayuda del distrito, la escuela proveerá materiales y entrenamiento para ayudar a que los padres trabajen con sus hijos para mejorar sus logros académicos tales como: entrenamiento de alfabetización, de estilos de vida saludables, y el uso de tecnología apropiadamente para fomentar la participación escolar de los padres con información durante:
   - Reuniones SST
   - Talleres para padres de diferentes horas
   - Instituto de TK/Kinder
   - Noches Familiares
   - Semana de Participación de Padres
   - Club de Correr 100 Millas
   - Conferencias entre Padres y Maestros

5. Con ayuda del distrito y de los padres, la escuela educa a sus maestros, al personal de servicios para alumnos, directores y demás personal, en atraer, comunicarse y trabajar junto con los padres como si fueran socios en el valor y utilidad de sus contribuciones y en cómo implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, con:
   - Entrenamiento para el desarrollo profesional de maestros y personal semi-profesional tocante a la participación de padres, comunicación y asociación
   - Entrenamiento sobre la Comunidad de Aprendizaje Profesional

6. Hasta donde sea posible y apropiado, 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,* y escuelas preescolares públicas y otros programas y conducir otras actividades tales como centros de recursos para padres para motivarlos y apoyarlos para que participen más profundamente en la educación de sus hijos con:
   - Instituto Pre-K el cual se lleva a cabo cada primavera para los padres/guardianes de niños que están por entrar al Kindergarten
   - Plantel Preescolar del Head Start disponible en la escuela
   - Biblioteca Escolar con oportunidades disponibles para uso de los padres

7. Hasta donde sea posible y apropiado, la escuela tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades, sean enviadas a los padres de los alumnos participantes en un formato uniforme y que se entienda, incluyendo formatos alternativos si son solicitados y a cierto grado en un lenguaje que los padres puedan entender:
    - Todos los avisos sobre eventos serán disponibles en ambos idiomas inglés y español
    - Los anuncios se exhibirán en la marquesina electrónica escolar, en el tablero de anuncios de la oficina escolar, en los noticieros y por el sitio escolar del internet. Los anuncios en los tableros de la oficina estarán escritos en ambos idiomas inglés y español
    - Los anuncios serán disponibles con 72 horas de anticipación. Se animará a los estudiantes para que recuerden a sus padres los próximos eventos
    - Mensajes telefónicos para padres—Blackboard Connect/Parent Square proporcionando avisos en ambos idiomas inglés y español
    - Comunicaciones del salón de clase de parte de los maestros para los padres incluyendo el uso de email, noticias del salón y programas celulares "Google Classroom," Class Dojo", "Remind" y "Class Tag"

PARTE IV. ADOPCION

La Póliza de Participación Escolar de Padres ha sido desarrollada de acuerdo y en común con los padres de los niños que participan en Título I, programas Parte A, como se demuestra en las minutas de los concilios para padres.

Esta póliza fue adoptada por la Escuela Primaria Stokoe el 17 de marzo, 2022, y estará en efecto durante el periodo de los años escolar 2022-24. La escuela distribuirá ésta póliza a todos los padres de niños que participan en Título I, Parte A y estará disponible en o antes de septiembre, 2022. Estará disponible para la comunidad local en o antes de septiembre, 2022. La Escuela Primaria Stokoe hará la notificación de la póliza en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma que los padres entiendan.

Francine Ramirez, Directora

3-17-22
Fecha

Alvord Unified School District

Stokoe ELEMENTARY SCHOOL

TITLE 1 SCHOOL COMPACT

2022-2024

PARENT RESPONSIBILITIES

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- Provide a quiet study area and set aside a specific time to do homework. Study area should be well-lit and well-equipped with necessary supplies. (Pencils, pens, paper, etc.)
- Help your child as needed; look over homework to check for understanding and completion; Sign and return all papers that require a parent/guardian signature.
- Set aside at least 20 minutes for reading with your child (primary) or ensure reading is completed independently (upper).
- Encourage positive attitudes toward school; Treat other students, parents, staff and other adults with respect.
- Comply with school dress code, attendance and discipline policies.
- Emphasize the importance of school attendance and learning standards with my child; Ensure my child is at school every day and on time and prepared for a full day of learning.
- Be aware of grade level standards and expectations for my child; Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Attend parent-teacher conferences, volunteer in the classroom, attend parent workshops, and/or become involved in PTO, ATP, ELAC, and SSC when possible.
- Arrange at least 24 hours ahead for classroom visits to observe my child if I choose to do so by contacting the teacher or principal (if pandemic conditions permit).

Parent/Guardian Signature **Date**

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Participate actively in class, collaborate and ask for help when I need it.
- Complete and return all homework and classroom assignments on time with my best efforts; Take home the materials and information needed to complete homework assignment.
- Ensure all school communications are given to parents and returned in a timely manner.
- Read nightly for at least 20 minutes.
- Show respect to all adults on campus; Follow all instructions in a polite and cooperative way.
- Respect the personal rights and property of others as well as cultural, racial, ethnic, and religious differences.
- Comply with school dress code policy and discipline policies.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Attend school every day and arrive on time.
- Be aware of the grade level standards that I am expected to learn and try my best to achieve the standards.
- Be drug, alcohol, tobacco, and violence free.
- If I see something, I will say something. I will not be a bully or bystander.

Student Signature **Date**

STAFF RESPONSIBILITIES

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Hold high expectations and form caring and genuine relationships with all students.
- Teach grade level standards and provide parents/students access to the standards.
- Help parents develop the skills and strategies to support their child's learning and achievement of grade level standards.
- Provide homework which reflects and builds upon concepts taught in class; Ensure that assignments do not exceed district time limits; Check that homework has been completed and signed by parent/guardian if required.
- Maintain communication on a regular basis regarding students' progress to both student and parent; Give corrective feedback and take into account individual strengths in learners.
- Be aware of the individual needs of each student and differentiate instruction to meet all students' learning styles.
- Provide a safe, positive, healthy learning environment in the classroom and on the school campus.
- Treat all students, parents and staff with equity and respect, and recognize cultural, racial, ethnic and religious differences.
- Hold Parent-Teacher conferences a minimum of once a year to discuss academic achievement.
- Provide opportunities for parents to observe in their child's classroom if requested.

Teacher Signature **Date**

Alvord Unified School District
ESCUELA PRIMARIA Stokoe
CONTRATO DE ESCUELA TITULO 1
2022-2024

RESPONSABILIDADES DE LOS PADRES

La educación de mi hijo/a es muy importante. Mi participación en la educación de mi hijo/a afectará directamente su rendimiento y actitud. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveer un lugar tranquilo para estudiar y asignar una hora específica para hacer la tarea. El área de estudio debe estar bien alumbrada y estar bien equipada con los materiales necesarios como: lápices, plumas, papel, etc.
- Asistir a su hijo(a) cuando sea necesario; Asegurarse que el niño(a) entendió y completó su tarea; Firmar y regresar todos los papeles que requieran firma del padre/guardián.
- Leeré diariamente por 20 minutos con mi hijo/a para asegurar su práctica diaria en la lectura
- Fomentar actitudes positivas hacia la escuela; Trataré a otros estudiantes, padres, otros adultos y al personal con respeto.
- Cumplir con las pólizas de vestuario, disciplina y asistencia escolar y del distrito.
- Hablar con mi hijo/a sobre la importancia de la asistencia escolar y de los estándares de aprendizaje; Asegurarse que mi hijo/a asista puntualmente a clases diariamente y que esté preparado para un día completo de aprendizaje
- Tendré conocimiento a los estándares y las expectaciones de los niveles de grado; Mantendré la comunicación con los maestros o administradores escolares según sea necesario.
- Asistiré a las Conferencias para Padres, prestar servicios voluntarios en el salón de clases, asistir a los talleres para padres, y/o participar en PTO, ATP, ELAC y SSC cuando sea posible.
- Haré arreglos con cuando menos de 24 horas con el maestro/a o con la directora para visitar el salón y observar a mi niño/a si así lo deseo (si permite las condiciones del pandémico).

Firma del Padre/Guardián **Fecha**

RESPONSALIBIDADES DEL ESTUDIANTE

Mi educación es importante. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. Entiendo que soy responsable por mi propio éxito y que debo esforzarme para lograrlo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Participaré activamente en clase y buscaré ayuda cuando la necesite.
- Completar y regresar toda la tarea y las asignaturas del salón de clases puntualmente y con mi mejor esfuerzo; Llevar a casa todo lo necesario para completar las asignaciones.
- Estaré seguro de entregar la información escolar a papá o mamá y regresarla a tiempo.
- Leer todas las noches por 20 minutos.
- Demostrar respeto a todos los adultos en la escuela; Seguiré todas las instrucciones de los adultos de una forma amable y cooperativa.
- Respetar los derechos personales y la propiedad de otros, así como las diferencias culturales, raciales, étnicas y religiosas.
- Cumplir con el reglamento de vestuario y disciplina.
- Seré responsable de mi propia conducta y obedeceré todas las reglas de la escuela, salón y campo de recreo, incluyendo respetar a todos los adultos.
- Asistiré a la escuela puntualmente todos los días.
- Conoceré los estándares básicos comunes del Estado de CA de nivel de grado que debo aprender y tratar lo mejor que pueda de lograr los estándares.
- No usaré drogas, alcohol, tabaco y no usaré ningún tipo de agresión o violencia incluyendo la visual, verbal o electrónica.
- Si veo algo, diré algo. No seré un acosador o un espectador.

Firma del Estudiante **Fecha**

RESPONSABILIDADES DE LOS MAESTROS

Entiendo que la experiencia escolar es muy importante para cada estudiante, así como mi papel como maestro/a y modelo. Por lo tanto, estoy de acuerdo en llevar a cabo las siguientes responsabilidades:

- Proveeré un currículo e instrucción de alta calidad.
- Mantendré altas expectativas y formaré relaciones afectuosas y genuinas con los estudiantes.
- Enseñaré todos los estándares del nivel de grado y le proveeré su acceso a los padres/estudiantes.
- Ayudar a los padres en el desarrollo de habilidades/estrategias para apoyar a su hijo(a) con el aprendizaje y el logro de los estándares del nivel de grado.
- Proveeré tarea que refleje y reinforze los conceptos enseñados en el salón de clase; Asegurarse que las asignaciones no excedan los límites del tiempo asignados por el distrito escolar; Revisar que las tareas han sido completadas y han sido firmados por los padres/guardianes cuando es requerido.
- Mantendré la comunicación regularmente con los padres y los estudiantes tocantes al progreso del estudiante en la clase; Dar información correcta tomando en cuenta las habilidades individuales de cada estudiante.
- Trataré de saber cuáles son las necesidades individuales de cada estudiante y diferenciar la instrucción cuando sea necesario
- Proveeré un ambiente de aprendizaje sano, seguro y positivo dentro del aula y del plantel escolar.
- Tratar a los estudiantes, padres y al personal docente con igualdad y respeto y reconocer diferencias culturales, raciales, étnicas y religiosas.
- Tendré una conferencia anual con los padres (mínimo una) y repasará el logro académico.
- Proveer a las padres oportunidades para observar en el salón de su hijo/a si lo solicitan.

Firma del Maestro/a **Fecha**

Aprobado 3/17/2022

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
Promenade Elementary School	33-66977-6107304		

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 School Plan for Student Achievement (SPSA) is based on on a comprehensive school wide needs assessments of the school's instructional program, which includes program planning, monitoring, and evaluation activities conducted during the previous school year with input from stakeholders. It 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, English Learner Advisory Committee (ELAC) meetings and School Site Council (SSC) meetings. Current programs are monitored and reviewed on an on-going basis through discussion with staff and parent committees (ELAC/SSC). Evaluation of the SPSA is conducted by analyzing data, including school climate surveys, and through discussion with staff and parents. Financial, material, and human resources are considered. All of the Promenade site goals fall under each of the three Alvord Unified School District Local Control and Accountability

(LCAP) goals. In goal 1 - Conditions of Learning - Promenade targets student achievement in the areas of ELA/Literacy, Mathematics, and English Language Development. In goal 2 - Pupil Outcomes - Promenade targets parent engagement / involvement and differentiating instruction via small group instruction. In goal 3 - Engagement - Promenade targets chronic absenteeism, school suspension, and all stakeholder connectedness to the school.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

For the 2021-2022 school year, 5th grade students, staff, and parents participated in the California School Survey. Surveys were distributed during in February, 2022. 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.

CALIFORNIA HEALTHY KIDS SURVEY: At the time the survey was distributed, there were 114 students enrolled in 5th grade. Parents were notified via phone message and email that students would be invited to participate in the survey and participation was anonymous. 86 out of 114 (75%) students participated in the survey. The summary of student responses to Key Indicators of School Climate and Student Well-Being were are follows:
62% - Caring adult relationships
80% - High expectations - adults in school
29% - Meaningful participation
75% - Anti-bullying climate
85% - Students treated with respect
78% - Feel safe at school
75% - Parent involvement in schooling

CALIFORNIA SCHOOL STAFF SURVEY: All staff members were invited to participate in the school survey. 42 of approximately 60 (70%) Promenade staff members participated in the survey. The summary of staff responses to Key Indicators of School Climate and Student Well-Being were are follows:
91% - Caring adult relationships
95% - High expectations-adults in school
81% - Student meaningful participation
87% - Anti-bullying climate
84% - Respect for diversity
97% - Is a safe place for students
92% - Promotion of parent involvement

CALIFORNIA SCHOOL PARENT SURVEY: The survey was sent to the parents of all students. There were 57 respondents for the parent survey. The summary of parent responses to Key Indicators of Parental Involvement, School Climate and Student Behavior were are follows:
85% - School has adults who really care about students
91% - School motivates students to learn
87% - Opportunities for meaningful student participation
88% - Anti-bullying climate
85% - School treats all students with respect
95% - School is a safe place for my child
84% - Promotion of parent involvement

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 include both formal and informal observations. Informal classroom visits are conducted by administration to gather anecdotal information regarding instructional practices, alignment to the California Common Core State Standards (CCCSS), rigor, differentiation techniques, and classroom management. Formal classroom observations are conducted as required by the Collective Bargaining Agreement (CBA) - permanent certificated staff are formally observed every two years. Probationary or temporary certificated staff are formally observed for two consecutive years. Administration, with support from the leadership team, identify best practices and areas of opportunity to guide site level professional learning opportunities.

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)

The California Common Core State Standards (CCCSS), California Curriculum Frameworks and Alvord USD Coherent Guide to Mathematics provide the foundation for teachers as they design rigorous and engaging learning opportunities for all students. To measure and monitor student progress towards attainment of the standards, staff use multiple data sources while engaging in formative assessment practices throughout the school year. This process allows staff time to disaggregate the data to guide first-best instruction as well as to identify students/student groups needing additional support. Data is also reviewed with our parent groups (ELAC, SSC). Some of the measures used include:

- Informal observations during lessons
- Teacher / grade level created assessments
- Curriculum embedded assessments
- Performance Tasks
- Basic Skills Assessments (i-Ready ELA & Math)
- Universal Screening & Diagnostic Assessments (Acadience Reading / PELI / BPST etc.)
- CAASPP Interim and Summative Assessments (ELA, Mathematics, Science, and English Language Proficiency)

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

Data generated from the various measures is analyzed by Professional Learning Community (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)

Promenade staff is 100% qualified under the 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 participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, through voluntary professional growth opportunities, and conference attendance. During the 2021-22 school year staff also participated in self-directed professional learning using the Alludo platform. Some of the most recent topics include:

- i-Ready
- English Learner Instructional Strategies & Progress Monitoring via Ellevation
- Multi-Tiered System of Supports (MTSS)
- Positive Behavior Intervention System (PBIS)
- CAASPP Interim Assessments
- Early Childhood Education

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

Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at the district level. The focus of professional development at the site continues but is not limited to: Instructional strategies for English Learners, development of a comprehensive Multi-Tiered System of Supports (MTSS) and early childhood education.

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

Classroom teachers are supported through collaborative discussions at grade level meetings, through professional development at the site and district, and by school administration. Additionally, Promenade has a full-time Elementary Literacy Teacher (ELT) and Elementary Numeracy Teacher (ENT) who provide support to classroom teachers, along with direct service to students who are at-promise in their respective content area. In addition, RCOE is providing professional development in the area of Early Numeracy to our TK-2 teachers.

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

Promenade teachers meet twice monthly at minimum for collaboration within their PLC teams. During collaboration, teachers analyze student data, discuss effective instructional strategies, identify students in need of additional support, and plan for differentiated instruction and interventions.

Teaching and Learning

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

Instruction is aligned with CCSS utilizing adopted curriculum and various materials to ensure students meet grade level standards. Teachers cognitively plan standards based lessons using ELA/ELD and Math frameworks, the AUSD Coherent Guide for Mathematics / Math progressions, and additional resources that support the teaching and rigor of the CCCSS.

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

In accordance with the State Framework, a minimum of 1 hour of Language Arts instruction for Transitional Kindergarten and Kindergarten, 2.5 hours for grades 1-3, and 2 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. All teachers also include sufficient Designated English Language Development (ELD) time and Integrated ELD throughout all content areas.

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

Grade levels follow teacher created pacing guides in ELA, Science, History/Social Science and Math, using the district Coherent Guide to Mathematics as a reference. At-promise students are provided intervention opportunities daily within the school day by classroom teachers and/or our Literacy and Numeracy teachers. In some instances before or after school intervention is also offered to at-promise students to bridge gaps in the areas of English Language Arts, Math and English Language Development.

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

Promenade follows district and state regulations when providing standards-based instructional materials to students. All students have access to adopted curricular materials, including specialized materials and equipment for those requiring accommodations.

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

Promenade 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 adopted curricular materials used as the vehicle to reach mastery. Teachers use district adopted and approved supplemental materials to assist with student mastery toward the standards.
Promenade 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. Promenade is utilizing a variety of math instructional resources to support standards based instruction, such as i-Ready, Expressions, EngageNY. 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)

Teachers identify at-promise students based on data from assessments and classroom observation of progress towards standards mastery. There are many services provided in the regular program to serve at-promise (underperforming) students. Within our MTSS plan, underperforming 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 students to meet their needs in the regular program.

- Tier 1: Differentiating through reading levels, math fluency and questioning strategies.
- Tier 2: In addition to tier 1, students meet with teacher in a small group for their intervention/enrichment time and/or meet with the ELT or ENT.
- Tier 3: In addition to tier 1 and 2 supports, students receive an additional intervention block, one on one, or both.

Students in Tiers 2 and 3 may also be invited to attend before/after school intervention and are progress monitored regularly. Resources from the core and supplemental programs are used to help students close instructional gaps.

Evidence-based educational practices to raise student achievement

Promenade is continuing their work to develop a robust MTSS framework to support students academic, behavioral and social emotional needs. The focus is on building a strong and effective Tier 1 (First Best Instruction) utilizing effective instructional strategies for English Learners, Students with Disabilities, and students who are at-promise. Supports are student centric and implemented consistently across the site. Grade levels meet regularly each month to collaborate using a Professional Learning Community Model (PLC). Each PLC meeting is designed to address the following questions:

- What do we want students to know?
- How will we know when they have 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)

Promenade is extremely fortunate to have an active and supportive Parent Teacher Organization (PTO). Throughout the year they provide multiple family programs, study trip funds, and other activities. Parents are also encouraged to volunteer in classrooms.
Other services provided by the regular program to assist under-achieving students include:

- What will we do when they don't
- What do we do when they have?
- Nurse / Health Assistant (6 hours per day)
- Elementary Literacy Teacher (ELT)
- Elementary Numeracy Teacher (ENT)
- Elementary Counselor
- Elementary Music Teacher (Students in Grades 3-5 for 50 minutes per week)
- Elementary PE teacher
- Bilingual Instructional Assistant
- Student Success Team (SST) - systematic intervention process based on strengths and develops and action plan for an individual student; teacher, administrators, Counselor, Psychologist, ELT, ENT and any other personnel involved with students meets to address the individual academic and behavioral needs of students.
- Resource Specialist
- Speech Therapist
- Adaptive PE teacher
- Occupational Therapist
- School Psychologist
- World Academy - Before and after school on-site childcare and enrichment program

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)

Promenade values parent involvement and encourages both family and community involvement. We have an active Parent Teacher Organization (PTO), School Site Council (SSC), and English Learner's Advisory Committee (ELAC) supported by a site English Learner Facilitator (ELF). Participation and attendance in these groups also provide parents the opportunity to fully understand the workings of public school programs.
Involvement in school programs is encouraged though participation in:

- School assemblies / programs
- Classroom activities
- Panther Press Monthly Newsletter informing parents of upcoming events, important dates, and instructional program highlights

Parent workshops / activities consist of:

- Back-to-School Night / Open House
- TK and Kindergarten Orientation
- Career Day
- Literacy / Math / Science
- School sponsored events such as the Fall Festival, Winter Workshop, Car show
- PTO sponsored Family Nights

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 Promenade is supported by funding from: LCFF-LI, and LCFF-EL. In addition to to the site allocation of funding, district funds also support the instructional program, when available. The district fiscally supports the school by providing a full-time literacy teacher, a full-time numeracy teacher, and a part-time music teacher for students in grades 3-5, a part-time a bilingual instructional assistant (BIA), 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, 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.

As of 2021, Promenade is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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	0.31%	0.2%	0.17%	2	1	1
African American	7.35%	10.1%	9.06%	48	62	54
Asian	10.72%	9.8%	8.56%	70	60	51
Filipino	3.98%	3.4%	4.70%	26	21	28
Hispanic/Latino	52.99%	52.2%	55.70%	346	321	332
Pacific Islander	0.92%	0.5%	0.34%	6	3	2
White	18.07%	17.7%	14.77%	118	109	88
Multiple/No Response	5.67%	5.5%	6.71%	37	34	40
			Total Enrollment	653	615	596

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	141	105	97
Grade 1	99	105	96
Grade 2	104	103	101
Grade3	110	95	99
Grade 4	95	109	89
Grade 5	104	98	114
Total Enrollment	653	615	596

Conclusions based on this data:

1. Overall enrollment has declined steadily over the past three years.
2. The percent of students in each student group has remained fairly consistent over the past three years with Hispanic / Latino students remaining our largest student group population (56%)
3. The greatest decline in enrollment is seen in Kindergarten.

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	111	106		17.0%	17.2%	
Fluent English Proficient (FEP)	59	35		9.0%	5.7%	
Reclassified Fluent English Proficient (RFEP)	34	0		25.0%	0.0%	

Conclusions based on this data:

1. The percent of English Learners remained constant between 19-20 and 20-21.
2. The percent of FEP students decreased between 19-20 and 20-21
3. No students were reclassified in 20-21

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	108	107	99	105	106	0	105	106	0	97.2	99.1	0.0
Grade 4	125	111	110	123	110	0	123	76	0	98.4	99.1	0.0
Grade 5	125	121	96	120	118	0	120	118	0	96	97.5	0.0
All Grades	358	339	305	348	334	0	348	300	0	97.2	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	2421.	2430.		22.86	29.25		27.62	20.75		19.05	25.47		30.48	24.53	
Grade 4	2490.	2505.		38.21	43.42		23.58	21.05		17.07	14.47		21.14	21.05	
Grade 5	2530.	2529.		31.67	32.20		35.83	28.81		13.33	23.73		19.17	15.25	
All Grades	N/A	N/A	N/A	31.32	34.00		29.02	24.00		16.38	22.00		23.28	20.00	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.71	31.13		43.81	40.57		30.48	28.30	
Grade 4	27.64	32.89		48.78	51.32		23.58	15.79	
Grade 5	26.67	31.36		53.33	49.15		20.00	19.49	
All Grades	26.72	31.67		48.85	46.67		24.43	21.67	

2019-20 Data:
Executive Order N-30-20 was issued 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	20.00	16.98		45.71	51.89		34.29	31.13	
Grade 4	37.40	38.16		40.65	38.16		21.95	23.68	
Grade 5	49.17	33.05		25.83	51.69		25.00	15.25	
All Grades	36.21	28.67		37.07	48.33		26.72	23.00	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.90	27.36		56.19	59.43		21.90	13.21	
Grade 4	24.39	31.58		62.60	57.89		13.01	10.53	
Grade 5	24.17	22.03		58.33	61.02		17.50	16.95	
All Grades	23.56	26.33		59.20	59.67		17.24	14.00	

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

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	30.48	27.36		43.81	45.28		25.71	27.36	
Grade 4	38.21	31.58		45.53	50.00		16.26	18.42	
Grade 5	48.33	37.29		35.00	44.92		16.67	17.80	
All Grades	39.37	32.33		41.38	46.33		19.25	21.33	

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

Conclusions based on this data:

1. For the last 2 years of reported data (17-18 and 18-19) the percent of students performing at/above standard overall decreased slightly from 60% to 58%.
2. The strand of Listening remains and area of strength with greater than 85% of students performing at/above standard.
3. The percent of students performing below standard decreased in between 17-18 and 18-19 in all strands except Research/Inquiry which increased by 2%.

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	108	107	99	105	106	0	105	106	0	97.2	99.1	0.0
Grade 4	125	111	110	124	110	0	124	76	0	99.2	99.1	0.0
Grade 5	125	121	96	122	120	0	122	120	0	97.6	99.2	0.0
All Grades	358	339	305	351	336	0	351	302	0	98	99.1	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	2434.	2439.		24.76	20.75		31.43	30.19		18.10	30.19		25.71	18.87	
Grade 4	2481.	2517.		25.81	38.16		25.81	30.26		26.61	18.42		21.77	13.16	
Grade 5	2530.	2537.		34.43	40.83		21.31	18.33		22.95	17.50		21.31	23.33	
All Grades	N/A	N/A	N/A	28.49	33.11		25.93	25.50		22.79	22.19		22.79	19.21	

2019-20 Data:
Executive Order N-30-20 was issued 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	44.76	34.91		27.62	40.57		27.62	24.53	
Grade 4	35.48	46.05		28.23	35.53		36.29	18.42	
Grade 5	43.44	46.67		28.69	22.50		27.87	30.83	
All Grades	41.03	42.38		28.21	32.12		30.77	25.50	

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.

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	33.33	29.25		41.90	47.17		24.76	23.58	
Grade 4	25.81	48.68		46.77	31.58		27.42	19.74	
Grade 5	31.97	38.33		35.25	37.50		32.79	24.17	
All Grades	30.20	37.75		41.31	39.40		28.49	22.85	

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.

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	30.48	22.64		41.90	62.26		27.62	15.09	
Grade 4	37.10	44.74		37.10	40.79		25.81	14.47	
Grade 5	33.61	31.67		45.90	43.33		20.49	25.00	
All Grades	33.90	31.79		41.60	49.34		24.50	18.87	

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:

1. For the last 2 years of reported data (17-18 and 18-19) the percent of students performing at/above standard overall increased 4% from 54% to 58%.
2. The domain of Communicating Reasoning remains and area of strength with greater than 81% of students performing at/above standard.
3. The percent of students performing below standard decreased by at least 5% in all domains between 17-18 and 18-19.

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	1404.1	1421.9	1431.0	1411.3	1427.8	1446.3	1387.0	1408.0	1394.9	25	22	19
1	1460.9	1455.7	1438.7	1464.2	1440.7	1462.8	1457.1	1470.0	1414.1	27	22	18
2	1490.0	1477.4	1484.6	1499.0	1482.3	1483.0	1480.5	1472.1	1485.9	23	27	17
3	1508.2	1467.6	1507.1	1497.6	1456.3	1532.8	1518.5	1478.4	1481.2	23	18	18
4	1499.7	1528.2	1539.9	1493.2	1525.0	1559.4	1505.7	1530.7	1519.9	20	20	23
5	1517.6	1523.7	1503.2	1503.5	1510.9	1512.3	1531.2	1535.8	1493.7	25	18	20
All Grades										143	127	115

2019-20 Data:
Executive Order N-30-20 was issued 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	*	13.64	21.05	*	40.91	42.11	*	27.27	15.79	*	18.18	21.05	25	22	19
1	44.44	13.64	5.56	*	36.36	50.00	*	31.82	22.22	*	18.18	22.22	27	22	18
2	56.52	7.41	17.65	*	44.44	47.06	*	48.15	29.41	*	0.00	5.88	23	27	17
3	*	16.67	23.53	52.17	38.89	52.94	*	16.67	5.88	*	27.78	17.65	23	18	17
4	*	40.00	52.17	*	35.00	26.09	*	20.00	17.39	*	5.00	4.35	20	20	23
5	*	27.78	30.00	*	33.33	25.00	*	22.22	15.00	*	16.67	30.00	25	18	20
All Grades	37.06	18.90	26.32	32.17	38.58	39.47	13.99	29.13	17.54	16.78	13.39	16.67	143	127	114

2019-20 Data:
Executive Order N-30-20 was issued 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	*	13.64	26.32	*	45.45	36.84	*	13.64	26.32	*	27.27	10.53	25	22	19
1	51.85	4.55	33.33	*	40.91	16.67	*	36.36	44.44	*	18.18	5.56	27	22	18
2	73.91	11.11	23.53	*	59.26	35.29	*	29.63	35.29	*	0.00	5.88	23	27	17
3	*	27.78	70.59	52.17	27.78	11.76	*	11.11	5.88	*	33.33	11.76	23	18	17
4	*	50.00	78.26	*	30.00	17.39		15.00	4.35	*	5.00	0.00	20	20	23
5	60.00	38.89	50.00	*	38.89	20.00	*	11.11	5.00	*	11.11	25.00	25	18	20
All Grades	46.85	22.83	48.25	28.67	41.73	22.81	10.49	20.47	19.30	13.99	14.96	9.65	143	127	114

2019-20 Data:
Executive Order N-30-20 was issued 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	*	13.64	21.05	*	27.27	15.79	*	54.55	47.37	*	4.55	15.79	25	22	19
1	40.74	22.73	0.00	*	13.64	44.44	*	50.00	33.33	*	13.64	22.22	27	22	18
2	*	0.00	11.76	*	44.44	52.94	*	37.04	17.65	*	18.52	17.65	23	27	17
3	*	16.67	11.76	47.83	27.78	11.76	*	33.33	52.94	*	22.22	23.53	23	18	17
4	*	20.00	17.39	*	40.00	34.78	*	25.00	30.43	*	15.00	17.39	20	20	23
5	*	22.22	10.00	*	33.33	25.00	*	11.11	25.00	*	33.33	40.00	25	18	20
All Grades	26.57	14.96	12.28	32.17	31.50	30.70	20.98	36.22	34.21	20.28	17.32	22.81	143	127	114

2019-20 Data:
Executive Order N-30-20 was issued 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	52.00	13.64	15.79	*	72.73	68.42	*	13.64	15.79	25	22	19
1	66.67	54.55	33.33	*	31.82	50.00	*	13.64	16.67	27	22	18
2	82.61	44.44	23.53	*	55.56	76.47	*	0.00	0.00	23	27	17
3	*	22.22	41.18	60.87	55.56	41.18	*	22.22	17.65	23	18	17
4	*	45.00	73.91	*	50.00	26.09	*	5.00	0.00	20	20	23
5	64.00	16.67	25.00	*	66.67	45.00	*	16.67	30.00	25	18	20
All Grades	58.04	33.86	36.84	32.17	55.12	50.00	9.79	11.02	13.16	143	127	114

2019-20 Data:
Executive Order N-30-20 was issued 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	*	18.18	47.06	56.00	50.00	41.18	*	31.82	11.76	25	22	17
1	51.85	4.55	27.78	*	54.55	61.11	*	40.91	11.11	27	22	18
2	65.22	14.81	26.67	*	81.48	66.67	*	3.70	6.67	23	27	15
3	*	33.33	71.43	56.52	38.89	14.29	*	27.78	14.29	23	18	14
4	*	55.00	75.00	*	40.00	25.00	*	5.00	0.00	20	20	16
5	60.00	55.56	66.67	*	27.78	11.11	*	16.67	22.22	25	18	18
All Grades	46.15	28.35	52.04	36.36	51.18	36.73	17.48	20.47	11.22	143	127	98

2019-20 Data:
Executive Order N-30-20 was issued 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	68.00	77.27	78.95	*	22.73	21.05	25	22	19
1	51.85	22.73	11.11	*	50.00	61.11	*	27.27	27.78	27	22	18
2	47.83	14.81	11.76	*	59.26	70.59	*	25.93	17.65	23	27	17
3	*	5.56	5.88	78.26	61.11	58.82	*	33.33	35.29	23	18	17
4	*	15.00	13.04	*	65.00	60.87	*	20.00	26.09	20	20	23
5	*	22.22	5.00	48.00	44.44	55.00	*	33.33	40.00	25	18	20
All Grades	30.77	13.39	7.89	46.85	59.84	64.04	22.38	26.77	28.07	143	127	114

2019-20 Data:
Executive Order N-30-20 was issued 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	48.00	63.64	58.82	*	31.82	23.53	*	4.55	17.65	25	22	17
1	*	22.73	5.56	55.56	63.64	72.22	*	13.64	22.22	27	22	18
2	*	3.70	12.50	65.22	74.07	75.00	*	22.22	12.50	23	27	16
3	*	16.67	11.76	69.57	55.56	58.82	*	27.78	29.41	23	18	17
4	*	30.00	17.39	55.00	60.00	60.87	*	10.00	21.74	20	20	23
5	44.00	27.78	10.00	48.00	50.00	50.00	*	22.22	40.00	25	18	20
All Grades	32.17	26.77	18.92	53.85	56.69	56.76	13.99	16.54	24.32	143	127	111

2019-20 Data:
Executive Order N-30-20 was issued 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 percent of students performing at level 4 overall increased from 19% in 18-19 to 26% in 20-21.
2. Based on the 3 years of data, students perform consistently better in the area of Oral Language in comparison to Written Language
3. There was a significant decline in the percent of students performing at Level 4 in Written Language and the specific domains of Reading and Writing between 17-18 and 20-21,

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	302	293	97.02	2.98	52.9
Female	144	139	96.53	3.47	58.27
Male	158	154	97.47	2.53	48.05
Asian	34	33	97.06	2.94	57.58
Black or African American	32	32	100		53.12
Filipino	8	8	--	--	--
Hispanic or Latino	152	147	96.71	3.29	44.9
Native Hawaiian or Pacific Islander	2	2	--	--	--
Two or More Races	13	13	100		69.23
White	59	57	96.61	3.39	61.4
English Learners	59	55	93.22	6.78	27.27
Foster Youth	2	1	--	--	--
Homeless	3	3	--	--	--
Socioeconomically Disadvantaged	174	167	95.98	4.02	43.11
Students with Disabilities	59	55	93.22	6.78	14.55

Conclusions based on this data:

1. Overall, just over half of our students are performing at/above grade level (53%)
2. Students with disabilities found the assessment most challenging with only 15% performing at/above grade level.
3. English Learners underperformed the overall group by almost 50%.

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	302	291	96.36	3.64	34.71
Female	144	139	96.53	3.47	35.25
Male	158	152	96.2	3.8	34.21
Asian	34	33	97.06	2.94	48.48
Black or African American	32	31	96.88	3.12	22.58
Filipino	8	8	--	--	--
Hispanic or Latino	152	146	96.05	3.95	27.4
Native Hawaiian or Pacific Islander	2	2	--	--	--
Two or More Races	13	13	100		46.15
White	59	57	96.61	3.39	45.61
English Learners	59	55	93.22	6.78	23.64
Foster Youth	2	1	--	--	--
Homeless	3	3	--	--	--
Socioeconomically Disadvantaged	174	166	95.4	4.6	26.51
Students with Disabilities	59	53	89.83	10.17	9.43

Conclusions based on this data:

1. Overall, roughly a third (35%) of students performed at/above grade level.
2. Students with disabilities found the assessment most challenging with only 9% performing at/above grade level.
3. Both the English Learner and Black or African American Student Groups underperformed the overall group by about 30%.

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**
615	**58.2**	**17.2**	**0.5**
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	106	17.2
Foster Youth	3	0.5
Homeless	11	1.8
Socioeconomically Disadvantaged	358	58.2
Students with Disabilities	91	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	62	10.1
American Indian or Alaska Native	1	0.2
Asian	60	9.8
Filipino	21	3.4
Hispanic	321	52.2
Two or More Races	34	5.5
Native Hawaiian or Pacific Islander	3	0.5
White	109	17.7

Conclusions based on this data:

1. More than half of our student population is Hispanic (52%)
2. Our largest student group is our Socioeconomically Disadvantaged group representing 58% of the student population.
3. We have a similar percent of both English Learners and Students with Disabilities.

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 Yellow		

Conclusions based on this data:

1. The strongest overall performance is in the area of Conditions and Climate (Green).
2. The greatest area of opportunity in Academic Performance is in English Language Arts.
3. ELA and Math Data were affected by testing irregularity in 2019.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
13.8 points below standard	32.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -31.1 points	Declined Significantly -25.5 points	4
313	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	26.5 points below standard	107.8 points below standard
1	Declined Significantly -20.9 points	Maintained -1.7 points
	189	39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
5.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.7 points above standard	24.6 points above standard
Declined Significantly -24 points	1	Maintained -2.8 points	Declined Significantly -48.1 points
30		27	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
32 points below standard	0.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.7 points below standard
Declined Significantly -30.5 points	Declined Significantly -40.8 points	4	Declined Significantly -36.9 points
159	14		65

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.4 points below standard	34.3 points above standard	10.8 points below standard
Declined Significantly -30.2 points	Declined Significantly -64.3 points	Declined Significantly -33.6 points
49	24	231

Conclusions based on this data:

1. The African American student group was the only group to perform above standard (+5.5)
2. Our Students with Disabilities group performed the farthest below standard (-107.8) yet they maintained their status from the previous year.
3. RFEP students (+34.3) outperformed both EO (-10.8) and Current EL students (-30.2).

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
13.1 points below standard	21.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -16.7 points	Declined -12.2 points	4
313	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	24.8 points below standard	111.9 points below standard
1	Declined -7.3 points	Increased ++12.8 points
	189	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
18.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	64.8 points above standard	24.5 points above standard
Declined Significantly -20.3 points	1	Declined -4.1 points	Declined Significantly -21.5 points
30		27	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
29.7 points below standard	1.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	6.9 points below standard
Declined -13.4 points	Declined Significantly -37 points	4	Declined Significantly -21.5 points
159	14		65

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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**
45.7 points below standard	27.6 points above standard	13.1 points below standard
Declined Significantly -15.2 points	Declined Significantly -42.4 points	Declined Significantly -18.2 points
49	24	231

Conclusions based on this data:

1. The only student group to show growth was Students with Disabilities (+12.8)
2. Our lowest performing student group is Students with Disabilities (-111.9).
3. RFEP students (+27.6) outperformed both EO (-13.1) and current EL students (-45.7).

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

English Learner Progress
No Performance Color
48.5 making progress towards English language proficiency
Number of EL Students: 99
Performance Level: Medium

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
19.1	32.3	7.0	41.4

Conclusions based on this data:

1. 41% of students made at least one level of growth with 7% maintaining level 4..
2. Roughly a third of our English Learners are performing at levels 1-3.
3. 19% of students decreased one 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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
7.8	6.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -1.9	9
719	146	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	10.4	10.1
4	Increased +0.9	Declined -1.9
	442	99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
13.7	Less than 11 Students - Data Not Displayed for Privacy	1.5	7.4
Increased +7	2	Declined -4.5	Increased +7.4
73		65	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Orange
7.7	10.5	Less than 11 Students - Data Not Displayed for Privacy	6.9
Declined Significantly -3.2	Increased +1.2	7	Increased +4.1
377	38		130

Conclusions based on this data:

1. Our Hispanic and Asian student groups are the highest performing in the area of academic engagement with the lowest percentage of students that are chronically absent.
2. The greatest increase in Chronic Absenteeism is observed in the African American student group.
3. Although All Students perform at the yellow level, our largest student group is Socioeconomically Disadvantaged and they performed at the Orange Level.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	2	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
0.6	1.3	7.1
Declined -0.4	Increased +0.7	14
787	156	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not	1.1	0
6	Maintained 0	Maintained 0
	476	102

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data 2	0	0
Maintained 0		Declined -1.5	Maintained 0
83		67	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
0.7	2.3	Less than 11 Students - Data 7	0.7
Maintained -0.2	Increased +2.3		Declined -1.3
413	43		145

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1	0.6

Conclusions based on this data:

1. Overall suspension rates have declined All Students perform at the Green Level.
2. The student groups that have increased in suspensions include English Learners, and Two or More Races and both are performing at the Orange level.
3. The student group with the greatest improvement was White.

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)

Promenade strives 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 and Writing.

Identified Need(s)

In addressing our Conditions of Learning Goal, the following needs have been determined:

ENGLISH LANGUAGE ARTS (ELA):
Winter 2022 iReady Reading diagnostic data identifies Reading Comprehension and Vocabulary development as areas of need. 53% of all students tested below grade level in Reading Comprehension and 57% tested below in Vocabulary development. The same holds true when looking at the EL student group. 72% of ELs performed below grade level in Reading Comprehension and 74% performed below grade level in Vocabulary development. In addition, based on 2019 CAASPP data the strands with the greatest percentage of students performing below standard was Reading and Writing. 22% of all students performed below standard in the area of writing and 23% performed below standard in the area of writing.

MATHEMATICS:
Winter 2022 iReady Math diagnostic data identifies Geometry and Measurement and Data as areas of need. 67% of all students tested below grade level in Geometry and 64% tested below in Measurement and Data. The same holds true when looking at the EL student group. 87% of ELs performed below grade level in Geometry and 77% performed below grade level in Measurement and Data. In addition, based on 2019 CAASPP data the domain with the greatest percentage of students performing below standard (26%) was Concepts and Procedures.
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.

ENGLISH LANGUAGE DEVELOPMENT (ELD):
Summative 2021 ELPAC results identify Written Language as the greatest area of need with 90% of students performing at levels 1-3, and only 10% at level 4. Within the area of Written Language, 28% of students are performing at the Beginning level in Reading and 24% at the Beginning level in Writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic	Winter 2022 diagnostic results were 49% of All Students performing at Level 1, 31% of	By Winter 2023, the percent of All students performing at Tier 1 will increase from 49% to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All Students Performing at Level 2, and 20% of All Students performing at Level 3. Our EL student group had 30% performing at Tier 1, 35% performing at Tier 2, and 35% performing at Tier 3.	55% and the percent of EL students performing at Tier 1 will increase from 30% to 40%.
ELA CAASPP Summative Assessment	2019 CAASPP ELA data indicates 58% of all students met or exceeded standard. The average performance of all students was 13.8 points below standard and the average performance for EL students was 32.7 points below standard.	By June of 2023, 60% of all students will meet or exceed standard. The average performance of all students will increase by 2 points to 11.8 points below standard, and the average performance of EL students will increase by 3 points to 29.7 points below standard.
iReady Math Diagnostic	Winter 2022 diagnostic results were 37% of All Students performing at Level 1, 45% of All Students Performing at Level 2, and 18% of All Students performing at Level 3. Our EL student group had 21% performing at Tier 1, 47% performing at Tier 2, and 32% performing at Tier 3.	By Winter 2023, the percent of All students performing at Tier 1 will increase from 37% to 45% and the percent of EL students performing at Tier 1 will increase from 21% to 35%.
Math CAASPP Summative Assessment	2019 CAASPP Math data indicates 58% of all students met or exceeded standard. The average performance of all students was 13.1 points below standard and the average performance for EL students was 21.6 points below standard.	By June of 2023, 60% of all students will meet or exceed standard. The average performance of all students will increase by 2 points to 11.1 points below standard, and the average performance of EL students will increase by 3 points to 18.6 points below standard.
Summative ELPAC	2021 Summative ELPAC results indicated that 26% of EL students were performing at Level 4 overall and 10% were performing at Level 4 in the area of Written Language.	By June 2023, 35% of EL students will perform at Level 4 overall, and 15% will perform at Level 4 in the area of Written Language.

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)

At-promise students

Strategy/Activity

Provide before / after school learning opportunities to close the performance gaps with at-promise students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF-LI 1000-1999: Certificated Personnel Salaries
242	LCFF-LI 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

Provide differentiated instructional support for English Learners to focus on rapid English language acquisition in the areas of 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)	Source(s)
1200	LCFF-EL 1000-1999: Certificated Personnel Salaries
291	LCFF-EL 3000-3999: Employee Benefits
2931	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 Student, Gifted and Talented Education Students

Strategy/Activity

Maintain GATE certification teachers at each grade level and provide professional development when necessary; GATE- Differentiated instruction, compacting, and depth and complexity strategies and implement supplemental digital Science curriculum - Mystery Science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1325	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, English Learners

Strategy/Activity

Grade level articulation days-
Grade level teams will examine results from various assessment (i-Ready, common grade level assessments, ELPAC, CAASPP Summative and Interim Assessments) through the lens of English Learners, and plan instructional strategies for ELs to access the academic language and range of rigor measured.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF-EL 1000-1999: Certificated Personnel Salaries
364	LCFF-EL 3000-3999: Employee Benefits
3500	LCFF-LI 1000-1999: Certificated Personnel Salaries

849	LCFF-LI 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners and Re-designated Fluent English Proficient (RFEP) students

Strategy/Activity

The English Language Facilitator (ELF) will provide professional development, attend district trainings, and ensure compliance documentation of all things pertaining to English Learners. The ELF will also facilitate and support the site English Learner Advisory Committee 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)
3072	LCFF-EL 1000-1999: Certificated Personnel Salaries
745	LCFF-EL 3000-3999: Employee 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

i-Ready Diagnostic Assessments and Learning Pathways
All students will utilize the i-Ready 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 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2660	LCFF-LI 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

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)
1506	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students, English Learners

Strategy/Activity

Ensure successful participation in and completion of state and local assessments.

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

Amount(s)	Source(s)
500	LCFF-EL 1000-1999: Certificated Personnel Salaries
121	LCFF-EL 3000-3999: Employee Benefits
250	LCFF-EL 2000-2999: Classified Personnel Salaries
92	LCFF-EL 3000-3999: Employee Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

CABE Conference: Parents and staff will attend local CABE to gain a greater understanding of language acquisition for English Learners.

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

Amount(s)	Source(s)
1200	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Classified employees will have additional hours and necessary technology, available to provide translation services to the Promenade community. Classified employees will also provide additional support to EL students outside their scheduled work hours (before, during, after the instructional day).

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

Amount(s)	Source(s)
500	LCFF-EL 2000-2999: Classified Personnel Salaries
183	LCFF-EL 3000-3999: Employee Benefits
1200	LCFF-EL 2000-2999: Classified Personnel Salaries
441	LCFF-EL 3000-3999: Employee Benefits
600	LCFF-EL 4000-4999: Books And Supplies

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

iReady: All students will utilize the iReady program for reading and math support. Student proficiency is measured according to performance on diagnostics administered in the fall, winter, and spring. Results are res tp create individual learning pathways for each student.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Following over a year of distance learning during the pandemic and absence of reliable student performance data it was difficult to anticipate the academic and social needs of students as they prepared to return to full-time in-person instruction. Roughly a third of the student body on campus had never attended in-person learning. The addition of a full-time Literacy Intervention teacher and Numeracy Intervention teacher helped to address the learning gaps identified as we began to gather baseline data for students. We were able to obtain reliable data for all students this year through the implementation of iReady assessment on campus administered in the Fall, winter, and spring. The implementation of strategies / activities was hindered by the shortage of all staff, including substitutes.

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 staffing shortages, planned articulation days were unable to occur. Teachers were in need of additional supplemental materials to effectively differentiate instruction and engage students in learning opportunities.

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

The goals, annual outcomes, and strategies may be adjusted as we progress monitor growth, and / or to address any newly identified areas of need.

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)

Promenade strives to improve student outcomes by increasing student and parent access to academic support and information, and to prepare students with the necessary skills for success in college and/or career.

Identified Need(s)

Promenade 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 workshops and classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (SBAC)	2019 ELA CAASPP data indicates that 61% of Promenade Students in grade 5 met or exceeded standards in English Language Arts	By June 2023, 63% of 5th grade students will meet or exceed standards.
Math CAASPP (SBAC)	2019 Math CAASPP data indicates that 59% of Promenade Students in grade 5 met or exceeded standards in Mathematics	By June 2023, 61% of 5th grade students will meet or exceed standards.
Counseling Records		By June 2023, the counselor will have delivered at least two classroom presentations focused on college and career as documented in Aeries.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School counselor will provide students with a minimum of five classroom social emotional learning lessons using Second Step or equivalent SEL 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 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, 5th Grade Students

Strategy/Activity

School counselor will provide students with a minimum of two college and career presentations and organize College and Career Week / Vehicle Day to increase awareness of college and career opportunties.

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop a robust site specific Multi-Tiered System of Supports (MTSS) to support the academic success and social emotional well being of all 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)
1500	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Study Trips to support grade level standards and provide additional real world experiences as a extension of classroom instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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.

During the past year the counselor was able to attend professional learning opportunities and bring learning back to collaborate with our site leadership / MTSS team to develop and begin implementation of PBIS.

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 differences.

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

The goals, annual outcomes, and strategies may be adjusted as we progress monitor growth, and / or to address any newly identified areas of need.

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)

Promenade strives to improve student engagement by improving school attendance, maintaining student behavior, and increasing students', parents', and staffs' perceptions regarding school climate and connectedness.

Identified Need(s)

The focus of the school's engagement goal is divided into three major areas: attendance, suspension rates, and school climate.

Attendance as measured by the Chronic Absenteeism dashboard is affected by students having absences in excess of 10% of the school year. There is a need to reduce the number of absences and increase daily attendance. Students with frequent absences miss essential instruction and academic performance is negatively impacted.

Suspension rates have been low in the past few years and suspension / expulsion is used as sparingly as possible unless dictated by a violation of ed. code 48900.

School Climate is evaluated using the California Healthy Kids, School Staff, and School Parent surveys.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AERIES Attendance Reports	During 2020-21, 10.4% of students were chronically absent (Dashboard)	Decrease the percent of chronically absent students by at least 2%.
AERIES Attendance Reports	During 2020-21, the average daily attendance rate was 96%.	Average Daily Attendance will increase by 1%.
AERIES Discipline Reports	During the 2020-21 school year there were no suspensions.	By June of 2023, the suspension rate will be less than 1%.
California Healthy Kids Survey	During winter of 2022, 72% of 5th grade students reported that most or all of the time they felt connected to school.	By winter of 2023, 75% of 5th grade students will report feeling connected to school.

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 parent informational and attendance education meetings with parents of students that are chronically absent and at-risk of becoming chronically absent.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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 rewards, recognition, and other incentives that engage students, promotes attendance, and encourages 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)
1500	Attendance 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Enhance communication with parents in regards to attendance through mailings, media, and other forms of 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)

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

Deliver daily morning message using a program such as "Project Wisdom."

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support student organizations that build character, foster community, and help students' socio-emotional growth such as, but not limited to, Student Council and PALS.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Conduct at least three character building or bullying prevention assembly

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Conduct at least one Family Academic Night (Science, Math, Reading).

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

Amount(s)	Source(s)
1000	LCFF-LI 1000-1999: Certificated Personnel Salaries
243	LCFF-LI 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Strategies were partially implemented. Attendance professioanl development was given by our counselor to teachers and parents. Incentive programs were in place, however school closure impacted ability to fully utilize funds as intended.

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

Funds that were designated for all activities were unable to be used when school closed.

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 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.

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

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 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.

	LCFF-LI

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	$30,515.00

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
LCFF-EL	$15,190.00
LCFF-LI	$13,825.00

Subtotal of state or local funds included for this school: $30,515.00

Total of federal, state, and/or local funds for this school: $30,515.00

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	15,190.00	0.00
LCFF-LI	13,825.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
LCFF-EL	15,190.00
LCFF-LI	13,825.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	11,772.00
2000-2999: Classified Personnel Salaries	1,950.00
3000-3999: Employee Benefits	3,571.00
4000-4999: Books And Supplies	6,537.00
5000-5999: Services And Other Operating Expenditures	5,360.00
5800: Professional/Consulting Services And Operating Expenditures	1,325.00

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	6,272.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,950.00

3000-3999: Employee Benefits	LCFF-EL	2,237.00
4000-4999: Books And Supplies	LCFF-EL	3,531.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,200.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	5,500.00
3000-3999: Employee Benefits	LCFF-LI	1,334.00
4000-4999: Books And Supplies	LCFF-LI	1,506.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	4,160.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	1,325.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,272.00
Goal 2	1,500.00
Goal 3	2,743.00

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

3 Parent or Community Members

Name of Members	Role
Heather Goodwin	Principal
Nika LaRue	Classroom Teacher
Joy Chan	Classroom Teacher
Mary Lunetto	Classroom Teacher
Sandra Kirley	Other School Staff
Julia Borcherding	Parent or Community Member
Pearl Dapello	Parent or Community Member
Brian Galman	Parent or Community Member
Elizabeth Rodriguez	Parent or Community Member
Levi Schine	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 May 19, 2022.

Attested:

Principal, Heather Goodwin on 5/19/2022

SSC Chairperson, Sandra Kirley on 5/19/2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

Alvord Unified School District

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Heather Goodwin, Principal Erika Bowden, Assistant Principal

School Site Council
Elementary Sign-In Sheet
May 19, 2022

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Heather Goodwin		Principal	
Mary Lunetto		Classroom Teacher	
Nika La Rue		Classroom Teacher / Secretary	X
Joy Chan	Joy Chan	Classroom Teacher	
Sandra Kirley	Sandra Kirley	Other Staff / Chairperson	X
PARENTS/ COMMUNITY MEMBERS			
Julia Borcherding		Parent/Community Member	
Pearl Dapello		Parent/Community Member	
Brian Galman		Parent/Community Member	
Elizabeth Rodriguez		Parent/PAC Representative	
Levi Schine		Parent/Vice Chairperson	X

NON-MEMBERS/GUESTS		
Name (Print)	**Signature**	**Title**
Christina Jamora		Parent

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Heather Goodwin, Principal Erika Bowden, Assistant Principal

School Site Council (SSC) Agenda

May 19, 2022 @ 3:00pm

Meeting Location- Zoom Meeting ID 883 5227 7635 Passcode: PROMSSC

https://us06web.zoom.us/j/88352277635?pwd=YU1GQUZYWXU5L2tLQ0Z5WTczS2JtUT09

I. Introductory Procedure

1. Call to Order by S. Kirley at 3:08 p.m.
2. Establishment of Quorum - In attendance were members H. Goodwin, S. Kirley, J. Chan, L. Schine, M. Lunetto, B. Galman, J. Borcherding, N. LaRue (3:26pm) and guest C. Jamora.
3. Pledge of Allegiance was recited.
4. Welcome and Introductions

II. Action Items

1. Approve meeting minutes from April 21, 2022 Motion to Approve: L. Schine, Second: M. Lunetto MSC (7/0/0)
2. Approve Site Budgets for 2022-2023 Motion to Approve: L. Schine Second: M. Lunetto MSC (7/0/0)
3. Approve 2022-2023 School Plan for Student Achievement Motion to Approve: S. Kirley Second: J. Borcherding MSC (7/0/0)

III. Discussion/Information

1. Budget Reports by Funding Source - Ms. Goodwin shared preliminary budget and expenditures.
    - LCFF LI - $13, 825 (PLCs, tutoring, materials, supplies, conferences, licenses, Konica Minolta)
    - LCFF EL - $15,190 (EL facilitator stipend, PLC, ELPAC testing support, tutoring, translation support, ELPAC testing support, fixed costs, materials & supplies, CABE conference, equipment)
2. SSC Self-Evaluation - All in attendance completed the SSC Self-Evaluation sent by Ms. Goodwin.
3. Plan Election Cycle for August, 2022
    - Nomination forms to be sent home first couple weeks of at the beginning of the 2022-2023 school year. August 15-22 ballots will be sent home and August 29 members will be notified. SSC meetings will continue to be held the third Thursday of each month.
    - L. Schine suggested Hearing Session be moved to the beginning of the SSC meeting instead of at the end of the meeting. May help with parent involvement. H. Goodwin agreed and will move Hearing Session to the beginning of the meeting next year.

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Heather Goodwin, Principal Erika Bowden, Assistant Principal

School Site Council (SSC) Agenda

May 19, 2022 @ 3:00pm

Meeting Location- Zoom Meeting ID 883 5227 7635 Passcode: PROMSSC

https://us06web.zoom.us/j/88352277635?pwd=YU1GQUZYWXU5L2tLQ0Z5WTczS2JtUT09

4. School Plan for Student Achievement (SPSA)
    - More measurable goals in ELA and Math i.e. by Winter 2023, tier 1 students will increase scores from 49% to 55%
    - Actions focused around MTSS, data chats, monthly focus meeting, professional development, student engagement and increased social emotional support
5. Reports from Parent Committees
    - English Learners Advisory Committee (ELAC/DELAC) - ELAC reported by H. Goodwin. Ms. Goodwin reported two parents attended May meeting and hope that parents will continue involvement next year. Challenge is that only EL parents can hold office. However, EO parents may join ELAC. It was suggested that ELAC meetings be a little less formal, which may be more inviting to EL parents.
    - Parent Teacher Organization (PTO / PAC) - C. Jamora talked about Teacher Appreciation in May, which was very successful. Chuck E. Cheese's fundraiser was also very successful. Promenade PTO received a check for $1.041.00. There was a great turnout! Next year, there will be a new PTO board. J. Osejo will be PTO President, P. Dapello will be Secretary and J. Tamplin will continue as PTO Treasurer. C. Jamora hopes the other vacant positions will be filled at the beginning of the 2022-2023 school year.
6. Program Reports
    - Professional Development Opportunities - Playworks will continue for next year. They will be back to help support our campus supervision team. 3 out of 4 our campus supervision team will be moving on.
    - Parent & Family Involvement Opportunities - End of the Year Luau tomorrow from 5:30 – 8:00 p.m. Lots of dancing, food, crafts, music for our families here on campus.
    - Interventions - Full time ELT and ENT will continue for the 2022-2023 school year. Ms. Goodwin is hopeful that we will not experience staffing shortages like this school year.
7. Principal's Report
    - Friday, May 20, 2022 first SOTM in person assembly outside. This is our first in person assembly of the school year. Only families of students who will be receiving awards are encouraged to attend the awards assembly. There will be two assemblies: 8:45 a.m. (TK-2) and 9:30 a.m. (3-5)
    - Last day of school is Thursday, May 26 – minimum day
    - 5th grade – activities held every day next week. 5th graders will have lunch on the lawn with their families and end with their fifth grade parade. Fifth grade

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School Site Council (SSC) Agenda

May 19, 2022 @ 3:00pm

Meeting Location- Zoom Meeting ID 883 5227 7635 Passcode: PROMSSC

https://us06web.zoom.us/j/88352277635?pwd=YU1GQUZYWXU5L2tLQ0Z5WTczS2JtUT09

families with kinder students may keep their kinder student with them for the parade

- Friday, May 27 – parents are encouraged to come to campus to go through our Lost and Found
- Summer school is available, however, it is not being hosted at Promenade. Summer school will be held at Valley View Elementary
- Ms. Goodwin thanked the members of SSC for their service and encouraged them to continue their involvement whether in SSC or another manner.

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 the next meeting
2. The next SSC meeting is scheduled for September 22, 2022
3. Adjournment: Motion to adjourn by L. Schine, seconded by J. Borcherding. MSC (8/0/0) Meeting adjourned at 3:53pm.

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
Rosemary Kennedy Elementary School	33-66977-6116339	May 18, 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.

The School Plan for Student Achievement (SPSA) is a plan of actions and strategies to raise the academic performance of all students at Rosemary Kennedy Elementary School. RMK Elementary continues to show growth and progress towards students' mastery of California Common Core State Standards (CCCSS). Our major areas of focus are determined based on federal educational goals and grade level academic standards. Data from assessments administered at the classroom level is used to inform instruction and guide instructional planning. Collaboration and professional learning promote a mindset that foster continuous improvement with high expectations and equitable learning opportunities for all. Students, staff (certificated and classified), parents and other stakeholders analyze data and collaboratively provide input to help develop measurable goals, strategies and actions which ensure that economic, social and academic barriers do not impede the safety and education of our students. All resources received by the school are coordinated and utilized in a manner that supports students in acquiring the knowledge and skills required by CCCSS, so that students are college and/or career ready upon high school graduation. This document will show planning, actions, and financial expenditures that align with the goal of increasing student achievement for all Rosemary Kennedy Elementary School scholars.

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Comprehensive Needs Assessment Components

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

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

During the 2021-22 school year, we asked our School Site Council, ELAC (English Language Advisory Committee), parents, and staff for their input in the development of this SPSA (Single Plan for Student Achievement).

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 visits are conducted by administration to gather anecdotal information regarding instructional practices, alignment to CCCSS, rigor, instructional strategies, classroom management and student behavior. During formal observations, teachers are evaluated and receive feedback on all standards for the teaching profession. Feedback also includes commendations and recommendations for continuous professional growth and improvement. All teachers are formally observed every other year, unless offered a 5 year deferral in alignment with district criteria, contract and Education Code. In addition, administration reviews grade level collaboration minutes and provides feedback based on: data analysis, refinement of research based instructional strategies and implementation of standards based lessons that support student mastery. Individual staff members and grade level teams receive targeted support from administration as needed based on administrative and/or staff recommendations.

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)

As a site we review data that includes both state and local/classroom assessments to determine areas that need focus in order to recoup any academic deficits based on these assessments. Classroom instruction is aligned to standards and is spiraled into multi-tiered systems of support with a focus on learning progressions so that instruction continues to be accessible and rigorous for all. If students struggle we collaborate and work with all stakeholders to better support and target assistance. Supports may include SST, Target Time, 504 plan, or an IEP. For example, in Transitional Kindergarten, the PELI is administered to TK students three times a year and i-ready diagnostic assessments are administered to students in grades K-5 three times a year as well. The data generated from these assessments is analyzed by teachers and support staff and is used to guide instruction and to identify "at-promise" students in need of targeted instruction during the school day and to re-mediate learning and close achievement gaps. Student achievement data for math, ELA and language development for ELL students is also used to support planning and delivery of targeted instruction during math, ELA and ELD instruction. Students with unique needs: English Language Learners, economically disadvantaged students, gifted and talented students, homeless/foster youth, and students with special needs are provided additional accommodations and modifications to their instruction in order to meet their specific needs. In some cases, SST actions, Individualized Education Plans (IEP) and 504 plans are used to support student needs.

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

The school staff implements the CCCSS and assessments that are aligned to the standards. Teachers meet regularly in grade level teams to monitor student progress and modify and improve instruction based on Common Assessments that are either formative/summative. We use CAASPP results, ELPAC results, and i-ready assessment results along with grade level/teacher created assessments administered by teachers. This information is shared with the ELAC and SSC to assist in evaluating programs and updating the SPSA to better meet the academic needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Rosemary Kennedy Elementary has 100% of its staff meeting highly qualified ESEA standards.

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 Rosemary Kennedy Elementary participate in professional learning multiple times during the year during site and district-wide professional learning opportunities. In addition, all paraprofessionals participate in timely professional learning sessions multiple times during the year during site professional learning opportunities. All teachers have access to and utilize appropriate instructional materials and adopted curriculum. Monthly professional learning opportunities are provided to ensure that staff remain up-to-date on the latest research and instructional methods. In addition, teachers have been provided with information, planning, collaboration and professional development on the I-ready math and reading program. Professional Development has also focused on building our collective capacity to better assess and teach math and reading through the I-ready program and to support the needs of our ELL students.

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

Staff Development is focused on implementing the Common Core Content Standards in all areas. Staff utilizes achievement data in ELA and math to determine their next steps of instruction as well as necessary assessment, instructional planning and intervention of at-risk students.

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

Teachers meet in PLCs twice a month throughout the school year to plan lessons, analyze student data, and develop strategies to assist students to meet grade level goals as well as revise instruction when necessary in order to meet their needs.

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

Teachers are provided two minimum days per month in order to collaborate as a grade level team. The focus during these meetings is to review student data, determine standards focus and instructional alignment. During this time the grade levels also focus on students not making the progress necessary and determining the focus of instruction during the school day. Please note that due to COVID-19 and distance learning Target Time may not be implemented, but will when it is safe again to do so. Our goal is to do this in the 2022-23 school year. Key to planning is the intentional embedding of differentiated instruction that provide a high level of rigor that is inclusive of essential vocabulary and is CCCSS aligned.

Teaching and Learning

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

California's SBE has adopted the CCCSS standards in ELA, Mathematics, and Science. The standards serve as the framework along with the state adopted ELA/ELD Framework and the Math Framework for directing district and site goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The instructional coach supports the teaching of ELA and math by collaborating with teachers to discuss instructional practices, cognitively plan lessons, co-teach lessons and/or model lessons. Additionally, administration conducts regular classroom visits to monitor instruction and provide informal and formal feedback.

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

Students in Transitional Kindergarten (TK) and Kindergarten (K) receive a minimum 60 minutes of language arts instruction daily; students in 1st-3rd grades receive a minimum of 2 hours of language arts instruction daily; and students in 4th-5th grades receive a minimum 2 hours of language arts instruction daily. Students in grades TK/K receive a minimum of 45 minutes of math instruction daily and students in 1st-5th grades receive a minimum of 60-75 minutes of math instruction daily. In addition, 30 minutes of English Language Development (ELD) is provided to English Language Learners at their language proficiency levels daily and all students in grades 1st - 5th receive 100 minutes of physical education weekly. Every grade level has developed a common grade level schedule which adheres to the state and district expectations for instruction. Site administration monitors to ensure that every teacher is providing instruction to students based on the grade's academic standards. Please note that due to COVID-19 the amount of instructional minutes could change if sent home for distance learning.

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

Lesson plans reflect standards-based instruction. Within each grade level a common schedule and systems for Multi-tiered Systems of Support (MTSS) and Student Success Team (SST) are in place as a means of formal support for at-promise students.

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

Rosemary Kennedy School complies with the District policy to provide student's access to standards and textbooks that allow for the standards to be taught in a rigorous manner. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom and available for check-out. Many supplemental materials are available and used in the classroom and at home are to extend learning time and to support students.

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

Students are given complete access to all grade specific standards-based, appropriately aligned and district adopted materials. Each student is provided with textbooks, anthology and consumable practice workbooks. Teachers also use district adopted and approved supplemental resources to assist students in attaining mastery of standards. Small group instruction allows teachers to differentiate lessons and utilize instructional strategies for at-risk and ELL students requiring remediation and English Language Development support. In addition, all staff have Teachers' Editions, supplemental materials, and other resources in order to fully implement the CCCSS. Rosemary Kennedy utilizes assessments on the standards to determine students academic deficits/needs. Students in grades K-5 that have been identified as being behind are provided ELA instruction that is aligned to grade level standards assessments and small group instruction is provided by the Literacy Specialist to recoup reading and other academic deficits. Students in grades K-5 are provided intervention support through use of supplemental materials. In 2021-22 we added a math numeracy intervention teacher to our academic program in an effort to support students who are struggling in math. This program will continue in the 2022-23 school year.

Opportunity and Equal Educational Access

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

Rosemary Kennedy Elementary i

- Student attendance is consistent and mandatory.
- Intervention curriculum is directly tied to current learning and can be individualized appropriately and immediately.
- Teachers work as a team to provide intervention to identified students at their grade level; thus, maximizing the number of students that can be supported.
- The repertoire of support (administrative, specialists, aides, other teachers) is on hand for immediate consultation.
- Collaboration s also supported by utilizing our classified support staff such as resource aide, campus supervisors, special education aides, and bilingual instructional assistant which reduces the student to adult ratio for struggling learners.

Rosemary Kennedy also provides extended learning opportunities for students who are retained or who are at-risk of being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. Students may participate in the Half-Time after school program, which provides a quiet homework completion environment, support in math and language arts, and additional academic enrichment grade level specific focusing on English Language Arts and math skills. Collaboration on intervention and instructional practices are facilitated to HALF-Time Staff and by our teachers and site principal. Teachers also differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, incorporating accommodations and using strategies to address specific student needs based on achievement results from informal and formal assessments including, ELPAC, Common Formative Assessments, I-Ready math and reading assessments and standardized assessments (CAASPP).

Evidence-based educational practices to raise student achievement

Teachers focus their instructional efforts on research-based, high-leverage strategies that address the unique needs of all learners. RMK provides multiple learning opportunities for students that are not meeting grade level standards. Teachers differentiate instruction and provide small group instruction to students in their classroom. Within the regular instructional program, teachers differentiate instruction by making modifications, incorporating accommodations and using strategies to address specific student needs based on achievement results from informal and formal assessments including, ELPAC, Common Formative Assessments, i-Ready math and reading online assessments and also standardized assessments (CAASPP) when administered.

Intervention support at Rosemary Kennedy Elementary includes an MTSS approach to supporting students including, but not limited to SST. In addition, some students will receive an additional layer of targeted literacy instruction from our Literacy Specialist or assistance in math from our numeracy intervention teacher.

Other services provided within our school to assist at-risk or under-performing students include:
*Resource Program (RSP)--assist special education students to meet IEP goals
*Speech and Language Specialist--serve special education students with speech/language needs
*Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
*Literacy Teacher--assist at-risk students with supplemental instruction in literacy
*Numeracy Intervention Teacher --assist at-risk students with supplemental instruction in mathematics
*The Health Center--provides a nurse on-call and a health assistant at school site
*Library Assistant--assist students in developing a love for reading, conducting research and locating and checking out our library books/resources
*Psychologist--supports staff and evaluates students for qualification into special education
*Counselor--supports students by providing character development lessons and provides assistance to families and students
*Attendance Program--ensure students are attending school on a regular basis and obtaining adequate instructional minutes

Parental Engagement

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

Students that are identified as under-achieving are invited to tutoring before/after school with a focus on Reading Language Arts and Math. At-risk students are also invited to attend our Half-Time Intervention Program, are SST'd, and are referred to our literacy teacher for support during the school day. As mentioned earlier the following supports are provided to support under-achieving students:
*Resource Program (RSP)--assist special education students to meet IEP goals
*Speech and Language Specialist--serve special education students with speech/language needs
*Student Success Team (SST)--systematic intervention process to develop an action plan for individual student success based on student strengths and areas in need of improvement
*Literacy Teacher--assist at-risk students with supplemental instruction in literacy
*The Health Center--provides a nurse on-call and a health assistant at school site
*Library Assistant--assist students in developing a love for reading, conducting research and locating and checking out our library books
*Psychologist--supports staff and evaluates students for qualification into special education
*Counselor--supports students by providing character development lessons and provides assistance to families
*Attendance Program--ensure students are attending school on a regular basis and obtaining adequate instructional minutes.

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

Parent involvement is highly valued at Rosemary Kennedy School. Parent Advisory groups meet regularly throughout the school year to provide valuable input. Parents at Rosemary Kennedy are encouraged to participate in the development, implementation, and monitoring of the site's action plan (SPSA). Parents, staff, and community members participate in this process through SSC and ELAC meetings. Parents are encouraged to become active participants in their child's learning. In addition, parents are also encouraged to participate in classroom visits throughout the school year to see student learning and the importance of students mastering early building blocks in literacy and mathematics to be successful in subsequent grade levels. We also have a Parent Involvement Policy (PIP) that outlines all the ways parents can get involved in our school. Parent Involvement Policy is distributed annually as part of data confirmation and is discussed during parent meetings. The Parent Involvement Policy is updated and approved every year based on input from all stakeholders. Parent participation and attendance in our parent groups provides parents the opportunity to fully understand the workings of the public educational system, along with the programs and services offered at RMK. Meeting times are adjusted to meet the needs of the parents and to enhance participation. The RMK PTO sponsors multiple activities throughout the year including; school dances, family fun nights, and book fairs. They also support fundraising efforts to support student study trips and fifth grade end of the year promotion celebrations. Please note that due to COVID-19 some or many of these activities may or may not be possible during the 2022-23 school year. When it is possible we reach out to our students and parents online and through virtual meetings, trainings, and school activities.

Funding

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

Services provided by categorical funds that enable under-performing students meet standards include:

*Support of students and teachers through the funding of our literacy teacher via Title 1 funding
*Before/After School Tutoring in ELA and math when tutors available
*TK/K materials and resources to support full day TK/Kindergarten program
*Supplemental resources - i-Ready program, Ready Common Core math books in grades 2-5, Starfall, Mobymax, Wonders materials, math manipulatives, Scholastic News, Go Guardian, Google Classroom
*Konica-Minolta/Canon printers and toner products
*We also provide technology (laptops, LCD projectors, and printers) to enhance classroom instruction and to provide additional computer/technology access to our students
*Newline Interactive Boards in all classrooms
*English Language Facilitator to support redesignation and monitoring of ELL students.

Fiscal support

Categorical funds utilized for the above noted services include: LCFF-Low Income, LCFF-English Learners, and Title I.

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 the Rosemary Kennedy Elementary stakeholders took place on the following dates:

RMK Staff - The staff met on Tuesday, April 5, 2022 and provided input including suggestions and recommendations towards the development of the 2022-23 SPSA.

ELAC - This committee of parents met on Wednesday, April 20, 2022 and provided input including suggestions and recommendations towards the development of the 2022-23 SPSA.

School Site Council - This team meet on Wednesday, May 18, 2022 to provide input and to review and approve the 2022-23 SPSA.

Resource Inequities

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

As of May 2022, Rosemary Kennedy Elementary School is not identified as a Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) 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	0.44%	0.5%	0.25%	2	2	1
African American	1.77%	1.8%	0.76%	8	7	3
Asian	3.55%	2.3%	2.02%	16	9	8
Filipino	0%	%	0.25%	0		1
Hispanic/Latino	82.93%	83.0%	85.86%	374	327	340
Pacific Islander	0.22%	1.3%	1.01%	1	5	4
White	9.76%	9.4%	8.33%	44	37	33
Multiple/No Response	1.33%	1.8%	1.52%	6	7	6
			Total Enrollment	451	394	396

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	82	55	74
Grade 1	62	60	47
Grade 2	74	60	60
Grade3	77	75	66
Grade 4	74	76	71
Grade 5	82	68	78
Total Enrollment	451	394	396

Conclusions based on this data:

1. Since the 2019-20 school year RMK has seen a decrease in student enrollment from 451 students to 396 students in 2021-22. This is a decline of 55 students. It is unknown exactly why there is a decline however declining birth rates in the state of California are suspected to be the primary reason. It is also suspected that neighboring schools with DLI programs are gaining students from our school along with their siblings on a yearly basis. The global COVID-19 pandemic has also caused parents of younger TK-1st grade students to pull their students out for health and safety reasons or attend private and charter school that offer in-person instruction.

2. The composition of student groups has been relatively stable for the past three years with minimal changes occurring within each of our identified student groups. We have eight (8) different subgroups of student ethnicity. The largest subgroup is the Hispanic/Latino subgroup with 340 students during the 2021-22-school year. This is a decrease of 34 students since the 2019-2020 school year, and mirrors the decline of the overall student enrollment of Rosemary Kennedy Elementary School.

3. The composition of our second largest subgroup the white subgroup has slightly declined from 44 students in the 2019-20 school year to 33 students in 2021-22. This is a decrease, but in line with our overall declines in student enrollment. No apartment complexes or transitional housing exist within our school's boundary lines.

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	140	120		31.0%	30.5%	
Fluent English Proficient (FEP)	58	34		12.9%	8.6%	
Reclassified Fluent English Proficient (RFEP)	50	2		26.7%	1.4%	

Conclusions based on this data:

1. Our EL population has decreased from 140 students to 120 students, which is a decrease from 31% ELL in 2019-20 to 30.5% in the 2021-22 school year. This decrease may be due to the decline in enrollment of Hispanic/Latino students who make up the largest portion of EL students at RMK. Our overall student population is also decreasing.
2. Our Fluent English Proficient (FEP) population has decreased over the past two years going up from 58 students in 2019-20 to 34 students in 2020-21. The percentage change as a percentage of the population went from 12.9%% in 2019-20 down to 8.6% in 202-21.
3. Our RFEP (Reclassified Fluent English Proficient) population has increased overtime since we started the practice of re-designating students as early as TK. We decreased our percentage from 26.7%% (50 students) in 2019-20 to 1.4%% (2) students in the 2020-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	74	70	75	74	0	75	74	0	98.7	100	0.0
Grade 4	94	83	76	94	83	0	94	83	0	100	100	0.0
Grade 5	71	95	64	71	94	0	71	94	0	100	98.9	0.0
All Grades	241	252	210	240	251	0	240	251	0	99.6	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	2417.	2396.		13.33	16.22		37.33	14.86		25.33	33.78		24.00	35.14	
Grade 4	2466.	2458.		24.47	14.46		29.79	38.55		20.21	20.48		25.53	26.51	
Grade 5	2496.	2496.		14.08	12.77		35.21	36.17		28.17	24.47		22.54	26.60	
All Grades	N/A	N/A	N/A	17.92	14.34		33.75	30.68		24.17	25.90		24.17	29.08	

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.

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	12.00	14.86		62.67	47.30		25.33	37.84	
Grade 4	26.60	15.66		46.81	61.45		26.60	22.89	
Grade 5	15.49	25.53		63.38	55.32		21.13	19.15	
All Grades	18.75	19.12		56.67	54.98		24.58	25.90	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.33	6.76		48.00	59.46		34.67	33.78	
Grade 4	15.96	9.64		57.45	65.06		26.60	25.30	
Grade 5	23.94	21.28		56.34	53.19		19.72	25.53	
All Grades	18.75	13.15		54.17	58.96		27.08	27.89	

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

Listening 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	20.00	12.16		66.67	72.97		13.33	14.86	
Grade 4	12.77	13.25		71.28	71.08		15.96	15.66	
Grade 5	9.86	13.83		71.83	61.70		18.31	24.47	
All Grades	14.17	13.15		70.00	68.13		15.83	18.73	

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

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	24.00	14.86		54.67	47.30		21.33	37.84	
Grade 4	21.28	14.46		55.32	57.83		23.40	27.71	
Grade 5	16.90	19.15		64.79	56.38		18.31	24.47	
All Grades	20.83	16.33		57.92	54.18		21.25	29.48	

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

Conclusions based on this data:

1. RMK CAASPP results showed a slight decrease in the percentage of students meeting or exceeding standards in ELA from 45.72% in 2016-17 to 45.02 in 2018-19. This slight decrease may be a result of the highlighted focus we have had on our overall mathematics culture, instruction, assessment, professional development and additional support at RMK. There has not been any new CAASPP testing data to review as elementary students in the state of California have not taken the CAASPP in three years.
2. The reading domain on the CAASPP is our highest performing area with 19.2% of our students above standard. The writing domain is our lowest domain with 13.15% of students above standard. This is a decrease from 2016-17 when 21.56% were above standard in writing. This change may be due in large part to the elimination of short answer response and writing on the ELA portion of the CAASPP that was administered in spring of 2019.

3. Our highest achieving grade level on the CAASPP was fourth grade. 52.01% of all fourth graders met or exceeded the ELA standards as measured by the CAASPP. Our lowest achieving grade level on the CAASPP was third grade as only 31.08% met or exceeded ELA standards. Third graders experienced this type of testing for the first time and may need more test prep, work with technology, or more refined instruction including intervention to help them met or exceed standards as measured by the CAASPP. Due to COVID-19 school closures there was no state testing in the the spring of 2020 or during the 2020-21 school 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	75	74	70	75	74	0	75	74	0	100	100	0.0
Grade 4	94	83	76	94	83	0	94	83	0	100	100	0.0
Grade 5	71	95	64	71	95	0	71	95	0	100	100	0.0
All Grades	240	252	210	240	252	0	240	252	0	100	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	2403.	2393.		6.67	2.70		28.00	28.38		28.00	29.73		37.33	39.19	
Grade 4	2447.	2466.		5.32	8.43		25.53	32.53		42.55	40.96		26.60	18.07	
Grade 5	2464.	2451.		5.63	4.21		14.08	13.68		35.21	28.42		45.07	53.68	
All Grades	N/A	N/A	N/A	5.83	5.16		22.92	24.21		35.83	32.94		35.42	37.70	

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.

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	13.33	18.92		36.00	28.38		50.67	52.70	
Grade 4	17.02	18.07		38.30	45.78		44.68	36.14	
Grade 5	11.27	4.21		30.99	28.42		57.75	67.37	
All Grades	14.17	13.10		35.42	34.13		50.42	52.78	

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

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	17.33	9.46		40.00	43.24		42.67	47.30	
Grade 4	8.51	14.46		48.94	62.65		42.55	22.89	
Grade 5	9.86	4.21		52.11	38.95		38.03	56.84	
All Grades	11.67	9.13		47.08	48.02		41.25	42.86	

2019-20 Data:
Executive Order N-30-20 was issued 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	10.67	14.86		61.33	44.59		28.00	40.54	
Grade 4	9.57	14.46		56.38	63.86		34.04	21.69	
Grade 5	5.63	7.37		43.66	46.32		50.70	46.32	
All Grades	8.75	11.90		54.17	51.59		37.08	36.51	

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

Conclusions based on this data:

1. The overall percentage of students meeting or exceeding the math standards increased to 29.37% in 2018-19 from 28.75 in 2017-18. Due to COVID-19 school closures there was no State testing for the 2019-20 school year or during the 2020-21 school year. Elementary aged students have not participated in the state testing program in three years due to the COVID-19 pandemic.
2. Grade four had the highest grade level achievement on the CAASPP math test with 40.96% meeting or exceeding the standards.
3. In 2018-19 our students performed the best in the Communicating Reasoning domain with 63.94% at, near, or above the 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	1446.8	1444.1	1440.2	1454.8	1454.9	1454.0	1428.0	1419.1	1407.8	35	24	21
1	1458.7	1430.3	1373.3	1460.8	1435.6	1396.6	1456.1	1424.6	1349.5	31	33	22
2	1502.3	1486.6	1416.9	1508.8	1485.4	1423.6	1495.5	1487.4	1409.6	28	28	16
3	1522.7	1448.2	1449.8	1514.8	1442.0	1451.5	1530.2	1454.0	1447.8	37	20	27
4	1525.9	1533.2	1510.4	1515.3	1539.4	1519.7	1536.1	1526.7	1500.6	32	31	23
5	1558.2	1501.0	1475.8	1563.6	1498.7	1472.1	1552.2	1502.9	1479.3	19	27	18
All Grades										182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	51.43	20.83	19.05	*	45.83	33.33	*	25.00	47.62		8.33	0.00	35	24	21
1	41.94	21.21	4.55	35.48	33.33	27.27	*	27.27	31.82	*	18.18	36.36	31	33	22
2	64.29	14.29	6.25	*	60.71	18.75		10.71	50.00	*	14.29	25.00	28	28	16
3	*	15.00	25.93	56.76	40.00	29.63	*	30.00	22.22	*	15.00	22.22	37	20	27
4	40.63	29.03	17.39	43.75	54.84	34.78	*	12.90	39.13	*	3.23	8.70	32	31	23
5	73.68	18.52	38.89	*	37.04	27.78		33.33	11.11	*	11.11	22.22	19	27	18
All Grades	46.70	20.25	18.90	36.81	45.40	29.13	12.09	22.70	33.07	*	11.66	18.90	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	51.43	29.17	28.57	*	45.83	42.86	*	16.67	28.57		8.33	0.00	35	24	21
1	64.52	24.24	27.27	*	39.39	31.82	*	24.24	13.64	*	12.12	27.27	31	33	22
2	85.71	25.00	12.50	*	53.57	56.25		14.29	12.50	*	7.14	18.75	28	28	16
3	51.35	20.00	40.74	32.43	60.00	25.93	*	5.00	11.11		15.00	22.22	37	20	27
4	56.25	61.29	52.17	*	35.48	26.09	*	0.00	13.04		3.23	8.70	32	31	23
5	84.21	40.74	55.56	*	33.33	22.22		14.81	0.00	*	11.11	22.22	19	27	18
All Grades	63.19	34.36	37.01	21.98	43.56	33.07	11.54	12.88	13.39	*	9.20	16.54	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	42.86	16.67	9.52	*	33.33	33.33	*	37.50	42.86	*	12.50	14.29	35	24	21
1	*	15.15	0.00	48.39	39.39	18.18	*	15.15	18.18	*	30.30	63.64	31	33	22
2	57.14	10.71	12.50	*	39.29	12.50	*	32.14	18.75	*	17.86	56.25	28	28	16
3	*	5.00	7.41	45.95	30.00	29.63	*	45.00	37.04	*	20.00	25.93	37	20	27
4	*	16.13	8.70	43.75	48.39	8.70	*	25.81	47.83	*	9.68	34.78	32	31	23
5	*	3.70	22.22	*	29.63	16.67	*	48.15	38.89	*	18.52	22.22	19	27	18
All Grades	33.52	11.66	9.45	38.46	37.42	20.47	17.58	32.52	34.65	10.44	18.40	35.43	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	77.14	25.00	19.05	*	70.83	80.95		4.17	0.00	35	24	21
1	74.19	57.58	22.73	*	30.30	50.00	*	12.12	27.27	31	33	22
2	85.71	17.86	6.25	*	67.86	75.00		14.29	18.75	28	28	16
3	51.35	10.00	33.33	43.24	65.00	37.04	*	25.00	29.63	37	20	27
4	56.25	38.71	34.78	37.50	58.06	52.17	*	3.23	13.04	32	31	23
5	68.42	14.81	38.89	*	66.67	38.89		18.52	22.22	19	27	18
All Grades	68.13	29.45	26.77	29.12	58.28	54.33	*	12.27	18.90	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	40.00	33.33	33.33	42.86	54.17	66.67	*	12.50	0.00	35	24	21
1	48.39	12.12	28.57	*	69.70	42.86	*	18.18	28.57	31	33	21
2	92.86	46.43	7.69	*	50.00	69.23	*	3.57	23.08	28	28	13
3	59.46	60.00	40.00	37.84	25.00	36.00	*	15.00	24.00	37	20	25
4	65.63	80.65	76.47	*	16.13	23.53	*	3.23	0.00	32	31	17
5	94.74	74.07	66.67		14.81	11.11	*	11.11	22.22	19	27	18
All Grades	63.74	50.31	42.61	25.82	39.26	40.87	10.44	10.43	16.52	182	163	115

2019-20 Data:
Executive Order N-30-20 was issued 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	31.43	12.50	4.76	62.86	83.33	95.24	*	4.17	0.00	35	24	21
1	35.48	39.39	9.09	41.94	21.21	22.73	*	39.39	68.18	31	33	22
2	60.71	10.71	12.50	*	67.86	43.75	*	21.43	43.75	28	28	16
3	*	5.00	11.11	70.27	65.00	44.44	*	30.00	44.44	37	20	27
4	*	12.90	8.70	68.75	77.42	47.83	*	9.68	43.48	32	31	23
5	*	11.11	27.78	63.16	66.67	50.00	*	22.22	22.22	19	27	18
All Grades	30.22	16.56	11.81	57.14	61.96	50.39	12.64	21.47	37.80	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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	60.00	33.33	33.33	*	41.67	42.86	*	25.00	23.81	35	24	21
1	*	6.06	0.00	64.52	66.67	50.00	*	27.27	50.00	31	33	22
2	42.86	10.71	12.50	50.00	78.57	25.00	*	10.71	62.50	28	28	16
3	62.16	20.00	14.81	32.43	60.00	62.96	*	20.00	22.22	37	20	27
4	40.63	19.35	4.35	59.38	77.42	86.96		3.23	8.70	32	31	23
5	68.42	11.11	5.56	*	74.07	72.22	*	14.81	22.22	19	27	18
All Grades	48.90	15.95	11.81	42.86	67.48	58.27	8.24	16.56	29.92	182	163	127

2019-20 Data:
Executive Order N-30-20 was issued 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 RMK we had 182 ELL students take the ELPAC assessments in 2017-18 and in 2020-21 we had 127 students take the ELPAC, a decrease in 55 students from 2017-18.

In reviewing the ELPAC data RMK did very well. We had the second highest ELPAC scores in AUSD and many of our students reclassified as R-FEP as a result of being well developed ELL students as demonstrated on the ELPAC. In grades K - 2 students overall scaled scores were higher in oral language than written language, which indicates that the language development and ELD program is meeting the needs of our ELL students. In grades 3 and 4 written language scaled scores were higher than oral language scores indicating a stronger emphasis on reading comprehension and writing instruction in those grades. In grade 5, the overall oral language scaled scores were higher than written language scaled scores, perhaps indicating that the rigor in reading and writing instruction needs to be increased in order for students to score higher on the ELPAC.

2. We had a very smooth and effective ELPAC administration during the 2020-21 school year even though the assessment was administered virtually due to the coronavirus/COVID-19 pandemic. The results indicated that in comparison to the 2017-18 school year the 2020-2021 results declined overall in all areas and in all domains. This is directly due to school closures and the pandemic as schools went virtual. The biggest decline on the ELPAC was in second grade as their average overall scaled score dropped from 1502.3 in 2017-18 to 1416.9 in 2020-21, a drop of 86 points. Fifth grade had the second largest decline as their average overall scored dropped from 1558.2 in 2017-18 to 1475.8 in 2020-21, a drop of 83 points.

3. There was no 2019-20 ELPAC data due to COVID-19 school closures. We did not complete our ELPAC testing in 2019-2020 dues to school closures and did not get results from the state level for 2019-20.

School and Student Performance Data

Local Assessment Data
English Language Arts

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	219	197	89.95	10.05	38.07
Female	105	94	89.52	10.48	38.3
Male	114	103	90.35	9.65	37.86
American Indian or Alaska Native	2	2	--	--	--
Asian	4	4	--	--	--
Black or African American	6	5	--	--	--
Hispanic or Latino	184	167	90.76	9.24	35.93
Native Hawaiian or Pacific Islander	3	2	--	--	--
Two or More Races	3	3	--	--	--
White	17	14	82.35	17.65	57.14
English Learners	66	59	89.39	10.61	20.34
Homeless	10	10	--	--	--
Socioeconomically Disadvantaged	186	169	90.86	9.14	34.91
Students with Disabilities	54	38	70.37	29.63	15.79

Conclusions based on this data:

1. While we had 219 student eligible to take the i-Ready assessment during the 2020-21 school year only 197 students took the test. 89.95% of our students took the test. Of those students who tested 38.07% achieved at or above grade level in ELA. The Hispanic and White student groups achieved the most. The White student group saw 14 students who tested achieve 57.14% at or above grade level. The Hispanic student group, which was also our largest student group of 167 students achieved 35.93% at or above grade level on the i-Ready assessment in ELA.
2. Our English Learner student group of 59 students achieved 20.34% at or above grade level in ELA. This is likely due to students testing poorly who are the emerging and bridging levels of their English language development.
3. Our Students with Disabilities student group achieved 15.79% at or above grade level in ELA. Only 70.37% of eligible students in this group took the i-Ready assessment due to diagnosed cognitive and developmental learning delays. Our ID Moderate to Severe students were not required to take this assessment.

School and Student Performance Data

Local Assessment Data
Mathematics

i-Ready Student Groups	**i-Ready** Total Enrollment	**i-Ready** Number Tested	**i-Ready** Percent Tested	**i-Ready** Percent Not Tested	**i-Ready** Percent At or Above Grade Level
All Students	219	193	88.13	11.87	12.95
Female	105	95	90.48	9.52	9.47
Male	114	98	85.96	14.04	16.33
American Indian or Alaska Native	2	2	--	--	--
Asian	4	4	--	--	--
Black or African American	6	4	--	--	--
Hispanic or Latino	184	164	89.13	10.87	10.37
Native Hawaiian or Pacific Islander	3	2	--	--	--
Two or More Races	3	3	--	--	--
White	17	14	82.35	17.65	35.71
English Learners	66	59	89.39	10.61	5.08
Homeless	10	10	--	--	--
Socioeconomically Disadvantaged	186	167	89.78	10.22	11.98
Students with Disabilities	54	34	62.96	37.04	11.76

Conclusions based on this data:

1. While we had 219 students eligible to take the i-Ready assessment during the 2020-21 school year only 193 students took the assessment.88.13% of our students took the math test. Of those students who tested only 12.95% tested at or above grade level in mathematics. The White student group achieved 35.71% at or above grade level, which was the highest of all student groups. The Male student group had the second highest level of achievement with 16.33% achieving at or above grade level in mathematics.

2. The largest student group, the socio-economically disadvantaged with 167 students achieved 11.98% at or above grade level in mathematics. These results are disappointing, but not surprising due to the school closures and virtual learning that occurred the last two years.

3. Our English learners achieved the lowest of all students groups as only 5.08% achieved at or above grade level in mathematics. This is likely due to many students being at the emerging and bridging levels of English language development. English proficiency is required to comprehend the reading portions of the assessment.

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**
394	**82.7**	**30.5**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	120	30.5
Foster Youth	5	1.3
Homeless	16	4.1
Socioeconomically Disadvantaged	326	82.7
Students with Disabilities	65	16.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.8
American Indian or Alaska Native	2	0.5
Asian	9	2.3
Filipino		
Hispanic	327	83.0
Two or More Races	7	1.8
Native Hawaiian or Pacific Islander	5	1.3
White	37	9.4

Conclusions based on this data:

1. Nearly 83% of Rosemary Kennedy Elementary students live in poverty, so it is imperative that staff collaborate and engage with partners to help our students realize their full potential.
2. The majority of our student body is Hispanic with 327 students being Hispanic or 83% of all students at RMK.
3. 16.5% of our student body is in special education, which means these students have an IEP to help them overcome their speech, learning, medical, or other learning disabilities.

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** Orange	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. This data is from two school years ago. There is no English Learner Progress data due to the ELPAC administration being interrupted by school closures as a result of the COVID-19 pandemic in March of 2020.
2. During the 2017-18 school year we were marked as yellow in ELA and Math. These results were based off CAASPP testing.
3. During the 2017-18 school year we were marked orange in the areas of Suspension Rate and Chronic Absenteeism.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.1 points below standard	19.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.3 points	Declined -3.3 points	1
235	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	20.1 points below standard	75 points below standard
10	Declined -10 points	Increased Significantly ++34.8 points
	201	40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	1	8	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
17.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.4 points below standard
Declined -7.6 points	2	2	Declined -5 points
186			31

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**
52.9 points below standard	49 points above standard	13 points below standard
Declined -12.4 points	Declined -11.1 points	Declined -9.7 points
71	35	125

Conclusions based on this data:

1. Our ELA Academic Performance Indicator shows that our Students with Disabilities subgroup is performing at the orange level. However, when looking closer at this subgroup of 36 students they increased their performance by 21.3 points from the previous school year.
2. Our overall rating for ELA was yellow. Three subgroups; English learners, Socioeconomically Disadvantaged, and Hispanic students all performed at the yellow level on the CA Dashboard. Each of these three groups increased their performance from the previous year. The Socioeconomically Disadvantaged subgroup increased their performance by 19.4 points from the previous year, which is the highest growth among all yellow subgroups. Our White subgroup was the highest performing subgroup and earned a green rating on the CA Dashboard. This group achieved above the standard by 4.6 points and increased their achievement from the previous year by 39.5 points. This subgroup contained 30 students which is a relatively small sampling of students.
3. It is no surprise to us that Reclassified English Learners were the highest achieving students on the ELA CAASPP assessment. This subgroup of 27 students was 60.1 points higher than the grade level standard for ELA. In order to be reclassified students have to achieve standards in the classroom, on the ELPAC and have to score as meeting or above on the CAASPP to be considered for reclassification. There is no Dashboard available for the 2019-20 school year or the 2020-21 school year as schools closed on March 13, 2020 due to COVID-19 or the state postponed or delayed reporting due to a lack of new information.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
44.1 points below standard	50 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.3 points	Maintained -1.9 points	1
236	106	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	47.8 points below standard	90.6 points below standard
10	Maintained -1.4 points	Increased Significantly ++38.2 points
	202	41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	1	8	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
50.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.1 points below standard
Declined -5.5 points	2	2	Increased Significantly ++15.4 points
187			31

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**
70.7 points below standard	8 points below standard	41.6 points below standard
Declined -10.4 points	Maintained ++2 points	Maintained ++0.3 points
71	35	126

Conclusions based on this data:

1. Our overall rating in Math was yellow on the CA Dashboard. 226 students were tested. Our students increased their performance as an overall group by 10.1 points, but were still below the benchmark for math by 44.4 points.
2. The three highest subgroups in math were the Hispanic subgroup, the Socioeconomically Disadvantaged and White subgroups. They all received a yellow rating. The Socioeconomically Disadvantaged subgroup increased their performance from the previous year by 11.6 points. The Hispanic subgroup increased their performance from the previous year by 9.4 points. The White subgroup increased their performance by 11.3 points from the previous year. Our English Language learners maintained an orange rating, but did increase their performance with 2.4 points of growth. Our Students with Disabilities increased their performance by 5.7 points, but are still 117.1 points below standard.
3. Our Reclassified English Learners were the highest achieving math group at RMK, but were still 9.9 points below the grade level standard. They maintained their status from the previous year with less than one point of growth indicating that rigorous high quality math instruction and supports are needed in order to attain proficiency on the CCCSS math standards. There is no Dashboard available for the 2019-20 school year or the 2020-21 school year as schools closed on March 13, 2020 due to COVID-19 and testing and reported was delayed or postponed due to lacking new information.

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

English Learner Progress
No Performance Color
46.6 making progress towards English language proficiency
Number of EL Students: 133
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.8	31.5	5.2	41.3

Conclusions based on this data:

1. This data indicates that 46.6% of our students are Well Developed in their English Language proficiency as measured by the ELPAC.
2. 5.2% of our students are considered at the Beginning Level in their English Language development based off the ELPAC results.
3. Over 83.5% of our EL students are Moderately Developed or Well Developed with their English Language proficiency according to the new ELPAC assessment. There is no data available for the 2020-21 school year due to school closing on March 13th due to COVID-19 and due to postponements of reporting new information. ELPAC testing has occurred during the 2020-21 school year, but it is not reflected above.

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 reportable data on this section.

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:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	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	Orange	No Performance Color
8.9	7.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Increased Significantly +3.6	5
530	199	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
12.5	9.4	16.5
Increased +6.3	Increased +0.8	Increased +4
32	459	97

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16.7	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
12	2	Maintained 0	1
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
8.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	10.3
Maintained +0.4	9	3	Increased +3.2
431			58

Conclusions based on this data:

1. Our school's Chronic Absenteeism rating was at an Orange level as measured by the CA Dashboard rating system. This percentage increased by .5% from the previous year. While student attendance incentives were in place this flu season was harsher than normal leading to more students missing more days of school.
2. Our lowest subgroups were the Hispanic subgroup and the Socioeconomically Disadvantaged subgroup with a rating of orange on the CA Dashboard. Both groups saw slight increases in Chronic Absenteeism, but are our two largest subgroups with over 400 students in each group meaning that dominating trends are going to affect these two subgroups the most like a harsh flu season.
3. Our highest subgroup by Race/Ethnicity was the White subgroup with a green rating on the CA Dashboard. This group of 56 students decreased their percentage by 9.3% to 7.1% chronically absent. It is not known why this group and not other racial/ethnic groups improved over others. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.

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. This section applies to high schools.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.7	0.5	Less than 11 Students - Data Not
Declined -0.8	Declined -0.5	6
553	209	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	0.8	2
Maintained 0	Declined -0.9	Declined -2.6
35	474	98

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3	Less than 11 Students - Data 2	0	Less than 11 Students - Data 1
Increased +8.3		Maintained 0	
12		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0.4	Less than 11 Students - Data 9	Less than 11 Students - Data 3	1.7
Declined Significantly -1			Declined -1.7
452			60

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.5	0.7

Conclusions based on this data:

1. The overall rating for Conditions and Climate is orange with a 1.5% of 521 students being suspended from school. This is a slight increase from the previous year where 1.2% of all students were suspended at least once. There is no Dashboard available for the 2019-20 school year as schools closed on March 13, 2020 due to COVID-19.
2. Only 1.0% of our English learners were suspended from school and this subgroup achieved a yellow rating and was the group with the least percentage of students being suspended from school.
3. 4.6% of our Students with Disabilities subgroup was suspended from school. This higher percentage is due to our campus hosting and operating the Emotionally Disturbed/Opportunity program for Alvord Unified and contains many students with significant behavioral issues.

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)

Goal 1.1 English Language Arts:
In grades K - 5, our goal is to increase the overall percentage of students achieving on or above grade level on the Winter administration of the I-ready Reading Diagnostic Assessment by 5% from 2021-22 to 2022-23. We will analyze the results on a grade level by grade level basis. Example: 24% of fourth grade students achieved on or above grade level in ELA on the 2021-22 Winter administration of the I-Ready Diagnostic Assessment. We are seeking that fourth grade performs at 29% in the following year while in fifth grade.

Goal 1.2 Mathematics:
In grades K-5, our goal is to increase the overall percentage of students achieving on or above grade level on the Winter administration of the I-ready Math Diagnostic Assessment by 5% from 2021-22 to 2022-23. We will analyze the results on a grade level by grade level basis. Example: 25% of second grade students achieved on or above grade level in Math on the 2021-22 Winter administration of the I-Ready Assessment. We are seeking that second grade perform at 30% in the following year while in third grade.

Goal 2 English Language Learners:
Our goal is to increase the percentage of ELL students being reclassified as R-FEP by 5% from 2021-22 to 2022-23.

Please note that due to the COVID-19 pandemic there is no CAASPP testing data available for the 2020-21 school year.

Identified Need(s)

ELA
To reach our ELA goals we will need to increase our students' reading comprehension abilities so they better understand the stories and the information that they read. More access to high quality technology, reading interventions, math interventions and high quality rigorous instruction in all domains in all grade levels will strengthen their overall abilities in ELA thus improving their performance on the annual CAASPP ELA assessment and on the administered I-Ready assessments throughout the school year. In order to improve all of our students foundational reading skills early literacy skills must be taught, practiced and supported throughout the primary grades with interventions provided to students who are at-risk or lag behind their peers. Ongoing progress monitoring of students well below grade level in reading as measured by DIBELS needs to occur and supports to help the students through our literacy teacher. Due to the COVID-19 pandemic students are behind in their reading foundational skills and we need to continue to strengthen their overall ELA skills. Stronger use of the I-ready program, including professional development for staff will help the overall implementation of our language arts program. Bringing back reading incentives, student incentives for increasing student attendance and better student and parent accountability for learning will boost student achievement.

Math
To reach our goals in math we will need to use the intervention tools provided in I-Ready math along with the assessments to guide our instructional decisions and lesson planning. Our students are weak in the area of Number Sense and need to learn how to use mathematical rules and procedures and ideas more effectively. We need to effectively use our new numeracy intervention teacher to support students who are below grade level.

ELL
In grades K - 2 students overall scaled scores were higher in oral language than written language, which indicates that the language development and ELD program is meeting the needs of our ELL students. In grades 3 and 4 written language scaled scores were higher than oral language scores indicating a stronger emphasis on reading comprehension and writing instruction in those grades. In grade 5, the overall oral language scaled scores were higher than written language scaled scores, perhaps indicating that the rigor in reading and writing instruction needs to be increased in order for students to score higher on the ELPAC assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I-Ready Data used to support ELA, math and ELL achievement goals noted above were based off data from the 2021-22 school year. At Rosemary Kennedy Elementary School we used I-Ready math and ELA diagnostic testing data to determine math and ELA goals, actions and strategies for all students, including at-risk, low income and ELL students. We used ELPAC scores and ELL reclassification data to determine goals, actions and strategies to support EL students.	CAASPP ELA Baseline: 44% of all students met or exceeded the standards as measured by CAASPP in 2018-19. In August of 2019 all students in grades K - 5, were administered the DIBELS assessment to determine baseline foundational reading skills. Here is the breakdown of how each grade level performed: Kindergarten: 40% on or above grade level First Grade: 70% on or above grade level Second Grade: 67% on or above grade level Third Grade: 60% on or above grade level Fourth Grade: 64% on or above grade level Fifth Grade: 64% on or above grade level Math Baseline: 30% of all students met or exceeded the standards as measured by CAASPP in 2018-19.	ELA Goal: We will continue to monitor all students academic achievement data and target those students identified as at-risk to determine next steps for instruction and or intervention. We will administer and collect DIBELS data 3 times per year to monitor their progress towards literacy. Students identified as at-risk in grades K-5 will be provided targeted intervention by the Literacy Specialist. These goals will be evaluated by analyzing an average of overall school performance to measure proficiency and growth in grades K-5 using the I-Ready ELA and math diagnostic data from Winter 2021-22 and 2022-23. Grade level data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	In September of 2019 all students in grades 1 - 5, were administered the I-Ready math diagnostic tool to determine baseline math data for every student. The results indicated the percentage of students meeting grade level standards at the beginning of the year for their new grade level. Here are their results: First Grade: 5% at or above grade level Second Grade: 4% at or above grade level Third Grade: 8% at or above grade level Fourth Grade: 8% at or above grade level Fifth Grade: 18% at or above grade level ELL Baseline: In 2018-19 we had 216 EL students and 30 students or 14% were reclassified to R-FEP based off AUSD requirements for reclassification. In 2019-20 we have 197 EL students and so far 20 students or 10% have been reclassified as R-FEP, which is based off AUSD reclassification criteria. Please note that due to COVID-19 there is no CAASPP data available for the 2019-2020 and 2020-21 school years. I-Ready Winter 2022 Administration The two tables show the percentage of students who were on or above grade level Grade Level Reading Summer Winter Growth	Math Goal: We will monitor all students academic achievement using the I-Ready Math Diagnostic tool which will be administered to all students in grades K - 5, three times throughout the year. We will use the mid-year assessment / winter to check progress and the end-of-year assessment to evaluate if students achieved grade level proficiency. These goals will be evaluated by analyzing an average of overall school performance to measure proficiency and growth in grades K-5 using the I-Ready ELA and math diagnostic data from Winter 2021-22 and 2022-23. Grade level data for all students Kindergarten - 5th grade will be analyzed to determine the percent of students who demonstrated grade level proficiency and growth. ELL Goal: To monitor the success of this goal we will work with our EL Facilitator and staff to use ELPAC data, grades and I-Ready testing data to determine if additional students are to be reclassified during the 2022-23 school year and if we reach our goal of increasing the 5% goal of students being R-FEP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten 15% 56% 41% First 5% 23% 18% Second 25% 30% 5% Third 27% 39% 12% Fourth 14% 24% 10% Fifth 7% 18% 11% Grade Level Math Summer Winter Growth Kindergarten 17% 45% 28% First 2% 16% 14% Second 4% 25% 21% Third 4% 13% 9% Fourth 8% 18% 10% Fifth 4% 12% 8%	

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)

ELL Students

Strategy/Activity

Spanish Library Books 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)

500.00	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)

All Students

Strategy/Activity

Renaissance Learning - Accelerated Reader Incentive Program

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

Amount(s)	Source(s)
8,071.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

EL Facilitator

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

Amount(s)	Source(s)
3,900.00	LCFF-EL 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

Elementary Literacy Teacher to support at-risk students with reading skills

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

Amount(s)	Source(s)
109,129.00	Title I 1000-1999: Certificated Personnel Salaries

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

Scholastic News

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

Amount(s)	Source(s)
6,100.00	Title I 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Technology - printers, monitors, LCD projectors/lamps, elmo projectors, software programs, mice, headphones, tablets, and laptop computers to support language acquisition, vocabulary development, and increased academic achievement 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)
7,200.00	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

Software and Online subscriptions, teaching materials/resources to support Wonders/CCCSS instruction in ELA/Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,800.00	Title I 4000-4999: Books And Supplies

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 Engagement - Family Nights, Parent Engagement and Partnership and parent activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,400.00	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Ready Common Core math books, reading books, numeracy and literacy teaching materials, resources, math manipulatives and I-ready professional development that will support teachers in teaching the CCCSS to our 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)
10,320.00	LCFF-LI 4000-4999: Books And Supplies

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

Workroom copiers lease/maintenance agreements and copy charges

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

Amount(s)	Source(s)
7,664.00	Title I 5000-5999: Services And Other Operating Expenditures

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 for school library - English titles

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

After School and Saturday Morning 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)
1,500.00	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)

ELL Students

Strategy/Activity

Grade Level Articulation - Teacher Subs for Grades K - 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)	Source(s)
1,700.00	LCFF-EL 1000-1999: Certificated 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

Purchasing Technology - Printers, LCD projectors, Elmo projectors, laptop computers, headphones, monitors, mice, hardware for classroom computers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This will be reviewed during the 2022-23 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.

This will be reviewed during the 2022-23 school year.

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

This will be reviewed during the 2022-23 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)

Our goal is to have 100% of our teachers AVID trained and implementing the AVID Elementary program in their classrooms with their students by June 2023.

Identified Need(s)

We entered 2019- 2020 with having 65% of our teachers (mostly in grades 3 - 5) AVID trained either through Summer Institute or AVID Path trainings. In order to achieve full AVID implementation more teachers and certificated support staff need to be trained in order to eventually reach full implementation at Rosemary Kennedy. Beyond having beginning level AVID Elementary training there is also a need to revisit our implementation and our progress throughout the year. We need additional support trainings through RIMS AVID, via AVID Boost trainings, staff development during meetings or grade level release days in order to maintain and improve our overall implementation of AVID Elementary at Rosemary Kennedy Elementary School. We also need to go beyond basic level AVID implementation and provide deeper trainings on WICOR (Writing, Inquiry, Collaboration, Organization and Reading) to all staff. We continue to need financial support from our district in order to pay for the trainings, teacher subs, and organizational resources.

We need to refresh ourselves with AVID Elementary as the COVID-19 school closures has caused our implementation of AVID schoolwide to get interrupted due to distance/at home learning. We seek to reengage with this work with the 2022-23 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
To develop our goal we used the 2018-19 AVID Certificated Self Study - CSS. Evaluation of the CSS from the 2018-19 school year of staff AVID training and implementation was used to develop the goal for 2020-21. We also used our AVID Staff Training Checklist to determine who needs to be trained and when trained staff was previously trained. To evaluate our goal for 2021-22 we will use the C.C.I. that will be completed in spring of 2022.	During the 2018-19 school year we were not able to send any teachers or certificated support staff to Summer Institute or to RIMS AVID Path trainings. Previously during the 2017-18 school year RMK teachers, certificated support staff, and one administrator attended AVID Summer Institute or AVID Path trainings to further help staff develop the knowledge and strategies necessary to implement AVID. Our CSS indicated the need to get more classroom teachers trained.	We will evaluate our progress towards this goal based off how many staff members are sent to AVID Path trainings and by measuring their implementation of AVID through RIMS AVID walk-throughs, CCI results and feedback from our RIMS AVID coach. We expect to reach our goal of having 85% of our teachers implemented AVID with our students during the 2021-22 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	During 2019 we were able to send 6 additional classroom teachers to AVID training. Due to COVID-19 stay at home hours, virtual learning and school closures during the 2020-21 school year AVID implementation dropped off considerably due to the focus on distance at home learning. We made little to no progress on AVID implementation during the 2020-21 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

Professional Development for AVID Implementation -registration fees, teacher sub 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)
1,000.00	AVID 5800: Professional/Consulting Services And 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

AVID organizational tools; binders, pencil pouches, dividers, Nicky folders, pens, school supplies, pennants, college flags, agenda planners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	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.

This will be reviewed during the 2022-23 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.

This will be reviewed during the 2022-23 school year.

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

This will be reviewed during the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal(s)

Our goal is to increase our Average Daily Attendance (ADA) by 1.0% from 2021-22 to 2022-23.

Identified Need(s)

We need funding in order to provide attendance incentives for our students. We need meaningful incentives our students are going to work towards and the ongoing monitoring of their effectiveness once implemented.

We also need an ability to recoup lost ADA during the school year so we can increase our ADA and subsequently reduce the percentage of students who are chronically absent from school. District level funding may be required to support Saturday school or other measures to reduce student absenteeism.

On top of attendance incentives we also need to enforce the SART/SARB procedures and process to ensure that students with chronic absenteeism have interventions provided to break the cycle of poor attendance.

As a result of COVID-19 absences during the 2021-22 school year were significantly higher than previous years and many students contracted COVID-19 or were forced to quarantine due to exposure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Our monthly ADA averages for months August through November will be used to analyze and determine if improvements in ADA are made during the 2022-23 school year from the previous school year. We will also use our annual ADA percentage to determine if we reach the goal of improving our ADA by 1.0% for the 2022-2023 school year.	In 2018-19 our ADA percentage was 95.67% Due to COVID-19 school closures that began on March 13, 2020 and a shift to distance/at home learning during the 2020-21 school year we do not have useful ADA data to use from these school years as it would not be an apples to apples comparison. Virtual attendance and hybrid	We expect to reach our goal of improving our ADA by 1.0% during the 2022-23 by using student attendance incentives, Saturday School to recoup ADA, and by enforcing our SART/SARB processes. While a 1% goal is quite high considering we are in a new era with COVID-19 this goal is appropriate considering the expected preparedness our school and district will have

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	attendance was inconsistent across the grade spans. In 2021-22 our ADA percentage was 91.24%, which from a historical perspective is lower than pre-COVID-19 results. The 91.24% result spans from the first day of school on 8/6/21 to 5/13/22.	going into the 2022-23 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

ZooZingo Student Attendance Program

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

Amount(s)	Source(s)
150.00	Attendance 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)

All Students

Strategy/Activity

Student Incentives (trophies for perfect attendance, certificates, prizes, rewards, books, lunch, art supplies, stuffed animals, stickers, banners, cups, signs)

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

Amount(s)	Source(s)
1,100.00	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

CBEDS day student incentives (popsicles from CNS)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250.00	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

Saturday School to recoup ADA for students who have missed school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This will be reviewed during the 2022-23 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.

This will be reviewed during the 2022-23 school year.

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

This will be reviewed during the 2022-23 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

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 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	$168,784.00

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	$137,164.00

Subtotal of additional federal funds included for this school: $137,164.00

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	$14,800.00
LCFF-LI	$10,320.00

Subtotal of state or local funds included for this school: $31,620.00

Total of federal, state, and/or local funds for this school: $168,784.00

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	14,800.00	0.00
LCFF-LI	10,320.00	0.00
Title I	137,164.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	14,800.00
LCFF-LI	10,320.00
Title I	137,164.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	116,229.00
4000-4999: Books And Supplies	34,420.00
5000-5999: Services And Other Operating Expenditures	9,064.00
5800: Professional/Consulting Services And Operating Expenditures	9,071.00

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

5800: Professional/Consulting Services And Operating Expenditures	AVID	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,100.00
4000-4999: Books And Supplies	LCFF-EL	7,700.00
4000-4999: Books And Supplies	LCFF-LI	10,320.00
1000-1999: Certificated Personnel Salaries	Title I	109,129.00
4000-4999: Books And Supplies	Title I	10,900.00
5000-5999: Services And Other Operating Expenditures	Title I	9,064.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,071.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,284.00
Goal 2	5,000.00
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

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jason Burns	Principal
Jennifer Guy	Classroom Teacher
Sara Wheaton	Classroom Teacher
Tamara Record	Classroom Teacher
Angie Barajas	Parent or Community Member
Mary Laird	Parent or Community Member
Brittany Bishop	Parent or Community Member
Bryn Pellegrino	Parent or Community Member
Brandee Contratto	Parent or Community Member
Ramona Valenzuela	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Site Council, Chairperson Tamara Record

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 18, 2022.

Attested:

Principal, Jason Burns on May 18, 2022

SSC Chairperson, Tamara Record on May 18, 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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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
	Other: School Site Council, Chairperson Tamara Record

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 18, 2022.

Attested:

Principal, Jason Burns on May 18, 2022

SSC Chairperson, Tamara Record on May 18, 2022

ALVORD UNIFIED SCHOOL DISTRICT
ROSEMARY KENNEDY ELEMENTARY
School Parental Involvement Policy

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.

Rosemary Kennedy Elementary agrees to implement the following 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 will send home a Parent Needs Survey to determine site specific needs and suggestions
- 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. Rosemary Kennedy Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

    - Input from parents will be solicited at monthly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Colt Café meetings throughout the school year
    - A site Parent Needs Survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
    - Revised policy will be shared by the principal at Back To School Night and at the Annual Title I meeting
    - Teachers will share the revised policy with parents during parent conferences
    - Revisions of the Parent Involvement Policy will also be shared with parents through emails, Peachjar, or via hard copies sent home.

2. Rosemary Kennedy Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

    - The Parent Involvement Policy will be distributed at the beginning of the 2022- 2023 school year.
    - The policy will also be distributed during the 2022-2023 Back To School Night
    - Teachers will distribute the policy during the first month of school
    - Copies of the Parent Involvement Policy will be available in the main office

3. Rosemary Kennedy Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

    - The Parent Involvement Policy will be reviewed or revised every year
    - Review of the Parent Needs Survey, school academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy

4. Rosemary Kennedy Elementary 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,
        - Parent Notices
        - Distribution of Parent Involvement Policy
        - Copy of School's three-way compact
    - About their school's participation in Title I:
        - Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement
        - Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement
        - The policy will be distributed during Back To School Night, Parent Conferences, SSC, ELAC, Parent Teacher Organization (PTO), and available in the office

5. Rosemary Kennedy Elementary will hold a flexible number of meetings at varying times as these services relate to parental involvement:

    - Child care may be provided for meetings with advance notice
    - Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
    - Special contact (written or using the message broadcast system) will be made to invite parents of English learners
    - Parents Need Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified

6. Rosemary Kennedy Elementary 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, ELAC, and other meetings a minimum of 72 hours in advance
    - Notices and agendas will be posted in front office bulletin board 72 hours in advance
    - Results of annual state testing will be mailed home in a timely manner as well as reviewed by teachers during parent conferences

7. Rosemary Kennedy Elementary 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:

- Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back To School Night
- Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress
- Parent Conferences
- Annual Title I Meeting
- Principal will present and explain State level expectations, current District and Site data on CAASPP assessments
- A review of grade level standards, curriculum, and assessments used to monitor student progress as well as an explanation of proficiency levels during parent meetings (i.e. SSC, ELAC)

8. Rosemary Kennedy Elementary 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 (i.e. SSC, ELAC)
    - Colt Cafe
    - Parent Teacher Organization (PTO) Meetings
    - Every other year a Needs Assessment Survey will be sent by District Office
    - A site Parent Needs Survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions

9. The Rosemary Kennedy Elementary will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

    - School wide plan will be shared with parents during SSC, ELAC, and parent meetings; comments and suggestions are noted in the minutes and any unsatisfactory comment in regards to the plan will be forwarded to the district
    - If any parent comments dissatisfaction in the schoolwide plan content, the comments will be forwarded to the State and Federal Programs Office and to the Assistant Superintendent
    - All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments

10. Rosemary Kennedy Elementary 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 during any related school event/function/meeting will be provided in parents primary language if requested

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Rosemary Kennedy Elementary 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:

- Teacher conferences
- School calendar of events
- Progress reports
- Back to School Night
- SSC meetings
- ELAC meetings
- Fliers to inform parents of trainings, events, and programs
- PTO meetings
- Family Nights
- Three-Way Compact
- Phone Calls
- Annual Title I meeting
- Open House Night
- Parent University
- College Fair

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parent input through Parent Needs Survey, ELAC and SSC

- Three-Way compact will be shared during Back To School Night, reviewed and signed at the parent conferences held in the first trimester of the school year; and revisited in the Annual Title I Meeting

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 and how to work with educators:
- Parent workshops and trainings

- Parent Conferences
- Annual Title I Meeting
- Back To School Night Presentations
- Conference Attendance (i.e. CABE, etc.)

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:

    - On-Site CBET classes
    - Parent Resource Library
    - Kinder Camp
    - Helping Your Child With Homework Training
    - Science Fair Training
    - Family Nights

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 partnerships will be provided to teachers, paraprofessionals, and all support staff
    - Utilizing Character Counts

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:

    - Provide parents training in regards to research based reading instruction by grade levels during Parent Council Meetings
    - Camp Kinder Roundup is to be held in the spring for incoming kindergarten students and their parents/caregivers to provide them an overview of kindergarten standards and expectations

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 posted on school office bulletin in English and Spanish
- Upcoming events will be stated verbally during the morning announcements for students and parents. Students will be encouraged to remind their parents of upcoming events

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.

This policy will be in effect for the period of 2022-2023 school year. 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 Rosemary Kennedy Elementary 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.

Alvord Unified School District
Rosemary Kennedy Elementary School
English Learners Advisory Committee

Wednesday April 20, 2022
9am - Room 3

I. Introductory Procedures
   a. Call to Order
   b. Welcome/Sign in
   c. Pledge of Allegiance

II. Action Items
   a. Approval of Minutes from Wednesday March 23, 2022
   b. Election of new ELAC Officers
   c. Needs Assessment

III. Discussion Information
   a. SPSA Input 2022-23
   b. Importance of Attendance
   c. ELD
   d. Ellevation and EL Progress Monitoring

IV. Other Hearing Session

V. Adjournment
   a. Next Meeting:

Alvord Unified School District
Rosemary Kennedy Elementary School
English Learners Advisory Committee

Wednesday April 20, 2022
9:30am
Room 3

Meeting Minutes

I. Introductory Procedures

a. Call to Order at 9:22am.
b. Welcome & Sign-in:
-ELAC parents were welcomed to today's meeting. Participants introduced themselves. Mr. Burns was happy to announce an in person meeting today - the first in 2 years. Encouraged parents to attend the Lunch on the Lawn on May 6th as another in person event at RMK. Mr. Burns explained the challenges in communicating via online platforms due to the pandemic and how hard it has been not being able to meet with parents in person.
Pledge of Allegiance led by Mr. Burns

II. Action Items

a. Approval of Minutes from March 23, 2022 - read and approved. Parents given copies in English and Spanish. Motioned by Letty Velasco and seconded by Maria Mori.
b. ELAC officers recruitment postponed as this was last meeting. Parents were thanked for attendance and encouraged to return in the new school year as RMK rebuilds parental support.
c. Mr. Burns welcomed any questions not just those related to ELAC. One parent had a general question regarding campus supervision. Mr. Burns explained that RMK is staffed for 800 students although currently we have half of that enrolled. RMK has a full time health assistant, radios to communicate to the office and health office and special education instructional assistants supervising at recess times. Mr. Burns suggested to parent to set up an appointment privately rather than in a public meeting may be more appropriate to address parent concern.

III. Discussion Information

a. SPSA (School Plan for Student Achievement)

- Mr. Burns reviewed the SPSA.
- 40% of RMK students are EL = more than 1 language at home; the dominant language at home not being English.
- Asked parents for suggestions. Every year is different. Suggestions go into the school plan.

- Mr. Burns explained the funding formula - tutoring, Bilingual Instructional Aide (BIA), CABE conference, English Language Facilitator, technology, online programs (Stafall), additional readers for the classroom.
- Parents stated they would like to see tutoring - not just after school and more reading programs.
- Mr. Burns explained that there is an SST process for struggling students. RMK has a full time counselor. Students have had to readjust following the pandemic - so there has been a big focus on social and emotional learning. RMK has a teacher who teaches active reading skills and a math teacher for those struggling with math. RMK also has an RSP teacher if a student requires additional support. RMK also has an after school program for students who need a safe place to stay while their parents are at work and for enrichment activities. RMK also has a BIA for language support.
- Parents reported they would like homework support for parents whose second language is English.
- Mr. Burns stated that at RMK there are students who are from Afghanistan, Asia, Europe, Central America, Syria, Middle East and Mexico. Teachers do an excellent job at contacting the EL office to get students iPads for translation purposes and Rosetta Stone. For students who are brand new to the country they are struggling with interpersonal skills as well as survival skills plus academic language.
- There is nothing specific after school for EL students but they are guaranteed a sport for the after school program.
- Letty asked about the 20 minute program that used to happen before school. Mr. Burns said that has been translated to the Target Time program but this year has been on hold due to covid. Mr. Burns taled about revving it next school year. Target Time had RMK being the highest achieving Title 1 school in the county with scores being better than non Title 1 schools.

b. Attendance

- Mr. Burns said that it has been a challenge to get back to pre academic attendance that use to be 95% daily.
- Dec/Jan/Feb has seen low attendance, only 68% of students attended one day in January.
- Certain families' think school has become an option and consistently miss Mondays and Fridays.
- Even on the best days it is a struggle to get 92% especially now with general sickness.
- Next school year RMK will bring back incentives.
- It has been too much of a process for the District Office to keep up with the letters for students missing school.
- District Office notified parents and employees to stay home if a sniffle post covid. RMK continues to offer covid tests.

c. Ellevation

- Mr. Burns shared the Ellevation home page on the interactive whiteboard.
- Explained that teachers are able to document and monitor EL students and language acquisition.

d. iReady

- Mr. Burns explained that all teachers received training yesterday in how to group EL students in math for student monitoring.
- Mr. Burns gave a brief demonstration of the interactive whiteboard.

IV. Hearing Session/ Public Comments

- No further discussion.

IV. Adjournment

a. Action Item: Adjournment

Motion to adjourn meeting by Leety Valesco, seconded by Skarlen Guardia.
Meeting adjourned at 10:10 a.m.

RMK

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendiendo Ingles

ELAC Meeting Sign In
April 20, 2022

ELAC Elected Officers

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification*	Signature Firma
President Presidente	Letty Valesco	Sophia Martinez Julian Martinez	5 2	EL Parent	
Vice President / Vice Presidente					
Secretary / Secretaria					
DELAC Rep / Representante de DELAC	Letty Valesco	Sophia Martinez Julian Martinez	5 2	EL Parent	
Alternative DELAC Rep / Representante Alterno de DELAC					
Member / Miembro	Jason Burns			Principal	
Member / Miembro	Gillian Schneider			English Language Facilitator	
Member / Miembro					
Member / Miembro					
Member / Miembro					
Member / Miembro					
Member / Miembro					
Member / Miembro					

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Guests

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification*	Signature Firma

ROSEMARY KENNEDY ELEMENTARY SCHOOL
TITLE-I PARENT-STUDENT-STAFF COMPACT
2022 - 2023

PARENT RESPONSIBILITIES

My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:

- Attend Parent Conferences, Back-to-School Night, Open House, parent advisory groups, parent education opportunities, and volunteering if possible.
- Actively support the school/district discipline and attendance policies.
- Treat other parents and staff with respect.
- Monitor and assist with the completion of daily schoolwork and homework; and return any paperwork that requires parent signature.
- Arrange for classroom visits to observe my child if I choose to do so by contacting the teacher or principal.
- Set aside at least 20 minutes a day for reading with my child or ensure reading is practiced daily.
- Provide appropriate materials and a quiet place for my child to study.
- Communicate with teachers or administrators as needed regarding my child's learning/progress.
- Have my child attend school on time each day and be prepared for a full day of learning.
- Be aware of and have access to grade level standards.

Parent/Guardian Signature **Date**

STUDENT RESPONSIBILITIES

My education is important to me. It helps me develop the tools I need to become a happy, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:

- Attend school everyday and be on time.
- Be responsible for my own behavior and comply with all school, classroom, and playground rules.
- Learn/master grade level standards.
- Respect the personal rights and property of others.
- Participate actively in class and ask for help when I need it.
- Complete and return all classwork and homework in a thorough, legible, and timely manner.
- Be drug, alcohol, tobacco, and violence free.
- Ensure all school communications are given to parents and returned in a timely manner.
- Be aware of and have access to grade level standards.

Student Signature **Date**

STAFF RESPONSIBILITIES

I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:

- Provide high quality curriculum and instruction.
- Teach all grade level standards and provide parents/students access to the standards.
- Maintain communication regarding students' progress in class to both student and parent.
- Hold an annual (minimum one) Parent-Teacher conference where the Parent-Student-Staff Compact will be discussed.
- Be aware of the individual needs of each student.
- Provide a safe, positive, healthy learning environment at RMK.
- Treat all students fairly and with respect.
- Form caring and genuine relationships with students.
- Provide homework which reflects concepts taught in class.

Teacher 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
Terrace Elementary School	33-66977-6031579	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

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

The purpose of the school-wide program is to narrow the achievement gap for students and to improve and increase services to all students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

California Healthy Kids Survey: 105 fifth grade responses, over 70% of students completed the CHKS in the 2021-2022 school year. Based on the key indicators for school climate and student well-being over 89% of the students gave a positive report on academic motivation, this was an increase from 80%. and 83% of the students gave a positive report on high expectations-adults in the school. Social and emotional learning supports were at 84% and anti-bullying was at 80%. All these areas were an increase from previous years. The lowest areas reported were: meaningful participation (36%, up from 31%), students well behaved (34%, down from 46%), and students treated fairly when break rules (44%, up from 44%). About 74% (up from 70%) of the students felt school connectedness and having caring adults in the school was at 68%.

California School Parent Survey: Based on the summary of the most recent parent survey, over 80% of parents gave a favorable response to most areas of parental involvement, academic orientation and participation, respect and cultural sensitivity, and facilities. Even though close to 90% of parents believe the school clearly communicates consequences of breaking rules and school enforces rules equally, 49% think that harassment or bullying is a small problem or not a problem.

California School Staff Survey: Over 90% of the staff responses were favorable to student learning environment, staff working environment, safety, student discipline and support, positive relationships and student behavior. Staff feels the school is a safe place for students and staff, the facilities are clean and well-maintained, the school encourages parent involvement and partnerships with their child's education.

Classroom Observations

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

There are formal observations required for teacher evaluation and other observations through walk-throughs by the administration. Terrace is a Dual Language Immersion School, so, part of the observations also include the use of academic language in Spanish for the DLI classrooms. Informal walk-throughs help us observe common instructional practices, alignment to standards, student engagement, implementation of AVID strategies and NEU.

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)

Teachers begin planning conversations with a focus on a measure of mastery. Teachers develop assessments to support what the students have learned, what they have not learned, and to inform the need for further interventions. Our site uses district assessments as well as teacher/grade level created assessments, short cycle assessments, performance tasks, intervention assessments, and state assessments to assess learning. The data analysis is used to modify instructional practices and improve student achievement. As teachers plan they begin with the California Common Core State Standards (CCCSS) and curricular resources provided by the district. The district tools provided are the Coherent Guide to Mathematics and iReady (ELA, Math, and Spanish). These tools are essential to creating plans that reflect the proper instructional rigor. Additionally, teachers use these materials to create short cycle assessments which guide the cycle of teaching and intervention.

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

The teaching staff administers assessments that are aligned to the CCCSS along with appropriate reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers meet twice monthly (at a minimum) in grade level teams to monitor student progress and modify and improve instruction using common assessments, performance task data, and student work samples. This information is used to make instructional decisions, planning, evaluate programs, write goals and action plans, differentiate instruction, provide in-class interventions, and update the SPSA to better meet the academic needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Terrace Elementary staff is 100% 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 no teachers are miss-assigned. Teachers participate in trainings to provide quality teaching and learning through focused and intentional professional development at the site level, district level, voluntary professional growth opportunities, and conferences. The focus for professional development during the 2019-2020 school year was on ELD and math teaching and learning. During the 2020-2021 distance learning became a focus of professional learning. The district provided self-paced professional learning opportunities as well as optional Friday professional development days where a variety of topics were available. The school's instructional coach provides ongoing instructional support focused on comprehension strategies and support strategies for English Learners. During the 2021-2022 school, professional development was at a self-paced model through Ellevation. Teachers also attended virtual AVID training and in-person training at the Riverside County Office of Education.

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

Ongoing training in content specific areas determined by analysis of grade level data occurs throughout the academic year and is provided at district level. Focus continues but is not limited to: Use of writing across all content areas, comprehension (listening/reading), grouping strategies, and academic language/vocabulary.

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

Terrace has an instructional coach who works with teachers and provides support for classroom teachers. We also have a RIMS AVID coach to assist us with AVID implementation. RCOE provided a math trainer to our TK-2 teachers on Early Numeracy.

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

Teachers meet every other week during grade level collaboration. During collaboration, teachers analyze student data, discuss effective instructional strategies, identify students in need of additional support, and plan for differentiated instruction and interventions.

Teaching and Learning

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

Teachers plan lessons based on Common Core State Standards, using ELA, ELD and math frameworks. In ELA they utilize McGraw-Hill's Wonders. DLI classrooms teachers incorporate McGraw-Hill's Maravillas for Spanish Language Arts instruction. In math, teachers also utilize the California HSP Math curriculum provided by the district and the Mathematics Coherent Guide. The instructional coach supports teachers through collaboration, demonstrations, walk-throughs and feedback.

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

In accordance with the State Framework, a minimum of 1 hour of language arts instruction for Kindergarten, 2.5 hours for grades 1-3, and 2 hours for grades 4-5 are ensured each day. Math instruction is 30 minutes in Kindergarten and 1 hour in grades 1-5, exceeding the State Framework recommendations. All teachers also include sufficient Designated English Language Development time and Integrate ELD throughout all content areas.

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

At-promise students are provided multiple before/during/after school interventions to support specific learning skills needed. All at-promise students are provided intervention opportunities each day. A Literacy teacher provides additional support to kindergarten through fifth grade students struggling with English foundational skills.

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

At Terrace, teachers follow 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. This is verified every year through the Williams visit at the beginning of the school year.

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

Terrace is following the academic standards adopted by the California Board of Education and National Common Core Standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards mastery of the CCCSS. In accordance with the CA curriculum guideline, the required minutes are ensured for reading/language arts: 1 hour for Kindergarten, 2.5 hours for grades 1-3 and 2 hours for grades 4-5.

The faculty of Terrace School meets regularly in collaborative grade level teams to review curriculum, instructional practices and instructional materials in reference to the CCCSS. All Terrace 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/anthology and practice book. Teachers use district adopted and supplemental resources to assist students to master State standards.

Opportunity and Equal Educational Access

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

Teachers identify at-promise 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 and invited to before/after school intervention opportunities. 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 assessments are analyzed to identify instructional gaps and skills. 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-promise students, building academic language, and utilizing effective scaffolding. Additionally, after-school tutoring and programs are made available to many 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)

There are a number of resources available to assist under-achieving students. The site uses categorical and general funds to provide pay for teachers providing after-school tutoring. Terrace has a number of before/after-school tutoring classes facilitated by teachers.

The site also 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 2:15 pm – 6:00 pm (1:00 pm - 6:00 pm 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)

Terrace involves the family and community in a number of ways. A full-time counselor is at Terrace Elementary five days a week. The counselor is available to meet with students, parents, and small groups and also offer classroom presentations throughout the school year as well as parent trainings.

Parent trainings 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 when in-person meetings are permitted. 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 invited to monthly award ceremonies, flag ceremonies and evening events such as Reading Night, Math Night, PTA activities, DLI Community Events, Performing Arts events, and more. School Site Council, Parent Teacher Association, Action Team for Partnership, and English Learner Advisory Committee also offer parents an opportunity to become involved with the school. These advisory/council 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 are provided by categorical funds to enable underperforming students to meet standards. 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, by teachers providing after-school instruction, and by those providing interventions. Categorical funds are used to purchase additional technology and supplemental materials that are used by at-promise students to access skills and concepts with which they need more practice and assistance. Categorical funds also pay for support staff (ex. Instructional Coach, Elementary Literacy Teacher) to support teachers and paraprofessionals with the implementation of best instructional practices and to work directly with students.

Fiscal support

The instructional program at Terrace is supported by funding from: Title I, LCFF-LI, and LCFF-EL. In addition to the site allocation of funding, the district categorical funds also support the instructional program. As indicated in the school plan these funds are used to ensure that all students access the core curriculum by supporting, intervention, parent involvement, staff development, and by providing supplemental materials. The district fiscally supports the school by providing Bilingual Instructional Assistants and a 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

The School Site Council, English Language Advisory Committee, and Cougar Connectors (leadership team) provide input for goals and action steps of the SPSA throughout the year during their monthly meetings. SPSA review and input is a standing agenda item in all ELAC and Leadership Team meetings. Teachers and staff also provide input during monthly staff meetings.

Resource Inequities

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

Resource inequities are supported through release days for professional development to address the 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. There is a need for incrementing, updating and replacing technology in the classrooms. There is also the need for additional support for students in the DLI program. Necessary resources will help enhance classroom environments to 21st learning environments. An effort will be continuously made so that the resources provided match the needs of the school's population.

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	1.7%	1.8%	1.36%	12	12	10
Asian	0.28%	0.4%	0.55%	2	3	4
Filipino	0%	%	0.14%	0		1
Hispanic/Latino	94.76%	93.9%	93.72%	669	642	687
Pacific Islander	0.14%	0.2%	0.14%	1	1	1
White	2.12%	2.3%	3.00%	15	16	22
Multiple/No Response	0.99%	1.2%	0.82%	7	8	6
			Total Enrollment	706	684	733

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	138	126	155
Grade 1	108	118	126
Grade 2	124	101	121
Grade3	107	117	107
Grade 4	115	109	119
Grade 5	114	113	105
Total Enrollment	706	684	733

Conclusions based on this data:

1. Hispanic students comprise the largest student group at over 90.00%
2. The enrollment has steadily increased every year for the past three years; increased support is necessary to match the growing population.
3. Kindergarten, and grades 1 and 2 are consistently the largest grade levels at the school. With the steady increase, the school has grown its teaching staff.

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	330	312		46.7%	45.6%	
Fluent English Proficient (FEP)	86	71		12.2%	10.4%	
Reclassified Fluent English Proficient (RFEP)	80	6		20.3%	1.8%	

Conclusions based on this data:

1. Near 50% of enrolled students are English Learners; this is a decrease when compared to the previous two years
2. The percentage of reclassified students have increased every year
3. The percentage of FEP students have also increased every 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	105	119	120	105	115	0	105	115	0	100	96.6	0.0
Grade 4	100	114	110	99	111	0	99	111	0	99	97.4	0.0
Grade 5	96	104	118	94	104	0	94	104	0	97.9	100	0.0
All Grades	301	337	348	298	330	0	298	330	0	99	97.9	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2411.	2381.		18.10	3.48		20.95	20.00		30.48	37.39		30.48	39.13	
Grade 4	2426.	2451.		11.11	17.12		17.17	22.52		28.28	22.52		43.43	37.84	
Grade 5	2454.	2463.		5.32	7.69		20.21	26.92		30.85	25.00		43.62	40.38	
All Grades	N/A	N/A	N/A	11.74	9.39		19.46	23.03		29.87	28.48		38.93	39.09	

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	20.00	13.04		41.90	45.22		38.10	41.74	
Grade 4	11.11	18.02		52.53	48.65		36.36	33.33	
Grade 5	12.77	19.23		44.68	41.35		42.55	39.42	
All Grades	14.77	16.67		46.31	45.15		38.93	38.18	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.81	6.09		37.14	47.83		39.05	46.09	
Grade 4	10.10	17.12		45.45	53.15		44.44	29.73	
Grade 5	7.45	10.58		44.68	52.88		47.87	36.54	
All Grades	14.09	11.21		42.28	51.21		43.62	37.58	

2019-20 Data:
Executive Order N-30-20 was issued 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	20.00	6.96		65.71	70.43		14.29	22.61	
Grade 4	10.10	18.92		69.70	63.96		20.20	17.12	
Grade 5	9.57	7.69		60.64	71.15		29.79	21.15	
All Grades	13.42	11.21		65.44	68.48		21.14	20.30	

2019-20 Data:
Executive Order N-30-20 was issued 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	18.10	6.96		55.24	56.52		26.67	36.52	
Grade 4	11.11	18.02		59.60	47.75		29.29	34.23	
Grade 5	17.02	6.73		43.62	50.96		39.36	42.31	
All Grades	15.44	10.61		53.02	51.82		31.54	37.58	

2019-20 Data:
Executive Order N-30-20 was issued 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. For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.
2. For 2018-2019, 16% of students are above standard in Reading, 11 % above standard in writing, 11% above standard in listening and 10% above standard in research/inquiry. The majority of students scored at or near standards in reading (45%), writing (51%), listening (68%), and research/inquiry (51%).
3. We find overall inconsistent patterns with increases and decreases in all domains between 2017-2018 through 2018-2019. Around 40% of students have scored at standard not met every year in reading, writing, and research/inquiry. In listening, we have made gains by reducing students below the standard from 28% to 20% in the

last three years. Consequently, the listening domain has the highest percentage of students scoring at Standard or Near Standard (68%).

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	105	120	120	105	117	0	105	117	0	100	97.5	0.0
Grade 4	100	114	110	100	112	0	100	112	0	100	98.2	0.0
Grade 5	96	104	118	95	104	0	95	104	0	99	100	0.0
All Grades	301	338	348	300	333	0	300	333	0	99.7	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	2414.	2385.		8.57	2.56		30.48	18.80		36.19	28.21		24.76	50.43	
Grade 4	2420.	2439.		1.00	3.57		16.00	21.43		40.00	40.18		43.00	34.82	
Grade 5	2434.	2444.		3.16	1.92		7.37	11.54		29.47	34.62		60.00	51.92	
All Grades	N/A	N/A	N/A	4.33	2.70		18.33	17.42		35.33	34.23		42.00	45.65	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.14	7.69		46.67	34.19		36.19	58.12	
Grade 4	4.00	10.71		39.00	33.04		57.00	56.25	
Grade 5	6.32	5.77		22.11	28.85		71.58	65.38	
All Grades	9.33	8.11		36.33	32.13		54.33	59.76	

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

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	11.43	7.69		52.38	32.48		36.19	59.83	
Grade 4	2.00	8.93		41.00	41.07		57.00	50.00	
Grade 5	3.16	1.92		33.68	44.23		63.16	53.85	
All Grades	5.67	6.31		42.67	39.04		51.67	54.65	

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

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	21.90	8.55		56.19	51.28		21.90	40.17	
Grade 4	4.00	8.93		47.00	43.75		49.00	47.32	
Grade 5	3.16	2.88		38.95	46.15		57.89	50.96	
All Grades	10.00	6.91		47.67	47.15		42.33	45.95	

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

Conclusions based on this data:

1. The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.
2. Concepts and procedures has the highest percentage of students Above Standard (8.11%) but also the highest percentage Below Standard (59.76%) in 2018-2019. Problem Solving and Modeling/Data Analysis has the smallest percentage of students Above Standard (6.31%).
3. More than 50% of all students at all grade levels scored Below Standard in Concepts and Procedures and Problem Solving and Modeling/Data Analysis for the 2018-2019 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	1423.6	1412.3	1405.9	1437.9	1427.2	1420.9	1390.2	1377.6	1371.1	83	63	62
1	1457.7	1447.8	1436.8	1467.0	1468.9	1462.3	1447.9	1426.2	1410.8	64	74	52
2	1475.7	1474.2	1477.7	1478.4	1478.5	1483.1	1472.6	1469.5	1471.8	67	57	49
3	1509.8	1473.4	1500.8	1503.7	1465.9	1515.4	1515.5	1480.5	1485.7	66	42	63
4	1517.2	1515.6	1512.4	1512.5	1506.9	1521.8	1521.3	1523.7	1502.4	49	52	54
5	1530.2	1529.2	1536.0	1518.1	1518.1	1544.4	1541.6	1539.6	1527.1	48	49	42
All Grades										377	337	322

2019-20 Data:
Executive Order N-30-20 was issued 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	26.51	1.59	11.29	36.14	34.92	27.42	28.92	53.97	41.94	*	9.52	19.35	83	63	62
1	40.63	6.76	1.92	34.38	31.08	34.62	*	50.00	38.46	17.19	12.16	25.00	64	74	52
2	34.33	8.77	8.16	44.78	45.61	48.98	*	33.33	36.73	*	12.28	6.12	67	57	49
3	25.76	2.38	15.87	42.42	28.57	47.62	25.76	47.62	31.75	*	21.43	4.76	66	42	63
4	32.65	21.15	18.52	36.73	48.08	44.44	26.53	26.92	27.78	*	3.85	9.26	49	52	54
5	47.92	18.37	26.19	39.58	48.98	40.48	*	24.49	23.81	*	8.16	9.52	48	49	42
All Grades	33.69	9.50	13.35	38.99	39.17	40.37	18.30	40.36	33.85	9.02	10.98	12.42	377	337	322

2019-20 Data:
Executive Order N-30-20 was issued 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	43.37	12.70	16.13	37.35	41.27	35.48	*	39.68	29.03	*	6.35	19.35	83	63	62
1	62.50	21.62	28.85	23.44	40.54	34.62	*	33.78	25.00	*	4.05	11.54	64	74	52
2	53.73	24.56	26.53	32.84	50.88	34.69	*	17.54	34.69	*	7.02	4.08	67	57	49
3	40.91	16.67	44.44	43.94	35.71	42.86	*	28.57	12.70	*	19.05	0.00	66	42	63
4	44.90	34.62	50.00	46.94	55.77	29.63	*	7.69	12.96	*	1.92	7.41	49	52	54
5	58.33	36.73	50.00	29.17	51.02	40.48	*	10.20	4.76	*	2.04	4.76	48	49	42
All Grades	50.13	24.04	35.40	35.54	45.70	36.34	7.96	24.04	20.19	6.37	6.23	8.07	377	337	322

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1.59	3.23	19.28	14.29	11.29	56.63	65.08	62.90	15.66	19.05	22.58	83	63	62
1	25.00	0.00	0.00	35.94	22.97	15.38	*	43.24	34.62	28.13	33.78	50.00	64	74	52
2	26.87	5.26	2.04	29.85	35.09	38.78	20.90	33.33	36.73	22.39	26.32	22.45	67	57	49
3	*	0.00	1.59	25.76	21.43	20.63	40.91	47.62	53.97	18.18	30.95	23.81	66	42	63
4	*	9.62	7.41	32.65	38.46	22.22	28.57	44.23	44.44	*	7.69	25.93	49	52	54
5	31.25	12.24	14.29	41.67	26.53	16.67	*	44.90	52.38	*	16.33	16.67	48	49	42
All Grades	20.16	4.45	4.35	29.71	26.11	20.50	31.03	46.59	48.14	19.10	22.85	27.02	377	337	322

2019-20 Data:
Executive Order N-30-20 was issued 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	55.42	7.94	16.13	38.55	82.54	64.52	*	9.52	19.35	83	63	62
1	73.44	44.59	30.77	21.88	51.35	63.46	*	4.05	5.77	64	74	52
2	71.64	28.07	22.92	28.36	66.67	70.83		5.26	6.25	67	57	48
3	48.48	21.43	28.57	50.00	61.90	66.67	*	16.67	4.76	66	42	63
4	51.02	50.00	40.74	42.86	48.08	51.85	*	1.92	7.41	49	52	54
5	64.58	24.49	28.57	29.17	71.43	66.67	*	4.08	4.76	48	49	42
All Grades	60.74	29.97	27.73	35.28	63.50	63.86	3.98	6.53	8.41	377	337	321

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.14	17.46	19.67	53.01	52.38	47.54	*	30.16	32.79	83	63	61
1	46.88	18.92	29.41	43.75	70.27	58.82	*	10.81	11.76	64	74	51
2	38.81	22.81	33.33	53.73	68.42	60.42	*	8.77	6.25	67	57	48
3	56.06	16.67	76.79	31.82	57.14	23.21	*	26.19	0.00	66	42	56
4	57.14	26.92	64.58	38.78	65.38	27.08	*	7.69	8.33	49	52	48
5	58.33	40.82	84.62	31.25	57.14	10.26	*	2.04	5.13	48	49	39
All Grades	47.48	23.44	49.50	43.24	62.31	38.94	9.28	14.24	11.55	377	337	303

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1.59	3.23	80.72	80.95	75.81	*	17.46	20.97	83	63	62
1	45.31	9.46	9.62	32.81	51.35	38.46	21.88	39.19	51.92	64	74	52
2	43.28	8.77	16.67	20.90	66.67	60.42	35.82	24.56	22.92	67	57	48
3	*	2.38	1.59	63.64	50.00	65.08	24.24	47.62	33.33	66	42	63
4	*	7.69	3.70	57.14	75.00	61.11	26.53	17.31	35.19	49	52	54
5	35.42	24.49	21.43	50.00	57.14	57.14	*	18.37	21.43	48	49	42
All Grades	25.73	8.90	8.41	51.99	63.80	60.44	22.28	27.30	31.15	377	337	321

2019-20 Data:
Executive Order N-30-20 was issued 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	39.76	31.75	14.52	43.37	34.92	53.23	16.87	33.33	32.26	83	63	62
1	*	5.41	0.00	60.94	60.81	44.00	25.00	33.78	56.00	64	74	50
2	*	7.02	4.08	71.64	61.40	71.43	16.42	31.58	24.49	67	57	49
3	27.27	2.38	7.94	65.15	73.81	74.60	*	23.81	17.46	66	42	63
4	26.53	17.31	5.56	59.18	76.92	70.37	*	5.77	24.07	49	52	54
5	39.58	4.08	7.14	54.17	83.67	73.81	*	12.24	19.05	48	49	42
All Grades	26.53	11.87	6.88	58.62	63.50	64.38	14.85	24.63	28.75	377	337	320

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

Conclusions based on this data:

1. Overall data shows that students scored better in 2020-2021 than the last time the test was administered, 2018-2019 school year.
2. Over 60% of our English Learners fall in the "Somewhat/Moderately" level for the Listening, Speaking, Reading and Writing domains. About 30% of the students score at 'Well developed" in Listening and 49% at "Well developed" in Speaking.
3. As a school we need to focus on the reading and writing since the percentage of students at "Well Developed" have dropped significantly from the previous years.

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	339	329	97.05	2.95	29.48
Female	155	154	99.35	0.65	30.52
Male	184	175	95.11	4.89	28.57
Asian	2	2	--	--	--
Black or African American	9	9	--	--	--
Hispanic or Latino	318	310	97.48	2.52	28.71
Two or More Races	4	4	--	--	--
White	6	4	--	--	--
English Learners	160	158	98.75	1.25	13.92
Homeless	16	16	100		50
Socioeconomically Disadvantaged	286	276	96.5	3.5	26.81
Students with Disabilities	49	48	97.96	2.04	14.58

Conclusions based on this data:

1. Based on the assessment, about 30% of students are at grade level. This means 70% of students are not at grade level.
2. The Hispanic/Latino group is the largest student group. So, data for this student group is very similar to the overall data.
3. The next largest group is the Socioeconomically Disadvantaged student group. The data for this group falls fairly close with the Hispanic/Latino student group and overall data.

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	339	326	96.17	3.83	8.28
Female	155	152	98.06	1.94	5.26
Male	184	174	94.57	5.43	10.92
Asian	2	2	--	--	--
Black or African American	9	9	--	--	--
Hispanic or Latino	318	307	96.54	3.46	7.17
Two or More Races	4	4	--	--	--
White	6	4	--	--	--
English Learners	160	157	98.12	1.88	4.46
Homeless	16	16	100		12.5
Socioeconomically Disadvantaged	286	274	95.8	4.2	6.57
Students with Disabilities	49	48	97.96	2.04	10.42

Conclusions based on this data:

1. Based on the assessment, about 8% of students are at grade level. This means 92% of students are not at grade level.
2. The Hispanic/Latino group is the largest student group. So, data for this student group is very similar to the overall data.
3. The next largest group is the Socioeconomically Disadvantaged student group. The data for this group falls fairly close with the Hispanic/Latino student group and overall data.

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**
684	**83.9**	**45.6**	**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	312	45.6
Foster Youth	3	0.4
Homeless	25	3.7
Socioeconomically Disadvantaged	574	83.9
Students with Disabilities	63	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	1.8
American Indian or Alaska Native		
Asian	3	0.4
Filipino		
Hispanic	642	93.9
Two or More Races	8	1.2
Native Hawaiian or Pacific Islander	1	0.1
White	16	2.3

Conclusions based on this data:

1. About 8 out of ten students are eligible for free or reduced priced meals or have a parent/guardian who did not receive a high school diploma.
2. About 45% of the students are English Learners.
3. Hispanic students are about 93% of the student enrollment.

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** Orange	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. Chronic absenteeism is an area of concern and could play a role in lack of academic progress.
2. The academic performance of students in English Language Arts and Math are also a concern; both fall within Orange.
3. The suspension rate is the best indicator.

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
36.2 points below standard	36.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.3 points	Increased ++4.4 points	1
317	201	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
65.7 points below standard	41.6 points below standard	99.2 points below standard
15	Maintained ++0.1 points	Maintained -1.3 points
	287	39

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 9	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 35.4 points below standard Maintained ++2.3 points 299	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	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**
69.4 points below standard Declined Significantly -17.1 points 134	28.8 points above standard Increased ++6.8 points 67	36.3 points below standard Declined -8.7 points 112

Conclusions based on this data:

1. Out of 280 students who took the Smarter Balanced Summative Assessment in ELA, the overall performance increased by 8.7 points, but it is still 36.5 points below the standard. (Data and conclusion are from 2019)
2. The overall performance in English Language Arts appears to be increasing for all subgroups. Reclassified students declined, but they are still 22 points above the standard. (Data and conclusion are from 2019)
3. Out of 185 English Learners who took the SBAC, their performance increased 8 points. Nevertheless, the English Learners are 41.1 points below the standard. (Data and conclusion are from 2019)

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
58.8 points below standard	57.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.6 points	Maintained 0 points	1
318	202	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
72.5 points below standard	62.1 points below standard	104.4 points below standard
15	Declined -3 points	Increased ++13.7 points
	288	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 59 points below standard Maintained -1.6 points 300	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	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	**Reclassified English Learners**	**English Only**
81.3 points below standard Declined -14.3 points 134	11.4 points below standard Declined -5.4 points 68	61.7 points below standard Declined -5.6 points 112

Conclusions based on this data:

1. Out of 280 students who took the Smarter Balanced Summative Assessment in Math, their performance increased by 3.2 points, but it is still 57.2 points below the standard. (Data and conclusion are from 2019)
2. English Learners performance in Math parallels the results for all students. (Data and conclusion are from 2019)
3. Even though there are some small increases in Math performance, students are still about 60 points below the standard. Math is an area that needs to be strengthen. (Data and conclusion are from 2019)

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

English Learner Progress
No Performance Color
40.6 making progress towards English language proficiency
Number of EL Students: 266
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.6	32.7	2.6	37.9

Conclusions based on this data:

1. Out of all 377 English Learners who took the ELPAC, the largest percentage (39%) scored at level 3, Moderately Developed. (Data and conclusion are from 2019)
2. A third of all English Learners scored at level 4, Well Developed. (Data and conclusion are from 2019)
3. Only 9% of students scored at level 1, and 18% at level 2. (Data and conclusion are from 2019)

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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.7	6.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Increased +0.6	3
737	417	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
31.8	11.5	13.7
Increased +6.8	Maintained +0.3	Increased +7
22	670	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
33.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
24	0	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
9.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28.6
Declined -0.9	9	2	Increased +14.3
686			14

Conclusions based on this data:

1. 10.6% of all students were chronically absent, which is a slight increase of 0.7% from the previous year. (Data and conclusion are from 2019)
2. The homeless group, 16 students, had the highest percentage of chronic absenteeism at 25%. They declined by 5.8% but it is still the most concerning group. (Data and conclusion are from 2019)
3. English Learners, 424 students, maintained their attendance at 5.7%. This is the best performing group in attendance. (Data and conclusion are from 2019)

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.5	0.2	Less than 11 Students - Data Not
Maintained -0.2	Maintained +0.2	3
748	425	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
0	0.6	0
Maintained 0	Maintained -0.2	Maintained 0
25	678	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 4.2 Increased +4.2 24		No Performance Color Less than 11 Students - Data 2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.3 Maintained -0.2 697	No Performance Color Less than 11 Students - Data 9	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Declined -9.5 14

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	0.5

Conclusions based on this data:

1. The suspension rate at Terrace Elementary has remained very low with currently 0.5% of all students suspended at least once.
2. The suspension rate in all subgroups have declined or maintained.
3. The suspension rate for all groups remains very low, data is from 2019.

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)

Student achievement will improve in English Language Arts, Mathematics, and English Language Development (ELD). In English Language Arts, students need to demonstrate proficiency in comprehension (reading, writing, and listening). In math, students need to demonstrate proficiency in problem solving and communicating reasoning. In ELD, students need to demonstrate proficiency in listening, speaking, reading and writing.

Identified Need(s)

English Language Arts
iReady: Students in the primary grades need to increase in phonics and phonological awareness as measured by the iReady assessment. Students in the upper grades need to increase in reading comprehension as measured by the iReady benchmarks.

The school will strengthen the MTSS and identify students in need of additional support. Interventions will focus on specific skills to support intensive (at-promise) students. The iReady assessment has been added in the 2020-2021 school year as part of the MTSS system and will continue to be used in future years. The 2021-2022 schgool year provided a strong baseline for us to begin improving first best instruction and interventions.

CAASPP: Comprehension in both reading and listening needs to be an instructional focus; writing will be used to learn and help boost overall comprehension of content. Students also need to be computer literate. There is a need for consistency between reading programs and materials. Close reading and response to text (Thinking Maps) strategies will be provided to all students.

Mathematics: Proper implementation and use of the Coherent Guide to Mathematics is necessary, including the three reads protocol. Students need to get in the habit of communicating their reasoning (Claim 3). TK-2 need to continue to implement the RCOE Early Numeracy -Silicon Valley Math Initiative (SVMI), which will involve students in re-engagement lessons. Also, writing will be used as a tool for learning in Mathematics and other content areas.

ELD: Focus on writing to learn during ELD time for all grade levels. Students need to be given ample opportunities to collaborate through different groupings and use academic language/vocabulary/discourse.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady (Language Arts)	2021 iReady Fall results were as follows: 12% of students were at grade level or above,	By Winter 2022-2023, 35% of students all students at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	52% of students were one grade level below, and 36% of students were two or more grade levels below. Percent of students at grade level or above: Kinder- 12%, 1st grade- 5%, 2nd grade- 9%, 3rd grade- 26%, 4th grade- 9% and 5th grade- 11%. 2021-2022 iReady Winter results were as follows: 29% of students were at grade level or above, 48% of students were one grade level below, and 23% of students were two or more grade levels below. Percent of students at grade level or above: Kinder- 33%, 1st grade- 26%, 2nd grade- 24%, 3rd grade- 41%, 4th grade- 30% and 5th grade- 22%.	
iReady (Mathematics)	2021 iReady Fall results were as follows: 4% of students were at grade level or above, 56% of students were one grade level below, and 41% of students were two or more grade levels below. Percent of students at grade level or above: Kinder- 6%, 1st grade- 3%, 2nd grade- 1%, 3rd grade- 2%, 4th grade- 2% and 5th grade- 6%. 2021-2022 iReady Winter results were as follows: 14% of students were at grade level or above, 66% of students were one grade level below, and	By Winter 2022-2023, 20% of students all students at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	19% of students were two or more grade levels below. Percent of students at grade level or above: Kinder- 24%, 1st grade- 10%, 2nd grade- 7%, 3rd grade- 15%, 4th grade- 15% and 5th grade- 17%.	
CAASP Summative English Language Arts 2018-2019	For 2018-2019, the highest percentage of students (39.09%) scored at the Standard Not Met level, while the second highest percentage of students (28.48%) scored at the Standard Nearly Met level. 32.42% of the students met or exceeded standard for English Language Arts.	By June 2023, reduce the percentage of students with "Standard Not Met" from 39% to 35% or less, and increase the percentage of students with "Standard Met" from 23% to 27% as measured by CAASPP data.
CAASP Summative Math 2018-2019	The largest percentage of students (45.65%) scored in the Standard Not Met category in math for the overall performance in 2018-2019.	By June 2023, reduce the percentage of students with "Standard Not Met" from 45% to 41% or less, and increase the percentage of students with "Standard Met" from 17% to 22% as measured by CAASPP data.
ELPAC Summative Assessment	About 60% of our English Learners fall in the "Somewhat/Moderately" level for the Reading (60.44%) and Writing (64.38%) domains. 30% of the students score at 'Well developed" in Listening and 23.4% at "Well developed" in Speaking.	By June 2023, increase the percentage of English Learners scoring at the "Well Developed" level in Reading from 6.88% to 20% as measured by ELPAC data.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

DUPLO Renewal: Maintenance agreement for teachers to make mass copies for school wide or grade level copies.

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

Amount(s)	Source(s)
700	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Elementary Numeracy Teacher (ENT) will provide targeted math supports to students during the school day and also through extended day with the use of supplemental materials. ENT will work 1:1 or in small group.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

At-Promise Students, English Learners & Low Income Students

Strategy/Activity

Extended day learning: Certificated staff will provided targeted and intensive intervention outside of the regular school day to support literacy, mathematics, and language acquisition.

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

Amount(s)	Source(s)
10000	Title I 1000-1999: Certificated Personnel Salaries
2524	Title I 3000-3999: Employee Benefits

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

Grade Level Release Days:
Release days provided to all certificated staff to participate in professional development to plan, calibrate and improve instructional practices, students engagement, and mastery of 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)
13870	Title I 1000-1999: Certificated Personnel Salaries
3363	Title I 3000-3999: Employee 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

Renaissance Learning/Accelerated Reader: Supports independent reading to enhance reading comprehension and fluency. Also support MTSS by providing data and helping measure student progress.

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

Amount(s)	Source(s)
8832	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students and Low Income Students

Strategy/Activity

English Language Facilitator will provide professional development, attend district trainings, and ensure compliance documentation of all things pertaining to English Language Learners. EL Facilitator will also conduct EL Specific SSTs and work to strengthen school MTSS in collaboration with ELT.

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

Amount(s)	Source(s)
3688	LCFF-EL 1000-1999: Certificated Personnel Salaries ELF Stipend based on number of EL students
894	LCFF-EL 3000-3999: Employee Benefits
600	LCFF-EL 1000-1999: Certificated Personnel Salaries
146	LCFF-EL 3000-3999: Employee Benefits
600	LCFF-LI 1000-1999: Certificated Personnel Salaries

146	LCFF-LI 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

Classified employees will have additional hours available to provide translation services to the Terrace community, during parent conferences. Classified employees will also provide additional support to EL students outside their normal "work day" (during, before, and after the instructional day).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1250	LCFF-EL 2000-2999: Classified Personnel Salaries
459	LCFF-EL 3000-3999: Employee Benefits
1250	LCFF-EL 2000-2999: Classified Personnel Salaries
459	LCFF-EL 3000-3999: Employee Benefits

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

Recognition for reclassification: Students will be recognized for reclassification and meeting all reclassification criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

CABE Conference: Parents and staff will attend local CABE in supporting the understanding of language acquisitions for English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF-EL 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Professional Development opportunities for all teachers (including DLI) to support students in classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF-EL 5000-5999: Services And Other Operating Expenditures

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

Math/Writing Journals: to support teacher and learning at all grade levels. Action will support school goal of using writing to learn across content areas.

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

Amount(s)	Source(s)
1138	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Promise Students, English Learners & Low Income Students

Strategy/Activity

Literacy Teacher to support targeted students with foundational skills in reading through a pull-out program for small group instruction/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)
158993	Title I 1000-1999: Certificated Personnel Salaries
59585	Title I 3000-3999: Employee Benefits
600	LCFF-LI 1000-1999: Certificated Personnel Salaries
146	LCFF-LI 3000-3999: Employee Benefits

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

Projects Clerk: Classified staff member will support, organize, and maintain efficient categorical compliance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Title I 2000-2999: Classified Personnel Salaries Additional hours to support unique tasks to the requirement of categorical programs and FPM, including record keeping, IT work orders, data processing, and the monitoring of expenditures.
441	Title I 3000-3999: Employee Benefits Classified

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

Copy paper will be provided to teachers to provide additional print materials needed for teaching and 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)
5000	Title I 4000-4999: Books And Supplies

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

Teachers will be provided two toner cartridges for the school year. Printer is used to print out materials for teaching and 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)
105	Title I 4000-4999: Books And Supplies
4351	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 17

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 will be purchased to support at-promise students access to learning tools in supporting academic achievement and language acquisition.

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

Amount(s)	Source(s)
3800	Title I 4000-4999: Books And Supplies
3823	LCFF-EL 4000-4999: Books And Supplies
7000	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology will be repaired or replaced based on age of inventory.

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

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

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Copier lease agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify 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)
1475	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Copier maintenance agreement will be used to supplement instruction of the core curriculum, provide parent communication and progress monitoring support to identify 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)
	Title I

	5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Effective activities include Instructional Coach, Literacy teacher, and Elementary Numeracy Teacher. however student progress was difficult to ascertain with the suspension on state testing and the implementation of a new district-wide reading and math assessment. The available data was analyzed in the fall of 2021, however a comparison to the previous year is difficult due to the testing environment. The previous year students were in a hybrid model with about 30% of the students in full virtual model.

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

During the pandemic year, many actions were intended for in-person learning. Like many other schools, actions were adjusted to help mitigate learning loss and to support distance learning. More support was provided through technology. In the 2021-2022 school year we are better able to gauge effectiveness of actions and strategies. Most actions were able to take place this school year, but funding sources changed due to ESSR funds. This allowed for additional actions not in the SPSA.

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 goal will be adjusted to account for the absence of state testing data and to include newly implemented district-wide assessment and more consistent data points.

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)

Implement AVID elementary strategies in all TK-5th grade classrooms to improve student organizational skills, parent communication and note taking skills.
Implement No Excuses University to continue to establish a college ready culture by providing all students with learning experiences with college vocabulary, scholarship and lessons throughout the school year.

Identified Need(s)

Increase the level of implementation of AVID strategies in all classrooms at all grade levels, using the essential progression chart for Agenda/Planner, Organizational Tool, Note-Taking, and Levels of Thinking and Questioning.
Increase the number of AVID trained teachers through AVID Pathways.
Provide training and collaboration opportunities for teachers to continue implementation of NEU's college conversations.
Expose students and their families to college and career options and provide information regarding careers, colleges and universities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers trained in AVID Pathway -Foundations.	Not all teachers have had formal training in AVID Foundations.	Register teachers to upcoming AVID foundations training.
Classroom implementation of AVID organizational strategies.	Most classroom teachers are implementing some AVID organizational strategies.	Use the essential progression chart to determine common grade level implementation of organizational strategies.
No Excuses University College Conversations	College conversations are being implemented in most classrooms.	The habits of scholarly behaviors will be taught in every classroom and these behaviors will be expected by all staff. Lessons on College Conversations will engage students in skills that support college and career readiness success.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will attend a 2-day AVID Pathway Foundation training to improve student organizational skills, note-taking and support students to become college and career ready.

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

Amount(s) Source(s)

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 University classes offered to parents to establish a family reading routine, improve reading and writing skills in English and Spanish, and strengthen communication between parents and children.

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

Amount(s) Source(s)

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

Provide students with instructional classroom supplies and organizational materials (i.e. agenda planners, binders, school supply storage, etc.) to support students in becoming college and career ready.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	AVID 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)

4th and 5th graders

Strategy/Activity

Upper grade students will use planning agendas to support the teaching of college and career readiness skills of organization, time, and responsibility.

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

Amount(s)	Source(s)
2280	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

Study Trips: Study trips will support the grade level standards to provide learning as an extension of classroom instruction.

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

Amount(s)	Source(s)
5000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will organize a College and Career Day and a Vehicle Career Day to increase awareness of college and career opportunities.

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

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School supports and participates in No Excuses Universities. All classroom to adopt a college or university and display college flags, bulletin boards, slogans, signs and chants. Students and teachers will display their college pride at Flag Ceremonies by displaying their flag, wearing the college shirt and singing their chant.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Title I 4000-4999: Books And Supplies

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

Teachers will organize college campus study trips for students and parents to provide exposure and information on higher learning institutions.

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

Amount(s)	Source(s)
1000	AVID 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the past year, teachers continued to implement AVID strategies as best as possible. Educational trips were not able to occur, however AVID materials were used by students in school. Teachers were able to participate in AVID training opportunities virtually.

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

Teachers usually monitor student use of AVID materials and apply strategies in person.

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.

Adjustments will be made in the 2022-2023 school year to include the proper use of strategies and materials as more staff members become trained.

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 student attendance, provide a safe school environment for staff and student learning, and provide opportunities for family engagement and connection to the school.

Identified Need(s)

The focus of the school's engagement goal is divided into three major areas: attendance, suspension rates, and school climate.

Attendance as measured by the Chronic absenteeism dashboard is affected by students having absences above the 10% during the school year. There is a need to reduce the number of absences and increase daily attendance. Students with frequent absences miss essential instruction and their academic performance is affected.

Suspension rates have been low in the past few years and it is essential to continue to maintain a low suspension rate.

School climate based on surveys to students, staff and families indicate a need to continue to improve in school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Attendance rate for 2020-2021 at 90% or less	Increase attendance by 5%
Chronic Absenteeism Rate	10.7% of students are chronically absent (2019 CA Dashboard)	Reduce the number of students with chronic absenteeism to 5%
Suspension rate	Suspension rate at 0.5% on the dashboard	Maintain suspension rate under 1%
California Healthy Kids Survey	69% of students felt connected to the school	Increase the percentage of student connectedness to at least 80%

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 Supports: Counselor will be allocated funds to support professional growth and materials needed to support our low-incoming school community and building community 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)
3000	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)

All students

Strategy/Activity

Home visits: A team will conduct home visits to address concerns and provide support to families regarding chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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

Attendance Incentives and recognition provided to students who demonstrate positive and/or improvement in attendance. Examples of incentives include Picture books/chapter books, lunch with the principal, and Attendance Assemblies/Events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

1500	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)

English Learners

Strategy/Activity

Have informational meetings with families of English learners to discuss reclassification requirements and progress towards reclassification.

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

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Provide parent involvement opportunities such as: Back to School Night, Parent Universities, DLI community nights, parent involvement week, parent conferences, math, science, and literacy nights, health and safety fair, and PTA sponsored evening events.

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Home and School Communication: All teachers and administration utilize Class Dojo for regular communication to families. In addition to this, the administration Parent Square and a school webpage for regular school announcements and information. A monthly calendar is sent home to families to keep them informed of activities, events and holidays for each month. A phone call out system (Parent Square) is also used to relate important and/or urgent information to families. Parent Square is also used to send text messages to families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

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.

Better implementation of strategies will occur in the 2022-2023 school year when it is anticipated to be able to have more in-person activities with community partners.

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 made in 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 made in the 2022-2023 school year.

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	$318,868.00

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	$270,388.00

Subtotal of additional federal funds included for this school: $270,388.00

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	$21,370.00
LCFF-LI	$20,610.00

Subtotal of state or local funds included for this school: $48,480.00

Total of federal, state, and/or local funds for this school: $318,868.00

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	21370	0.00
LCFF-LI	20610	0.00
Title I	270388	0.00
AVID	5000	0.00
Attendance	1500	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	21,370.00
LCFF-LI	20,610.00
Title I	270,388.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	188,351.00
2000-2999: Classified Personnel Salaries	3,700.00
3000-3999: Employee Benefits	68,163.00
4000-4999: Books And Supplies	38,647.00
5000-5999: Services And Other Operating Expenditures	20,007.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

4000-4999: Books And Supplies	Attendance	1,500.00
4000-4999: Books And Supplies	AVID	4,000.00
5000-5999: Services And Other Operating Expenditures	AVID	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	4,288.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,500.00
3000-3999: Employee Benefits	LCFF-EL	1,958.00
4000-4999: Books And Supplies	LCFF-EL	9,624.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	1,200.00
3000-3999: Employee Benefits	LCFF-LI	292.00
4000-4999: Books And Supplies	LCFF-LI	13,418.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	5,700.00
1000-1999: Certificated Personnel Salaries	Title I	182,863.00
2000-2999: Classified Personnel Salaries	Title I	1,200.00
3000-3999: Employee Benefits	Title I	65,913.00
4000-4999: Books And Supplies	Title I	10,105.00
5000-5999: Services And Other Operating Expenditures	Title I	10,307.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	300,888.00
Goal 2	13,480.00
Goal 3	4,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Francisco J Gonzalez	Principal
Christine Ledesma	Classroom Teacher
Raul Gomez	Classroom Teacher
America Najarro	Classroom Teacher
Jennifer Ohlheiser	Other School Staff
Peter Palumbo	Parent or Community Member
Karol Salgado	Parent or Community Member
Luz Adriana Herrera	Parent or Community Member
Jesus Chavarria	Parent or Community Member
Christine Rivas	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 5/16/2022.

Attested:

	Principal, Francisco J. González on 5/16/2022
	SSC Chairperson, Christine Ledesma on 5/16/2022

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

ALVORD UNIFIED SCHOOL DISTRICT

TERRACE ELEMENTARY SCHOOL

ENGLISH LEARNERS ADVISORY COMMITTEE

AGENDA—February 7, 2022

Mr. Francisco J. González *Principal*

1. Introduction/ Procedures

a) Call to order
Mrs. Robledo called meeting to order at 2:30 PM

b) Welcome/Sign In
Mrs. Robledo welcomed everyone and those who were able to sign in.

c) Pledge of Allegiance
Mrs. Robledo led the pledge.

2. **Training/ Presentation**

a) Needs Assessment Training: State Assessments
Mr. Gonzalez discussed important information about CAASPP and answered parent questions.

3. **Action Items**

a) Approval of November & January Meeting Minutes

4. **Discussion/ Information**

a) Attendance
b) DELAC Report
c) SSC Report
d) LCFF-EL Budget Report
Updates to the EL Budget were reviewed with parents, updates to funding for professional development.
e) SPSA
Suggestions from parents- continue with previous
f) CABE
New virtual opportunity to attend CABE was presented to parents and they were invited to sign up, if interested in attending.
g) Principal's Report was given
h) Questions & Suggestions for the Principal

5. **Reminders**

a) February 9-DLI Parent Informational Meeting 9:00 a.m. & 4:30 p.m
b) February 11-Lost & Found Items to be donated after today!
c) February 14-21-Mid-Winter Break
d) February 23 School Spirit-Decade Day
e) February 28-SSC Meeting 2:30

6. **Adjournment**

a) Next Meeting-March 14, 2022 @ 2:30 PM
b) Adjournment

ALVORD UNIFIED SCHOOL DISTRICT

TERRACE ELEMENTARY SCHOOL

ENGLISH LEARNERS ADVISORY COMMITTEE

AGENDA—February 7, 2022

Mr. Francisco J. González *Principal*

Meeting adjourned at 3:30. Motion to adjourn by Mrs. Robledo. Seconded by Mrs. Serna. All in favor.

O UNIFIED SCHOOL DISTRICT

TERRACE ELEMENTARY SCHOOL

ENGLISH LEARNERS ADVISORY COMMITTEE

AGENDA—April 11, 2022

Mr. Francisco J. González *Principal*

1. Introduction/ Procedures

a) Call to order
Mrs. Robledo called meeting to order at 2:30 PM

b) Welcome/Sign In
Mrs. Robledo welcomed everyone and those who were able to sign in did.

c) Pledge of Allegiance
Mr. Gonzalez, Principal, led the pledge of allegiance.

2. **Training/ Presentation**

a) Needs Assessment Training: Who are the Stakeholders and what is their responsibility to ensure EL students get reclassified. Mrs. Calderon trained parents on the role of the teacher, the school, and the district in ensuring that EL students receive the support, services, and supplies needed to help them become proficient in English and meet academic standards. She also discussed how parents and students are an important part of this process.

b) SPSA Actions
Mr. Gonzalez reviewed all the final actions that will be submitted to SSC for approval at the end of the month. He reviewed the actions line by line and gave parents the opportunity to ask questions and offer suggestions. Parents were all in agreement with how the money will be spent.

3. **Action Items**

a) None

4. **Discussion/ Information**

a) Attendance
b) DELAC Report
c) SSC Report
d) LCFF-EL Budget Report-Covered during SPSA Actions review
e) SPSA-Covered under training and presentation
f) CABE- 2 parents attended 2022 CABE and will give us a report next month.
g) Principal's Report-Notified parents about Tutoring.com
h) Questions & Suggestions for the Principal-none

5. **Reminders**

a) CAASPP State Testing-Month of April
b) SSC Meeting-May 16, 2022

Mr. Francisco J. González *Principal*

6. **Adjournment**
   a) Next Meeting-May 9, 2022 @ 2:30 PM
   b) Adjournment
      Meeting adjourned at 3:40. Motion to adjourn by Mrs. Robledo. Seconded by Mrs. Serna. All in favor.

O UNIFIED SCHOOL DISTRICT

TERRACE ELEMENTARY SCHOOL

ENGLISH LEARNERS ADVISORY COMMITTEE

AGENDA—May 9, 2022

Mr. Francisco J. González *Principal*

1. Introduction/ Procedures

a) Call to order
Mrs. Robledo called meeting to order at 2:41 PM

b) Welcome/Sign In
Mrs. Robledo welcomed everyone and those who were able to sign in did.

c) Pledge of Allegiance
Mrs. Robledo, President, led the pledge of allegiance.

2. **Training/ Presentation**

a) SPSA Plan & Actions & Budget
Mr. Calderon reviewed all the updates to the School Plan. Terrace received the 2022-2023 budget and some actions were added. Mrs. Elliot noted that all the green highlights were recent updates. Mr. Gonzalez continued presenting the updates and told parents that SSC would be approving next week.

3. **Action Items**

a) Approve March & April minutes

4. **Discussion/ Information**

a) Attendance
b) DELAC Report-tabled
c) SSC Report-no meeting last month
d) LCFF-EL Budget Report-Covered during SPSA Actions review
e) SPSA-Covered under training and presentation
f) CABE- Mrs. Robledo shared that this year CABE was a little confusing because she signed up for Spanish workshops and they were presented in English, so she was a little lost. However, when they were in Spanish, she enjoyed the presentations and information received. She attended a workshop on Discipline which she thought was very good.
g) Principal's Report-We are getting near the end of the school year. Testing is completed. Summer School list is almost finalized. Terrace is hosting a Health Fair on May 19th. Our Awards Assemblies will be virtual. Parents will receive a link if their student is receiving an award.
h) Questions & Suggestions for the Principal-Mrs. Robledo asked if parent volunteers will be allowed on campus next year. Mr. Gonzalez stated that the plan is to have parents back on campus, and hopefully, these meetings will also be back in person. Mrs. Calderon mentioned that if we have these meetings after school,

we would need childcare so parents are more willing to attend. Mr. Gonzalez asked parents to bring a friend. Mrs. Calderon asked members if they would be willing to remain in their posts until August of 2022, so Terrace has an ELAC at the beginning of the year. Parents agreed. Mrs. Calderon (parent) asked about Summer School and was concerned about the supervision at the kindergarten gate. Mr. Gonzalez explained that sometimes when teachers are out, substitute teachers might not know they have duty or do not make it on time. Mrs. Calderon asked parents to please notify the office if it happens again, so that the school can cover that duty and ensure student safety.

5. **Reminders**
   a) Flag Ceremony-May 5, 2022 at 8:30
   b) School Site Council-May 16 @ 2:30 PM
   c) Award Ceremonies-May 17th-20th
   d) School Spirit Day-Disney-May 18, 2022
   e) Health Fair-May 19, 2022 3:00-5:00 PM

6. **Adjournment**
   a) Next Meeting-August 2022
   b) Adjournment
   Meeting adjourned at 3:11. Motion to adjourn by Mrs. Robledo. Seconded by Mr. Gonzalez. All in favor.

Terrace Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

7 de febrero 2022

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	FiMemberFirma
dent	Belen Robledo	Mia Robledo	1	EL	Belen Robledo
Vice President	N/A				
Secretary	N/A				
DELAC Rep	Mayra Serna Gallegos	Abel Gomez-Serna	2	EL	Mayra L Serna-Galleogs

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Firma
Member/Miembro	Itzel Berumen	Brenda Berumen	2	EL	
Member/Miembro	Rosa Calderon	Elif Santos	K	EL	
Member/Miembro	Mary Velazquez	Ernesto Velazquez	K	EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Francisco J. González	NA (Principal)	NA	NA	FcoJGonzalez

https://docs.google.com/document/d/1lYDbZ5IgSW8cIHgcAbvgFAW1FCYAes2vTnQJ4_NsnE4/edit?usp=sharing

Terrace Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

11 de abril 2022

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	FiMemberFirma
dent	Belen Robledo	Mia Robledo	1	EL	BELEN ROBLEDO
Vice President	N/A				
Secretary	N/A				
DELAC Rep	Mayra Serna Gallegos	Abel Gomez-Serna	2	EL	Mayra Serna-Gallegos

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Firma
Member/Miembro	Itzel Berumen	Brenda Berumen	2	EL	
Member/Miembro	Rosa Calderon	Elif Santos	K	EL	
Member/Miembro	Mary Velazquez	Ernesto Velazquez	K	EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Francisco J. González	NA (Principal)	NA	NA	FcoJGonzález

https://docs.google.com/document/d/1lYDbZ5IgSW8cIHgcAbvgFAW1FCYAes2vTnQJ4_NsnE4/edit?usp=sharing

Terrace Elementary

English Learner Advisory Committee

Comité Consejero de Alumnos Aprendices del Inglés

Sign in Sheet

Registro de Asistencia

9 de mayo 2022

ELAC Board/Mesa Directiva

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	FiMemberFirma
dent	Belen Robledo	Mia Robledo	1	EL	Belen Robledo-(Document Updated and parent did not sign in)
Vice President	N/A				
Secretary	N/A				
DELAC Rep	Mayra Serna Gallegos	Abel Gomez-Serna	2	EL	

Position/Posición	Parent Name Nombre de Padre	Student Name Nombre de Alumno	Grade	Identification* (EL4b)	Firma
Member/Miembro	Itzel Berumen	Brenda Berumen	2	EL	
Member/Miembro	Rosa Calderon	Elif Santos	K	EL	Rosa Calderon (Parent came in late)
Member/Miembro	Mary Velazquez	Ernesto Velazquez	K	EL	

*Identify if attendee is an EL parent, EO parent, Staff, R-FEP/I-FEP parent, Community, or District Employee)

Parent Name Nombre de Padre	Student's Name Nombre de Alumno	Student Grade	Identification* (EL4b)	Signature Firma
Francisco J. González	NA (Principal)	NA	NA	Francisco Gonzalez
Dawn Elliott	NA(Assistant Principal)			Dawn Elliott

https://docs.google.com/document/d/1lYDbZ5IgSW8cIHgcAbvgFAW1FCYAes2vTnQJ4_NsnE4/edit?usp=sharing

Terrace Elementary School

We SUCCEED because We BELIEVE

Cougar Connectors

April 4, 2022

2:30 p.m.

Topic	Details	Action Steps/Next Steps/Notes
Welcome	• Norms	

SPSA	• Review Goals
	  ○ Review Data
	  ○ Review Actions
		SPSA goals were reviewed along with data. Cougar Connectors were given a list of current actions to take back to their grade levels. Grade levels will review and provide input.

Professional Learning 2022-2023	• Discussion	Discussion around professional learning models for next school year. Items of focus were discussed for academic PD.
End of Year	• Discussion • 5th grade Celebration?	Discussion on end of year events 5th grade trip to CBU
2022-2023	• Discussion, Class Building ○ Profile Pages • Theme?	PGPs were revisited. The last time physical copies of PGPs were filled out weas pre-pandemic. Theme for next year was mentioned.

"Building our future"

-Construyendo nuestro futuro-

Terrace Elementary School

We SUCCEED because We BELIEVE

Cougar Connectors

May 2, 2022

2:30 p.m.

Topic	Details	Action Steps/Next Steps/Notes
Welcome	• Norms	Norms reviewed
SPSA	• Review SPSA	SPSA items were reviewed in the draft SPSA. The SPSA DRAFT was shared with all Cougar Connectors and is available to all.
MTSS	• Definition • Article Sharing	Reviewed 3 definitions of MTSS • National • STate • WestEd Also shared an article about MTSS
End of Year	• Awards Dates • End of Year Checkout List ○ Cumulative FIles (CUMs)	Info was given on days and times. Awards will be virtual
2022-2023 **Theme** **2022-2023**	• Personalized Graduation PLan ○ Profile Pages **2022 - 2023 THEME**	Same agenda item as last meeting. Reminders!

"Building our future"

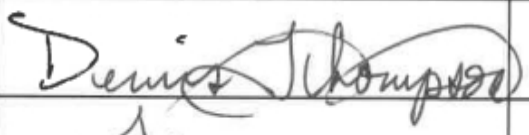
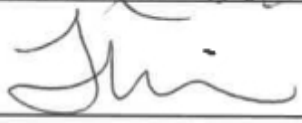
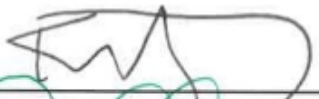
-Construyendo nuestro futuro-

TERRACE ELEMENTARY SCHOOL

Cougar Connectors

SIGN IN SHEET

April 4, 2022

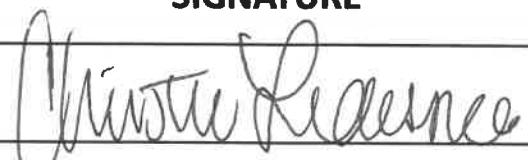
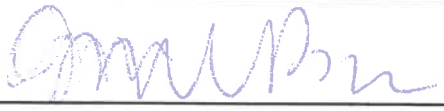
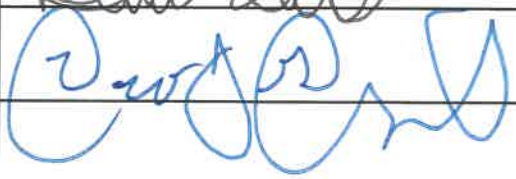
NAME	SIGNATURE	POSITION
Christine Ledesma		TK/K Teacher Representative
Dennis Thompson		1st Grade Teacher Representative
Tara Irvine		2nd Grade Teacher Representative
Mariela M. Guzman		3rd Grade Teacher Representative
Hector Zaldivar		4th Grade Teacher Representative
Michele Cevallos		5th Grade Teacher Representative
Tina Petry		Special Education Representative
Jennifer Ohlheiser		Instructional Coach
Jaclyn Vander Veen		Counselor
Dawn Elliott		Assistant Principal
Francisco González		Principal
		Guest
		Guest
		Guest

TERRACE ELEMENTARY SCHOOL

Cougar Connectors

SIGN IN SHEET

May 2, 2022

NAME	SIGNATURE	POSITION
Christine Ledesma		TK/K Teacher Representative
Dennis Thompson		1st Grade Teacher Representative
Tara Irvine		2nd Grade Teacher Representative
Mariela M. Guzman		3rd Grade Teacher Representative
Hector Zaldivar		4th Grade Teacher Representative
Michele Cevallos		5th Grade Teacher Representative
Tina Petry		Special Education Representative
Jennifer Ohlheiser		Instructional Coach
Jaclyn Vander Veen		Counselor
Dawn Elliott		Assistant Principal
Francisco González		Principal
		Guest
		Guest
		Guest

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:

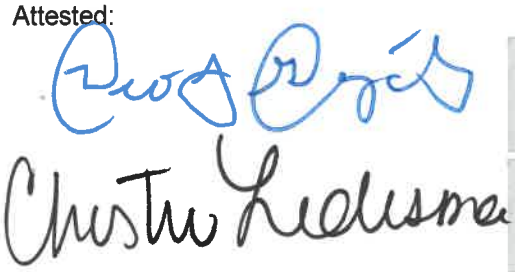
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/16/2022.

Attested:



Principal, Francisco J. González on 5/16/2022
SSC Chairperson, Christine Ledesma on 5/16/2022

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
Twinhill Elementary School	California	May 11, 2022	June 2022

Purpose and Description

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

Schoolwide Program

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

The Twinhill Elementary School site plan is aligned with the LEA LCAP goals-Conditions of Learning, Pupil Outcomes and Engagement with a central focus on strategies that provide opportunities for all scholars to achieve academically, socially and emotionally. Scholars will be enrolled in a comprehensive course of study taught by highly qualified staff in a school that is clean and in good repair (conditions of learning). Additionally, scholars will be prepared to be college and career ready when they graduate from high school (pupil outcomes). Lastly, scholars will be educated in an environment which fosters school connectedness and is inclusive of scholars, their parents/families and staff (engagement).

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Input is gathered from parents/families, teachers and support staff during the school year to evaluate the school's instructional program. Parents and families complete a School Climate Survey. The majority of parent/family respondents strongly agree/agree that Twinhill allows and welcomes input from parents/families and encourages active partnerships with parents/families. The majority of parent/family respondents strongly agree/agree that Twinhill promotes academic success, is a safe place for their child, motivates students, has caring adults and provides opportunities for meaning student participation. The majority of parent/family respondents strongly agree/agree that Twinhill treats students with respect, respects cultural beliefs and practices, clearly communicates discipline consequences and enforces school rules equally. Lastly, the majority of parent/family respondents strongly agree/agree that Twinhill has clean and well-maintained facilities. An area of concern noted by the parent/family respondents was bullying of students.

Classroom Observations

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

Formal classroom observations are conducted as required by the collective bargaining agreement- permanent certificated staff are formally observed every two years with a minimum of two formal classroom observations. Probationary or temporary certificated staff are formally observed for two consecutive years with a minimum of two formal classroom observations. Informal classroom observations occur weekly by site administration. Classroom teachers support and engage students in learning through the use of adopted curriculum and supplemental materials. Classroom teachers utilize a variety of instructional strategies (e.g. whole group/direct instruction, small group, cooperative learning, etc.) to meet the diverse learning needs of their students. Due to the coronavirus pandemic and subsequent school building closure, classroom observations are conducted virtually by site administration. Upon school re-opening in March 2021, informal classroom observation commenced.

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)

Grade level teams meet at least two times per month to review data from their common assessments, benchmarks, and other formative and summative assessments (e.g. CAASPP, DIBELS, PELI, ELPAC, STAR reading, iReady Diagnostics, SVMI, etc.). The data from these formative and summative assessments are used to inform and modify instruction to improve student achievement.

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

Data is obtained from the standardized assessment results, common formative assessments, adopted curriculum assessments, and grade-level developed common assessments. The results of the data analysis completed by the district and site level staff are used to inform instructional practices and address the identified needs of students to ensure students receive core curriculum and increase student achievement at Twinhill. Teachers meet with the principal and instructional coach to discuss student progress, appropriate instructional strategies and necessary intervention. Due to school closure and the subsequent waiver, CAASPP_SBAC was not administered. District iReady Diagnostic data in Reading and mathematics is used to monitor student progress in grades K-5.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at Twinhill are highly qualified as determined by ESEA standards.

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 none are mis-assigned. Teachers receive ongoing professional development on SBE-adopted instructional materials as well as instructional strategies and student engagement strategies. Teachers receive training through district and site staff development to address the implementation of the California Common Core State Standards, supplemental curriculum, and assessment materials. Teachers will continue to receive training on mathematics instruction and social emotional learning. Teachers have previously received training on the ELA-ELD Framework including The White Paper (Foundational Skills), Designated ELD, ELPAC, Close Reading, Next Generation Science Standards and iReady Reading and Math Diagnostic assessments. These areas are revisited as needed.

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

Professional development occurs at the site in addition to district-sponsored professional development opportunities. Current staff development is based on data analysis of student performance and progress, effective research-based instructional strategies and Common Core Standards. Previously, staff has received professional development on the newly adopted ELA-ELD Wonders curriculum, mathematical practices, and support for English-Language Learners. Due to the coronavirus pandemic and subsequent school building closure, teachers and support staff will receive professional development in instructional strategies for distance learning including student engagement strategies.

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

Instructional Coach at Twinhill provides on-going support through staff development training, one-on-one interactive coaching, and demonstration lessons. For the 2020-2021 school year, the Riverside County Office of Education will continue to partner with Twinhill's TK-2 grade teachers, Instructional Coach and administrator to support teaching and learning in the content area of mathematics with an Early Numeracy Initiative. TK-2 teachers are provided with release days for professional learning with an RCOE administrator. The Instructional Coach will also be provided with professional learning days to work with RCOE administrator and other site coaches. All Twinhill teachers in TK-5 and Instructional Coach will receive two days of professional learning from a Curriculum Associates program specialist for the iReady Diagnostic (math and reading).

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

The Twinhill leadership team in collaboration with administration and Instructional Coach will facilitate grade level and/or vertical collaboration for teachers to analyze student data, plan instruction and intervention to address student needs. Every Tuesday is a designated Early Release day allowing for teacher directed collaboration and professional learning. Two grade level articulation days are provided for each grade level during the school year. Due to the coronavirus pandemic and subsequent school building closure, every Friday teachers have a two-hour block for office hours and the remainder of the work day may be utilized for professional learning, prep and/or collaboration. Although the school building is closed due to the coronavirus pandemic, teachers and support staff will continue to receive virtual professional development in instructional strategies for distance learning and instructional strategies to support student achievement in reading, mathematics and English Language Development.

Teaching and Learning

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

The District has adopted State Board of Education approved materials to support the delivery of effective instruction to meet the state standards. Teachers utilized research based instructional strategies and student engagement strategies to improve student achievement.

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

Twinhill adheres to the recommended instructional minutes for reading/language arts, mathematics and English Language Development. Due to the coronavirus pandemic and subsequent school building closure with no in-person instruction, Twinhill adheres to the required instructional minutes. TK-K has a total of 120 minutes for instruction and 60 minutes for office hours (student support), and grades 1-5 have a total of 240 minutes with 120 minutes for instruction and 120 minutes for office hours (student support).

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

Pacing at Twinhill is guided through the alignment of grade level essential standards. Pacing guides provided by publishers are utilized by grade level teams to support teaching and learning. Each grade level has a daily designated Targeted Learning for All Children (TLC) time and designated English Language Development (D-ELD) time. The TLC time is a designed intervention block designed to meet targeted learning needs of students. Differentiated teaching and learning strategies are used throughout core content instruction to meet the various learning needs of students.
Thirty minutes of differentiated Designated-English Language Development is provided daily for all English Learners. The D-ELD time is designed to meet the language development needs of our English Learner students.

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

Every student at Twinhill has the appropriate required standards-based instructional materials for reading/language arts, mathematics, science and social students.

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

Twinhill uses the California Common Core State Standards in Language Arts, Math and ELD. In addition the following instructional materials are are utilized to support student access to standards-aligned core content, McGraw-Hill Wonders Reading Language Arts and ELD, Harcourt School Publishers Mathematics, Engage New York, and McGraw-Hill Social Science. The current Harcourt Science is not aligned with the Next Generation Science Standards.

Opportunity and Equal Educational Access

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

All teachers adhere to the mandatory instructional minutes for the core program. Differentiated learning opportunities and access to the core curriculum are provided within the instructional day to enable under-performing, at promise students to meet standards. Teachers utilize differentiated instructional strategies (e.g. intervention block/TLC) and materials to support under-performing, at promise students to meet standards. In addition, other services or personnel are provided to ensure all students meet standards (i.e., Resource Specialist; Language and Speech therapist; Adaptive Physical Education teacher; Bilingual Instructional Assistants, Psychologist; Early Literacy Intervention teacher, and Student Study Team).

During the school day the following programs provided by the District and Regular Program help all students meet standards:
* Nurse, Health Assistant
* Intervention built into the core reading and math programs.
* P.E. teacher for 1-5 grade students
* Moby Max/Earobics/Starfall
*iReady Math and Reading Diagnostic
* Accelerated Reader/STAR

After or Before School Programs or Services are the following:
* After School tutoring taught by teachers/support staff as available to support under-performing, at promise students in ELA, Math and Science
* Expanded Learning Program (after school program) which includes homework help, tutoring, and enrichment activities
* Groups organized for students to access intervention programs: Fastt Math, Leapster/Leap Track, and Read About – time as designated by the Expanded Learning program.

Computer-based programs are also available for students to access at home as additional support (e.g. Accelerated Reader, iReady).

Evidence-based educational practices to raise student achievement

Through the use of research-based practices Twinhill is a Professional Learning Community in which teacher collaboration and analysis of current student data informs instruction. Each collaborative 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 will we do when they do get it?

Effective instructional and student engagement strategies, identified during the collaborative process, are implemented to increase student achievement. The results are utilized to assess the effectiveness of the strategies and to continue to develop an effective program for student success.

An intervention block (TLC) for each grade level is in place to provide a system for all students to receive on-going support with meeting grade level standards and increasing student achievement. This intervention block during the instructional day is designed to assist students at all levels. Students receive additional instruction in the content area of need. Twinhill also offers after school extended learning opportunities in language arts, mathematics and science taught by teachers. The Expanded Learning Program is an afterschool program designed to be an extension of the learning day for students in grades 1-5. This program offers homework support, intervention, enrichment and recreation. All designed to stimulate and improve student learning in a safe environment for students.

An Early Intervention Literacy Teacher provides support to at-promise students who are demonstrating need in reading based upon DIBELs data five days per week. Identified students in grades 1-5 received small group, specialized instruction.
An Early Intervention Numeracy Teacher provides support to at-promise students who are demonstrating need in mathematics based upon iReady Mathematics Diagnostic Spring 2021 data five days per week. Identified students in grades 1-5 received small group, specialized instruction.

Parental Engagement

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

Twinhill provides a variety resources to assist at promise students and their parents and families. The following resources are available at Twinhill:

- -a full-time, bilingual counselor supporting students with individual and group counseling sessions, classroom lessons focused on character education and parent/family outreach, and home visits.
- -a full-time Early Literacy Teacher who provides early literacy instruction five days per week to identified students
- -a full-time Early Numeracy Teacher who provides early numeracy instruction five days per week to identified students
- -a Family Engagement coordinator who works collaboratively with district and site staff to identify needs and provide resources to assist at-promise students and their families

Some resources include business support via donations, grants or scholarship opportunities. In addition, families provide resources to at-promise students by volunteering in the classroom and/or becoming involved in school events before, during and after the school day. Lastly, the district provides resources to assist under-achieving, at promise students by aligning their resources to Twinhill's site objectives and goals. Parents and families have access to classes provided by the school and/or district in English and Spanish throughout the school year. The school provides the following resources and opportunities: Parent/Teacher conferences (formal/informal)
Translation of home-school communication, Grade Reports/Deficiency Notices/Progress Reports, Phone calls/electronic communication (e.g. Class Dojo, Blackboard message system), Back-to-School Night, Annual Title I meeting, Parent advisory group meeting, Open House Night, Parent/Student School Handbook (available on school website), Parent Resource Library and materials, CAASPP Test results provided to parents/families of students in grades 3, 4 and 5, Community Business Partners, Interpreters and childcare for parents, Parent/Teacher Organization (PTO), Family Ed Nights, Parent Involvement Policy/Parent-Student-School compact, SARC, SART/SARB,
Half-Time/ Extended Learning Program/After School Program, Library assistant supports parents/families with Family Library Time (14 hours/year), Bilingual Instructional assistants support students, parents/families with primary language needs, School Resource Officer, TK/Kinder Camp/Incoming /TK/Kinder Parent Orientation

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)

Involvement at Twinhill occurs through a variety of opportunities. Parent groups including School Site Council, English Learner Advisory Council, and PTO, offer opportunities for parents/families to participate in the planning, implementation, and evaluation of programs specific to Twinhill. Additionally, we have community and city volunteers as well as parent/family volunteers who participate regularly in our school programs and provide input for improvement and refinement.

Funding

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

Curriculum aligned with the Common Core State Standards is provided to all students. Intervention and English Language Development is provided to students who demonstrate a need. Additional support and services are provided in school (Bilingual Instructional assistants, intervention block plus materials) and after school (tutoring, materials). Teachers and support staff continue to receive and actively participate in professional learning opportunities to increase their effectiveness in the classroom and support student learning and progress. The Instructional Coach provides targeted, specialized professional learning opportunities to teachers and support staff.

Fiscal support

The instructional program at Twinhill is supported by the site general funds and federal and state categorical funding from: Title I, LCFF-LI and LCFF-EL. These funds are coordinated, prioritized, and allocated to align with the full implementation of EPC's in ELA/ELD and mathematics and the Single Plan for Student Achievement (SPSA). The Twinhill SPSA is aligned with the goals in the AUSD's LCAP.

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 reviewed and updated based upon student achievement data, school climate survey data from parents/families, students and staff. Nine School Site Council meetings are scheduled for the 2022-2023 school year. The SSC meetings are held at Twinhill after school hours for approximately 1-2 hours. The SSC is comprised of five parents, three teachers, one other staff member and the principal. Input is also collected from teachers and support staff during a staff meeting when student and school data is reviewed.

Resource Inequities

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

Current science curriculum adoption is not aligned with the NGSS standards. Additional professional development for the ELA/ELD adoption is needed to further teachers' efficacy with the materials. Additional professional development is needed in the area of early numeracy and the math progressions.

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%	%	0.23%	0		1
African American	2.65%	2.6%	2.78%	12	11	12
Asian	0.66%	0.7%	1.16%	3	3	5
Filipino	1.11%	1.2%	1.16%	5	5	5
Hispanic/Latino	90.27%	90.6%	89.56%	408	387	386
Pacific Islander	0%	%	%	0		
White	5.31%	4.9%	4.64%	24	21	20
Multiple/No Response	0%	%	0.46%	0		2
			Total Enrollment	452	427	431

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	79	74	81
Grade 1	60	60	72
Grade 2	77	60	71
Grade3	84	78	54
Grade 4	74	82	71
Grade 5	78	73	82
Total Enrollment	452	427	431

Conclusions based on this data:

1. Student enrollment by student group and grade level has steadily decreased for the past three years.
2. The majority of student enrollment is Hispanic/Latina/o.
3. As of August 2021, Twinhill has approximately 314 TK-5 scholars enrolled for in person learning. Four Twinhill scholars were enrolled in the AUSD Homebased Learning Program.

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	177	173		39.2%	40.5%	
Fluent English Proficient (FEP)	63	44		13.9%	10.3%	
Reclassified Fluent English Proficient (RFEP)	50	3		22.0%	1.7%	

Conclusions based on this data:

1. The English Learner population continues to decrease at Twinhill.
2. The Fluent English Proficient (FEP) student population has increased at Twinhill. The percentage of RFEP students at Twinhill increased by 17.1% (36 students) from 2018-19 to 2019-20 which is a direct result of changes in the reclassification requirements and instructional strategies.
3. As of March 2021, Twinhill has reclassified four 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	85	69	75	84	69	0	84	69	0	98.8	100	0.0
Grade 4	80	83	83	80	82	0	80	82	0	100	98.8	0.0
Grade 5	93	75	75	93	73	0	93	73	0	100	97.3	0.0
All Grades	258	227	233	257	224	0	257	224	0	99.6	98.7	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	2380.	2399.		13.10	17.39		13.10	11.59		29.76	37.68		44.05	33.33	
Grade 4	2464.	2442.		21.25	12.20		31.25	31.71		17.50	17.07		30.00	39.02	
Grade 5	2478.	2499.		7.53	12.33		37.63	36.99		18.28	35.62		36.56	15.07	
All Grades	N/A	N/A	N/A	13.62	13.84		27.63	27.23		21.79	29.46		36.96	29.46	

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.

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	10.71	10.14		41.67	55.07		47.62	34.78	
Grade 4	12.50	13.41		61.25	43.90		26.25	42.68	
Grade 5	10.75	17.81		58.06	60.27		31.18	21.92	
All Grades	11.28	13.84		53.70	52.68		35.02	33.48	

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

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	11.90	10.14		39.29	53.62		48.81	36.23	
Grade 4	20.00	15.85		51.25	47.56		28.75	36.59	
Grade 5	20.43	20.55		43.01	53.42		36.56	26.03	
All Grades	17.51	15.63		44.36	51.34		38.13	33.04	

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

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	8.33	15.94		65.48	62.32		26.19	21.74	
Grade 4	17.50	19.51		70.00	59.76		12.50	20.73	
Grade 5	16.13	10.96		60.22	71.23		23.66	17.81	
All Grades	14.01	15.63		64.98	64.29		21.01	20.09	

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.

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	16.67	11.59		52.38	53.62		30.95	34.78	
Grade 4	21.25	14.63		63.75	52.44		15.00	32.93	
Grade 5	26.88	19.18		44.09	64.38		29.03	16.44	
All Grades	21.79	15.18		52.92	56.70		25.29	28.13	

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

Conclusions based on this data:

1. In the content area of English Language Arts, the percentage of students in grades 3-5 exceeding or meeting standards overall has continued to increase. (No CAASPP data for 2019-2020 or 2020-21 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.
2. The performance level of the majority of students in grades 3-5 falls in the at or near standard level in the four domains; however, the greatest gains are in the areas of Reading and Listening. (No CAASPP data for 2019-20 or 2020-2021 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.
3. The performance level of students in grades 3-5 has fluctuated in the areas of Writing and Research/Inquiry. (No CAASPP data for 2019-20 or 2020-2021 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.

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	85	69	75	85	69	0	85	69	0	100	100	0.0
Grade 4	80	83	83	79	83	0	79	83	0	98.8	100	0.0
Grade 5	93	75	75	93	75	0	93	75	0	100	100	0.0
All Grades	258	227	233	257	227	0	257	227	0	99.6	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	2375.	2394.		2.35	5.80		18.82	20.29		32.94	30.43		45.88	43.48	
Grade 4	2466.	2449.		10.13	9.64		27.85	24.10		41.77	32.53		20.25	33.73	
Grade 5	2451.	2475.		5.38	9.33		11.83	16.00		32.26	34.67		50.54	40.00	
All Grades	N/A	N/A	N/A	5.84	8.37		19.07	20.26		35.41	32.60		39.69	38.77	

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

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	10.59	13.04		38.82	39.13		50.59	47.83	
Grade 4	22.78	18.07		40.51	40.96		36.71	40.96	
Grade 5	8.60	16.00		32.26	36.00		59.14	48.00	
All Grades	13.62	15.86		36.96	38.77		49.42	45.37	

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.

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	5.88	13.04		38.82	40.58		55.29	46.38	
Grade 4	15.19	15.66		50.63	37.35		34.18	46.99	
Grade 5	5.38	8.00		34.41	48.00		60.22	44.00	
All Grades	8.56	12.33		40.86	41.85		50.58	45.81	

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.

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	4.71	14.49		51.76	50.72		43.53	34.78	
Grade 4	15.19	24.10		58.23	32.53		26.58	43.37	
Grade 5	7.53	9.33		43.01	52.00		49.46	38.67	
All Grades	8.95	16.30		50.58	44.49		40.47	39.21	

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

Conclusions based on this data:

1. In the content area of Mathematics, the percentage of students in grades 3-5 exceeding or meeting standards overall has continued to increase. (No CAASPP data for 2019-20 or 2020-2021 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.
2. The performance level of the majority of students in grades 3-5 falls in the below standard area in concepts and procedures and in problem solving and modeling/data analysis; students need support with applying mathematical concepts and procedures and using appropriate tools and strategies to solve real world and mathematical problems. (No CAASPP data for 2019-20 or 2020-2021 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.
3. There have been consistent increases in the above standard level across grades 3-5 in the three mathematics achievement areas. (No CAASPP data for 2019-20 or 2020-2021 due to school closure/waiver.) CAASPP testing for 2021-2022 is scheduled for April-May 2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.7	1400.6	1434.1	1431.3	1413.6	1450.0	1392.4	1369.9	1396.7	49	29	27
1	1464.9	1434.6	1442.4	1464.9	1445.9	1475.8	1464.4	1422.6	1408.5	42	34	26
2	1488.6	1467.3	1472.4	1478.0	1469.0	1473.0	1498.5	1465.0	1471.5	47	24	23
3	1490.3	1483.8	1474.7	1477.4	1471.4	1477.6	1502.7	1495.8	1471.2	52	29	34
4	1510.2	1508.4	1499.6	1494.9	1492.9	1508.2	1525.1	1523.3	1490.7	34	35	25
5	1524.2	1540.5	1534.6	1507.9	1543.8	1540.8	1540.1	1536.8	1528.0	40	29	31
All Grades										264	180	166

2019-20 Data:
Executive Order N-30-20 was issued 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	*	6.90	14.81	30.61	27.59	40.74	32.65	41.38	37.04	*	24.14	7.41	49	29	27
1	45.24	0.00	3.85	*	26.47	34.62	26.19	55.88	46.15	*	17.65	15.38	42	34	26
2	38.30	0.00	4.35	48.94	37.50	56.52	*	62.50	26.09		0.00	13.04	47	24	23
3	*	3.45	8.82	34.62	44.83	32.35	40.38	44.83	29.41	*	6.90	29.41	52	29	34
4	*	11.43	12.00	50.00	40.00	48.00	*	37.14	28.00	*	11.43	12.00	34	35	25
5	32.50	44.83	19.35	55.00	24.14	51.61	*	20.69	29.03	*	10.34	0.00	40	29	31
All Grades	26.89	11.11	10.84	39.02	33.33	43.37	24.24	43.33	32.53	9.85	12.22	13.25	264	180	166

2019-20 Data:
Executive Order N-30-20 was issued 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	28.57	6.90	18.52	38.78	34.48	40.74	22.45	41.38	33.33	*	17.24	7.41	49	29	27
1	47.62	8.82	42.31	40.48	35.29	23.08	*	44.12	26.92	*	11.76	7.69	42	34	26
2	42.55	8.33	30.43	51.06	62.50	39.13	*	25.00	26.09		4.17	4.35	47	24	23
3	*	13.79	26.47	42.31	58.62	26.47	23.08	10.34	38.24	*	17.24	8.82	52	29	34
4	32.35	22.86	44.00	47.06	51.43	44.00	*	14.29	0.00	*	11.43	12.00	34	35	25
5	27.50	58.62	41.94	60.00	31.03	54.84	*	0.00	3.23		10.34	0.00	40	29	31
All Grades	32.58	20.00	33.73	46.21	45.00	37.95	14.39	22.78	21.69	6.82	12.22	6.63	264	180	166

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	7.41	*	31.03	11.11	42.86	41.38	74.07	24.49	27.59	7.41	49	29	27
1	42.86	0.00	0.00	*	17.65	15.38	*	41.18	26.92	26.19	41.18	57.69	42	34	26
2	44.68	0.00	4.35	27.66	25.00	43.48	23.40	58.33	26.09	*	16.67	26.09	47	24	23
3	*	0.00	2.94	28.85	41.38	8.82	40.38	41.38	47.06	25.00	17.24	41.18	52	29	34
4	*	14.29	0.00	41.18	40.00	20.00	*	31.43	40.00	*	14.29	40.00	34	35	25
5	32.50	10.34	6.45	40.00	37.93	19.35	*	31.03	70.97	*	20.69	3.23	40	29	31
All Grades	26.52	4.44	3.61	26.14	32.22	18.67	29.92	40.00	48.80	17.42	23.33	28.92	264	180	166

2019-20 Data:
Executive Order N-30-20 was issued 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	44.90	10.34	11.11	42.86	68.97	81.48	*	20.69	7.41	49	29	27
1	59.52	32.35	34.62	35.71	52.94	57.69	*	14.71	7.69	42	34	26
2	57.45	20.83	21.74	42.55	75.00	65.22		4.17	13.04	47	24	23
3	28.85	6.90	20.59	61.54	75.86	67.65	*	17.24	11.76	52	29	34
4	58.82	20.00	36.00	41.18	65.71	56.00		14.29	8.00	34	35	25
5	70.00	17.24	16.13	30.00	79.31	83.87		3.45	0.00	40	29	31
All Grades	51.89	18.33	22.89	43.18	68.89	69.28	4.92	12.78	7.83	264	180	166

2019-20 Data:
Executive Order N-30-20 was issued 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	*	10.34	41.67	73.47	75.86	45.83	*	13.79	12.50	49	29	24
1	38.10	5.88	32.00	59.52	82.35	60.00	*	11.76	8.00	42	34	25
2	31.91	4.17	27.27	68.09	91.67	68.18		4.17	4.55	47	24	22
3	25.00	37.93	37.50	55.77	48.28	53.13	*	13.79	9.38	52	29	32
4	*	31.43	75.00	55.88	54.29	16.67	*	14.29	8.33	34	35	24
5	27.50	68.97	83.33	67.50	20.69	13.33	*	10.34	3.33	40	29	30
All Grades	27.27	26.67	50.32	63.64	61.67	42.04	9.09	11.67	7.64	264	180	157

2019-20 Data:
Executive Order N-30-20 was issued 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	7.41	65.31	79.31	88.89	22.45	20.69	3.70	49	29	27
1	50.00	11.76	11.54	*	35.29	38.46	33.33	52.94	50.00	42	34	26
2	48.94	4.17	17.39	38.30	75.00	52.17	*	20.83	30.43	47	24	23
3	*	0.00	8.82	51.92	79.31	29.41	42.31	20.69	61.76	52	29	34
4	*	11.43	0.00	64.71	57.14	52.00	*	31.43	48.00	34	35	25
5	*	13.79	9.68	65.00	68.97	77.42	*	17.24	12.90	40	29	31
All Grades	26.52	7.22	9.04	50.00	64.44	56.02	23.48	28.33	34.94	264	180	166

2019-20 Data:
Executive Order N-30-20 was issued 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	36.73	34.48	15.38	36.73	27.59	57.69	26.53	37.93	26.92	49	29	26
1	33.33	5.88	0.00	52.38	73.53	53.85	*	20.59	46.15	42	34	26
2	40.43	8.33	13.64	57.45	75.00	59.09	*	16.67	27.27	47	24	22
3	26.92	20.69	5.88	55.77	65.52	58.82	*	13.79	35.29	52	29	34
4	*	22.86	4.00	67.65	68.57	64.00	*	8.57	32.00	34	35	25
5	45.00	24.14	9.68	52.50	65.52	90.32	*	10.34	0.00	40	29	31
All Grades	34.85	19.44	7.93	53.03	62.78	64.63	12.12	17.78	27.44	264	180	164

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

Conclusions based on this data:

1. Based upon the ELPAC data for two consecutive years, there has been a decrease in the number of English Learner students tested from 264 in 2017-18 to 180 in 2018-19. Overall Levels 4 (Well Developed) and 3 (Moderately Developed) have decreases which may be attributed to an increase in students who have reclassified; while Levels 2 (Somewhat Developed) and 1 (Minimally Developed) have experienced increases. (No ELPAC data for 2019-20 due to school closure.) ELPAC data for 2021-2022 is not available yet.
2. The majority of English Learner students in grades TK-5 performed at Level 2 (Somewhat/Moderately Developed) in the four domains, Listening, Speaking, Reading and Writing. Two areas for celebration are the number of first grade students scoring at Level 3 in the Listening Domain, and the number of TK/K students scoring at Level 3 in the Writing Domain. (No ELPAC data for 2019-20 due to school closure.) ELPAC data for 2021-2022 is not available yet.
3. Professional learning for staff needs to continue in order to increase English language proficiency for English Learner students in grades K-5. (No ELPAC data for 2019-20 due to school closure.) ELPAC data for 2021-2022 is not available yet.

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	233	226	97	3	30.09
Female	107	106	99.07	0.93	26.42
Male	126	120	95.24	4.76	33.33
Asian	1	1	--	--	--
Black or African American	7	7	--	--	--
Filipino	2	2	--	--	--
Hispanic or Latino	210	203	96.67	3.33	30.05
White	13	13	100		23.08
English Learners	92	91	98.91	1.09	9.89
Foster Youth	2	2	--	--	--
Homeless	21	21	100		19.05
Socioeconomically Disadvantaged	205	199	97.07	2.93	27.64
Students with Disabilities	40	40	100		7.5

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	233	225	96.57	3.43	12
Female	107	106	99.07	0.93	12.26
Male	126	119	94.44	5.56	11.76
Asian	1	1	--	--	--
Black or African American	7	7	--	--	--
Filipino	2	2	--	--	--
Hispanic or Latino	210	202	96.19	3.81	11.88
White	13	13	100		7.69
English Learners	92	91	98.91	1.09	4.4
Foster Youth	2	2	--	--	--
Homeless	21	21	100		
Socioeconomically Disadvantaged	205	198	96.59	3.41	11.11
Students with Disabilities	40	39	97.5	2.5	12.82

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**
427	**87.6**	**40.5**	**0.5**
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	173	40.5
Foster Youth	2	0.5
Homeless	36	8.4
Socioeconomically Disadvantaged	374	87.6
Students with Disabilities	37	8.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.6
American Indian or Alaska Native		
Asian	3	0.7
Filipino	5	1.2
Hispanic	387	90.6
Two or More Races		
Native Hawaiian or Pacific Islander		
White	21	4.9

Conclusions based on this data:

1. The majority of the Twinhill student population are socio-economically disadvantaged which allows the school to received additional federal and state funding (e.g. Title 1, LCFF-LI) to support the needs of the students in order to increase student achievement.
2. A little more than half of the Twinhill student population speaks a language other than English which allows the school to receive additional state funding (e.g. LCFF-EL) to support the language needs of the students in order to increase student achievement and English language proficiency.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Twinhill remains in the yellow performance color in ELA and Math as compared to 2018 CA Dashboard.
2. Twinhill had an increase in chronic absenteeism. Twinhill had an increase in the number of suspensions.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
18 points below standard	33.7 points below standard	0 Students
Increased ++7.3 points	Increased ++7.4 points	
210	127	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
40.1 points below standard	25.4 points below standard	84.5 points below standard
14	Increased ++4.8 points	Increased Significantly ++24.5 points
	191	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	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 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 22 points below standard Increased ++3.7 points 199	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
67.1 points below standard Declined -6.1 points 85	33.8 points above standard Declined Significantly -32.1 points 42	5 points above standard Increased ++5.3 points 82

Conclusions based on this data:

1. Overall, in 2019 students in grades 3-5 demonstrated improved performance in English Language Arts as compared to 2018 CAASPP data according to the CA Dashboard.
2. In 2019 as compared to 2018, ELA performance increases were demonstrated by students in the following student groups: Hispanic, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and English Only.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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	
38.4 points below standard	46 points below standard	
Increased ++11.5 points	Increased ++8.9 points	
210	127	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
77 points below standard	44.7 points below standard	106.9 points below standard
14	Increased ++8.4 points	Declined -6.5 points
	191	34

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 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 39.5 points below standard Increased ++9.1 points 199			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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**
75.9 points below standard Declined -4.9 points 85	14.5 points above standard Declined Significantly -17 points 42	27.7 points below standard Increased ++14.3 points 82

Conclusions based on this data:

1. Overall, in 2019 students in grades 3-5 demonstrated improved performance in Mathematics as compared to 2018 CAASPP data according to the CA Dashboard.
2. In 2019 as compared to 2018, Mathematics performance increases were demonstrated by students in the following student groups: Hispanic, English Learners, Socioeconomically Disadvantaged, and English Only. In 2019 as compared to 2018, students with disabilities declined in their performance according to the CA Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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

English Learner Progress
No Performance Color
49.3 making progress towards English language proficiency
Number of EL Students: 144
Performance Level: Medium

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
16.6	34.0	2.0	47.2

Conclusions based on this data:

1. In 2019, English Learners continued to make progress towards English Language proficiency with 68% progressing as least one ELPI level.
2. Professional learning for all TK-5 students must continue in order to improve the language proficiency of English Language Learner students. Professional learning should focus on ELD standards, instructional and student engagement strategies.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	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	Orange	No Performance Color
13.2	9.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +1.9	3
507	248	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
19.4	13.4	15.3
Declined -11.9	Increased +1.7	Declined -1.9
31	454	72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	0	4	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
13.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13
Increased +1.6	0	0	Declined -3.6
465			23

Conclusions based on this data:

1. Overall in 2019 as compared to 2018, there was a slight increase in the percentage of students who are identified as chronically absent according to the CA Dashboard.
2. In 2019 as compared to 2018, the following student groups demonstrated an increase in the number of students identified as chronically absent according to the CA Dashboard: English Learner, Hispanic, and Socioeconomically Disadvantaged. In 2019 as compared to 2018, White and students with disabilities demonstrated a decrease in the number of students identified as chronically absent according to the CA Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.9	1.2	Less than 11 Students - Data Not
Increased +1.4	Increased +0.9	3
518	253	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0	1.7	4.2
Maintained 0	Increased +1.3	Increased +2.6
31	462	72

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 10		No Performance Color Less than 11 Students - Data 4	No Performance Color Less than 11 Students - Data 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.1 Increased +1.7 475			No Performance Color 0 Maintained 0 24

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	1.9

Conclusions based on this data:

1. Overall in 2019 as compared to 2018, there was an increase in the suspension rate at Twinhill.
2. Continued use of intervention strategies, having consistent high expectations for student behavior balanced with support and positive recognition for appropriate behavior.
3. In 2019 as compared to 2018, White and students with disabilities demonstrated a decrease in the number of students identified as chronically absent according to the CA Dashboard.

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)

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. Twinhill endeavors to increase student achievement in the areas of English-Language Arts, Mathematics and English Language Development.

Goal 1A: English Language Arts
By January 2023, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing iReady Reading Diagnostic_Fall to iReady Reading Diagnostic_Winter.
By May 2023, there will be 10% increase in overall performance at Tier 1 (on or above grade level) when comparing i-Ready Reading Diagnostic_Winter to i-Ready Reading Diagnostic_Spring.

Goal 1B: Mathematics
By January 2023, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing iReady Math Diagnostic_Fall to iReady Math Diagnostic_Winter.
By May 2023, there will be a 10% increase in overall performance at Tier 1 (on or above grade level) when comparing i-Ready Math Diagnostic_Winter to i-Ready Math Diagnostic_Spring.

Goal 1C: English Language Development (ELD)
By May 2023, 70% of EL students who take the ELPAC summative assessment will demonstrate positive growth when comparing overall ELPAC performance levels and Domain Performance levels from 2021-2022.
By May 2023, the number of EL students reclassified as Fluent English Proficient will continue to increase.

Identified Need(s)

Twinhill has identified the need to increase or improve student achievement in English Language Arts, Mathematics and English Language Development.

ELA:

When analyzing the 2021-2022 iReady Reading Diagnostic data for the Fall and Winter administrations, the number of students performing at/above grade level shows an increase. Phonological awareness, phonics and high frequency words are areas of strength. Although vocabulary and comprehension (Literature and Informational text) are areas that show student improvement, a targeted focus in instruction in these areas will increase overall student achievement in Reading.

Data from the 2021-2022 Fall administration of the i-Ready Reading Diagnostic (N=386) indicated 12% (N= 44) were at or above grade level, 46% (N=177) were one grade level below, and 43% (N=165) were two or more grade levels below. Data from the 2021-2022 Winter administration of

the i-Ready Reading Diagnostic (N=386) indicated 27% (N=106) were at or above grade level, 47% (N=182) were one grade level below, and 26% (N=98) were two or more grade levels below.

Previously, when analyzing multiple years of years of year end DIBELS data (2015-2019), the number of students performing at/above grade level remains stagnant. Middle of the year DIBELS data from 2019-2020 indicates that 52% of students performed at/above grade level which is equivalent to the Beginning of the year DIBELS data from 2019-2020. When analyzing the effectiveness of instruction reports from middle of the year, first, fourth and fifth grades increased the percentage of students scoring at/above grade level. Due to the school closure, we were unable to administer the end of the year DIBELS assessment to fully analyze student achievement and progress for the 2019-2020 school year.

Additionally, the CA Dashboard ELA reports for student progress in 2019 indicate that overall our students are at the midpoint which corresponds with the yellow performance gauge; while this is an increase of 7.3 points as compared to 2018, it is still 18 points below standard. Student groups in the yellow performance level are: English Learners, Hispanic and Socioeconomically Disadvantaged; however, students with disabilities demonstrate a low status which corresponds with the orange performance gauge. All student groups demonstrated growth towards meeting grade level standards-English Learners (increased 7.4 points), Hispanic (increased 3.7 points), Socioeconomically Disadvantaged (increased 4.8 points) and Students with Disabilities (increased 24.5 points).

In English Language Arts, continued professional learning and instructional planning in reading, writing and foundational skills content and pedagogy; use of student performance data to inform teaching and learning; use of systematic intervention utilizing small group instruction within the school day; establishing a schoolwide daily English Language Arts Intervention block; utilizing the Early Literacy teacher for at promise scholars; development of extended learning opportunities after the school day. Analyzing iReady Reading Diagnostic data after each administration to guide instruction will have improved outcomes for students.

Math:

When analyzing the 2021-2022 iReady Math Diagnostic data for the Fall and Winter administrations, the number of students performing at/above grade level shows an increase. Number and Operations and Algebra and Algebraic Thinking are areas of strength. Although Measurement and Data and Geometry are areas that show student improvement, a targeted focus in instruction in these areas will increase overall student achievement in math.

Data from the 2021-2022 Fall administration of the i-Ready Math Diagnostic (N=385) indicated 4% (N=15) were at or above grade level, 46% (N=177) were one grade level below, and 50% (N=193) were two or more grade levels below. Data from the 2021-2022 Winter administration of the i-Ready Reading Diagnostic (N=385) indicated 17% (N=65) were at or above grade level, 57% (N=218) were one grade level below, and 26% (N=102) were two or more grade levels below.

Common formative assessments were not previously available in the district for mathematics. In 2018-2019, the staff and administration recognized the need for a common assessment to measure student achievement and progress in mathematics and elected to pilot the i-Ready math diagnostic and use the teacher and student resources available. The i-Ready math diagnostic was used by all grades at the beginning and mid-year points; however, to the school closure, we were unable to administer the end of the year iREADY math diagnostic to fully analyze student achievement and progress for the 2019-2020 school year. Data from the 2019 Fall administration of the i-Ready Math

Diagnostic indicated 7% (N=29) were at or above grade level, 55% (N=227) were one grade level below, and 38% (N=157) were two or more grade levels below. Data from the 2020 Winter administration of the i-Ready Math Diagnostic indicated 20% (N=86) were at or above grade level, 53% (N=227) were one grade level below, and 27% (N=116) were two or more grade levels below.

The CA Dashboard Math reports for student progress in 2019 indicate that overall our students are at the midpoint which corresponds with the yellow performance gauge; while this is an increase of 11.5 points as compared to 2018, it is still 38.4 points below standard. Student groups in the yellow performance level are: English Learners, Hispanic and Socioeconomically Disadvantaged; however, students with disabilities demonstrate the lowest status which corresponds with the red performance gauge. The following student groups demonstrated growth towards meeting grade level standards- English Learners (increased 8.9 points), Hispanic (increased 9.1 points), Socioeconomically Disadvantaged (increased 8.4 points). Students with Disabilities declined by 6.5 points.

In Mathematics, continued professional learning and instructional planning in mathematics content and pedagogy specifically for students with disabilities and English Learners; use of student performance data to inform teaching and learning; use of systematic intervention utilizing small group instruction within the school day; establishing a schoolwide daily Mathematics Intervention block; utilizing the Early Numeracy teacher for at promise scholars; development of extended learning opportunities after the school day.

English Learner students:

The ELPAC Summative assessment began in February 2022. 133 scholars completed the ELPAC. 40% (N=175) of the student population at Twinhill is identified as an English Learner. 9% (N=39) the student population at Twinhill is identified as a n RFEP-reclassified English Proficient. 10% (N=13) are well-developed-level 4. 46% (N=61) are moderately developed-level 3. 34% are somewhat developed-level 2. 17% (N=23) are minimally developed-level 1. 72% (N=126) of the English Learners are making progress in their English Language Development. 11% (N=19) are at risk of being identified as an LTEL-long term English Learner.

The CA Dashboard reports for English Learner Progress in 2019 indicate 49.3% are making progress towards English language proficiency which corresponds with a medium performance level. CA Dashboard reports in ELA and Math indicate that English Learners increased their performance towards meeting grade level standards by 7.4 points (ELA) and 8.9 points (Math) which correspond with the yellow performance gauge. The English Learner Progress Indicator from 2019 indicates 47.2% progressed at least one ELPI level, 2% maintained ELPI Level 4, 34% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, 16.6% decreased at least one ELPI level. The number of RFEP students has increased over the past years.

Due to the school closure in 2019-2020, we were unable to administer the summative ELPAC assessment to fully analyze English Learner student achievement and progress for the 2019-2020 school year.

For English Learner students continued professional learning and instructional planning on instructional strategies and routines within Designated ELD block and integrated across all content areas is needed; development of extended learning opportunities after the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Data used to form this goal was from 2021-2022 i-Ready Reading Diagnostic assessments #1 (Fall 2021) and #2 (Winter 2022). The Spring 2022 i-Ready Diagnostic has not been administered. CAASPP was not administered at the time this goal was established. Data from previous years was also used to form this goal. Data used- beginning and middle of the year DIBELS achievement data from 2019-2020 that included overall performance levels, grade level performance levels as well as effectiveness of instruction reports by grade level. A multi-year comparison of end of the year DIBELS achievement data from May 2015 to May 2019, a comparison of September 2019 beginning of the year DIBELS achievement data to January 2020 mid-year DIBELS achievement data. ELA CAASPP results from 2017-2019 for grades 3, 4 and 5 were reviewed for overall site performance and overall grade level performance.	Our 2021-2022 school wide i-Ready Diagnostic Data from the 2021-2022 Fall administration of the i-Ready Reading Diagnostic (N=386) indicated 12% (N= 44) were at or above grade level, 46% (N=177) were one grade level below, and 43% (N=165) were two or more grade levels below. Data from the 2021-2022 Winter administration of the i-Ready Reading Diagnostic (N=386) indicated 27% (N=106) were at or above grade level, 47% (N=182) were one grade level below, and 26% (N=98) were two or more grade levels below. Our 2020-2021 school wide i-Ready Reading Diagnostic Spring (N=302) data indicate the following: On/above grade level 28% (N=84), one grade level below 43% (N=130) and two or more grade levels below 29% (N=87). Our 2020-2021 school wide i-Ready Reading Diagnostic Fall (N=290) data indicate the following: On/above grade level 20% (N=58), one grade level below 47% (N=136) and two or more grade levels below 33% (N=95). (This is baseline data.) Our Spring 2019 CAASPP data for grades 3, 4 and 5 indicated that 13.84% are above standard, 52.68% are at or near standard and 33.48% are below standard in Reading. These findings are indicative of student progress in the area of Reading.	This goal will be evaluated using the 2022-2023 i-Ready Reading Diagnostic assessments. The overall school performance data will be analyzed to measure proficiency and growth when comparing the three i-Ready Reading Diagnostic assessments (beginning of the year to mid-year to end of the year).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Our school wide 2019-2020 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-52% (N=227), Middle of the Year-52% (N=192), End of the Year-no data available. As compared to the 2018-19 middle of the year data, there was a 3% increase of students scoring At/Above Benchmark. Our school wide 2018-2019 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-49% (N=213), Middle of the Year-49% (N=213), End of the Year-49% (N=217). As compared to the 2017-18 end of the year data, there was a 3% decrease. Our school wide 2017-2018 DIBELS data indicate the following percentages of students were At or Above Benchmark: Beginning of year-45% (N=214), Middle of the Year-49% (N=241), End of the Year-52% (N=249). As compared to 2016-17 end of the year data, there was a 1% increase.	
Math: Data used to form this goal was from 2021-2022 i-Ready Math Diagnostic assessments #1 (Fall 2021) and #2 (Winter 2022). CAASPP was not administered at the time this goal was established.	Our 2021-2022 Fall administration of the i-Ready Math Diagnostic (N=385) indicated 4% (N=15) were at or above grade level, 46% (N=177) were one grade level below, and 50% (N=193) were two or more grade levels below. Data from the 2021-2022 Winter administration of the i-Ready Reading	This goal will be evaluated using the 2022-2023 i-Ready Math Diagnostic assessments. The overall school performance data will be analyzed to measure proficiency and growth when comparing the three i-Ready Math Diagnostic assessments

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP results from 2017-2019 for grades 3, 4 and 5 were reviewed for overall site performance and overall grade level performance.	Diagnostic (N=385) indicated 17% (N=65) were at or above grade level, 57% (N=218) were one grade level below, and 26% (N=102) were two or more grade levels below. Our 2020-2021 school wide i-Ready Math Diagnostic Spring (N=305) data indicate the following: On/above grade level 18% (N=55), one grade level below 56% (N=171) and two or more grade levels below 26% (N=79). Our 2020-2021 school wide i-Ready Math Diagnostic Fall (N=295) data indicate the following: On/above grade level 13% (N=38), one grade level below 53% (N=156) and two or more grade levels below 34% (N=100). Our 2019-2020 school wide i-Ready Math Diagnostic #2 (Winter 2020) data indicate the following: On/above grade level 20% (N=86), one grade level below 53% (N=227) and two or more grade levels below 27% (N=116). Our 2019-2020 school wide i-Ready Math Diagnostic #1 (Fall 2019) data indicate the following: On/above grade level 7% (N=29), one grade level below 55% (N=227) and two or more grade levels below 38% (N=157). (This was baseline data.) Our Spring 2019 CAASPP data for grades 3, 4 and 5 indicate that 8% exceeded the standard, 20% met the standard, 32.6% nearly met the standard and 38.7% did not	(beginning of the year to mid-year to end of the year).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	meet the standard. This data is indicative of student progress in the area of Mathematics. Our Spring 2018 CAASPP data for grades 3, 4 and 5 indicate that 6% exceeded the standard, 19% met the standard, 35% nearly met the standard and 40% did not meet the standard. This data is indicative of student progress in the area of Mathematics. Our Spring 2017 CAASPP data for grades 3, 4 and 5 indicate that 44.96% did not meet the standard and 29.5% nearly met the standard in Math. Our 2015-2016 CAASPP data for grades 3, 4 and 5 indicate that 45.0% did not meet the standard and 34.0% nearly met the standard in Math.	
English Learner students: Data used to form this goal was 2018 and 2019 ELPAC Summative data reports. English Learner student results were reviewed across the two years for overall ELPAC, oral language and written language performance levels. Summative ELPAC administration began in February 2022.	2019 ELPAC overall summative data indicates 11.1% (n=20) at Level 4, 33.3% (n=60) at Level 3, 43.3% (n=78) at Level 2, and 12.2% (n=22) at Level 1. (N=180) 2019 ELPAC Domain Performance level data: Listening-Well Developed 18.33% (N=33), Somewhat/Moderately 68.89% (N=124), Beginning 12.78% (N=23) Speaking-Well Developed 26.67% (N=48), Somewhat/Moderately 61.67% (N=111), Beginning 11.67% (N=21)	The Summative ELPAC administration commenced in February 2022. When 2022 ELPAC summative data becomes available, it will be reviewed. Due to school closure, 2020 ELPAC administration was not completed. Any available 2020 ELPAC summative data will be reviewed. Site trends for each domain will also be analyzed for areas of progress and improvement. EL and RFEP student achievement from 2021 CAASPP for ELA and math and 2020-2021 i-Ready

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading-Well Developed 7.22% (N=13), Somewhat/Moderately 64.44% (N=116), Beginning 28.33% (N=51) Writing-Well Developed 19.44% (N=35), Somewhat/Moderately 62.78% (N=113), Beginning 17.78% (N=32) 2018 ELPAC overall summative data indicates 26.89% (n=71) at Level 4, 39.02% (n=103) at Level 3, 24.24% (n=64) at Level 2, and 9.85% (n=26) at Level 1. (N=264)	Reading and Math Diagnostic assessments will be analyzed. This goal will be evaluated using the 2021-2022 ELPAC Summative data and reclassification data.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site admin and district instructional specialists will provide support to teachers with the implementation of district adopted curriculum, CA Common Core Standards, ELA/ELD frameworks, Standards for Mathematical Practice, and ELD standards. Additional instructional support for the use of supplemental curriculum will also be provided (i.e. Accelerated Reader, i-Ready ELA and Math Diagnostic and resources, NGSS) as needed. Instructional support will be provided to teachers through: demonstration lessons, instructional visits, co-teaching, observational feedback, assistance with cognitive lesson planning, and targeted professional development. (No site personnel cost)

Proposed Expenditures for this Strategy/Activity

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

For ELA: Classroom teachers will provide targeted learning support to remediate the literacy gaps and enrich literacy skills by providing daily intervention during both small group instruction and intervention block (TLC).

For Math: Teachers will provide targeted learning support to remediate the learning gaps in numeracy, conceptual and procedural understanding by providing differentiated instruction within the instructional day (i.e. small group instruction, flexible student groupings). Teachers will enrich and extend student application of math skills using a variety of curriculum resources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At promise students (ELA, Math) and English Learners

Strategy/Activity

For ELA: Teachers will provide targeted learning support to remediate the literacy gaps and enrich literacy skills in targeted literacy and foundational skills by providing extended learning opportunities beyond the instructional day. At promise students will be identified by using data from DIBELS, i-Ready Reading diagnostic and common formative assessments. Teachers and support staff will utilize a variety of research based instructional strategies, curriculum resources and materials. (tutoring) Additional early literacy intervention will be provided by the Early Literacy teacher during the instructional day.

For Math: Teachers will provide targeted learning support to remediate learning gaps in numeracy, conceptual and procedural understanding and will enrich/extend student application of math skills by providing extended learning opportunities beyond the instructional day. At promise students will be identified by using data from i-Ready Math Diagnostic and common formative assessments. Teachers will utilize a variety of research based instructional strategies, curriculum resources and materials. (tutoring) Additional early literacy intervention will be provided by the Early Numeracy teacher during the instructional day. (ENT-district covered cost)

For ELD: Teachers will provide targeted learning support for EL students to remediate the literacy gaps and enrich literacy skills in targeted literacy: foundational skills, reading comprehension, oral language acquisition, written language, and content vocabulary development by providing extended

learning opportunities beyond the instructional day. At promise students will be identified by using data from ELPAC, DIBELS, i-Ready Diagnostics (Reading and Math) and common formative assessments. Teachers will utilize a variety of research based instructional strategies, curriculum resources and materials. (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)
5900	LCFF-EL 1000-1999: Certificated Personnel Salaries afterschool intervention
500	LCFF-EL 2000-2999: Classified Personnel Salaries afterschool intervention
1000	LCFF-EL 4000-4999: Books And Supplies instructional materials
123808	Title I 1000-1999: Certificated Personnel Salaries Early Literacy Teacher equalization
0	1000-1999: Certificated Personnel Salaries Early Numeracy Teacher-district paid

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers including Resource Specialist, Early Literacy Teacher, and Early Numeracy Teacher will actively participate in grade level specific articulation/cognitive planning days for targeted professional learning and collaboration with a focus on implementation of CA Common Core Standards, ELD standards, district adopted curriculum, site determined supplemental curriculum, ELA/ELD frameworks, Standards for Mathematical Practice, differentiation strategies, oral language production strategies, small group instruction, content driven strategies, and other research based instructional strategies to align with the rigorous demands of CA CCSS and ELD standards.

Site admin and/or district instructional specialists will lead and facilitate the professional learning. Early Literacy teacher and Early Numeracy teachers may assist with leading and facilitating the professional learning related to early literacy or early numeracy.
EL Facilitator may assist with leading and facilitating the professional learning related to EL learners. (EL Facilitator stipend)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 stipend for EL Facilitator
5000	Title I 1000-1999: Certificated Personnel Salaries sub costs for professional learning days
1400	LCFF-EL 1000-1999: Certificated Personnel Salaries additional hours for teachers for Professional Learning

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional assistants/paraprofessionals (e.g. library assistant, bilingual assistants, special education assistants) will attend district and site professional learning sessions to build professional capacity with effective instructional strategies that support student progress and achievement in all content areas. (District paid additional hours for ELPAC/SBAC training and support)

Site admin, site specialists and/or district instructional specialists will lead and facilitate the professional learning.
EL Facilitator may assist with leading and facilitating the professional learning related to EL learners. (EL Facilitator stipend/additional hours)

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

Amount(s)	Source(s)
0	no cost to site; Professional Learning will occur during work day

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

A variety of parent/family involvement and engagement activities will be coordinated to build and/or increase parent/family understanding, raise awareness and provide instructional strategies, materials, and resources that support the development of strong literacy skills, mathematical skills, oral language development, content vocabulary, and written language skills for parents and families to better support student learning, progress and achievement within the home learning environment. Events may include, but are not limited to: TK/Kindergarten Camp, Fifth Grade Transition meeting, Parent/Family Nights/workshops, parent information nights/workshops, Family Library Time, parent-teacher conferences, student awards, etc.

Certificated and classified staff will be paid additional hours to facilitate events outside of their normal work day.
Interpretation and/or translation services will be available through the use of interpreters (classified staff and interpretation audio equipment).

Teachers, staff and parents/families will actively participate in parent/family advisory groups (ELAC, SSC, PTO) to analyze and evaluate the effectiveness of our parent involvement and engagement program. Refreshments be provided for parents/families attending parent/family involvement meetings and/or workshops that build capacity to support their children's education within the home learning environment. ELAC will meet a minimum of seven times per year. SSC will meet a minimum of eight times per year. (Teacher additional hours paid by district for SSC)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Title I 1000-1999: Certificated Personnel Salaries Teacher additional hours for TK/K Camp (NTE 4 hrs per teacher)
1500	LCFF-EL 2000-2999: Classified Personnel Salaries Interpreting/translation support (NTE 60 hrs-20 hrs per BIA)
400	Title I 2000-2999: Classified Personnel Salaries Family Library Time (NTE 10 hrs)
700	Title I 4000-4999: Books And Supplies

	Materials to support Family Engagement activities

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 used to support differentiation, intervention and enrichment for all students to increase student achievement. Copy machines (including maintenance contracts and supplies), computers, printers, laptops, digital licensing, laminator, poster maker, and supplies (ink, toner, paper, laminating film) will be utilized by staff to support instruction, student learning and achievement. Copies will be utilized for teacher lesson planning, professional learning, collaboration and parent/family workshops. Posters will be used as teaching and learning tools, as well as for professional learning, parent/family workshops/events as visual supports and a resource to reinforce learning outcomes. Technology will be utilized to increase digital literacy skills, allow access to digital programs (AR, i-Ready) that support learning, intervention and enrichment. Additionally technology will be utilized to print reports and/or resources that supplement and support core instruction, intervention and enrichment programs.

ELA-supplemental materials may include but are not limited to: printing/purchase of consumable materials, Renaissance Learning licenses which support literacy, foundational skills, reading comprehension, etc.

Math-supplemental materials may include but are not limited to: printing/purchase of consumable material3, math tools, math manipulatives, items that support numeracy, number sense, flexible math thinking, and conceptual understanding.

ELD-supplemental materials may include but are not limited to: printing/purchase of consumable materials, visual aids, color posters, realia and items to support and enhance language acquisition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6148	Title I 4000-4999: Books And Supplies Instructional materials
5075	Title I 5000-5999: Services And Other Operating Expenditures Copier leases, Konica Minolta copies
3400	LCFF-LI 4000-4999: Books And Supplies

5080	Title I 5800: Professional/Consulting Services And Operating Expenditures Renaissance Learning/STAR
684	LCFF-EL 4000-4999: Books And Supplies

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

Teachers and support staff will be utilized to provide extended learning and enrichment activities including but not limited to: Drama Club, Choir, 100 Mile Club, Student Council. (District paid stipends; no cost to site)

Proposed Expenditures for this Strategy/Activity

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

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

Administration, Early Literacy teacher, Early Numeracy teacher, classroom teachers, support staff, classified staff and parents/families will actively participate in targeted professional learning opportunities that focus on the implementation of CA CCSS, EL standards and NGSS, equity, data analysis, student engagement, culturally relevant instructional practices which will increase professional capacity to support planning, delivery and implementation of effective lesson plans. Conferences may include, but are not limited to: CABE, NGSS, RCOE Early Numeracy. (Costs may include: registration, substitute, additional hours, and/or reimbursement costs. Staff may self fund or seek scholarship/grant funding.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

300	LCFF-EL 5000-5999: Services And Other Operating Expenditures Registration for CABE-parents, paraprofessionals

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

Support staff will be utilized to improve student learning and achievement for all students.

Early Literacy Teacher (100%) will provide support to teachers and at promise students by providing targeted literacy instruction to remediate foundational and literacy skills; will provide support with data analysis and development of specific strategies for literacy intervention and SST; may develop, facilitate and provide professional learning to staff to improve student literacy skills. (District funded)

Early Numeracy Teacher (100%) will provide support to teachers and at promise students by providing targeted numeracy instruction to remediate numeracy skills such as the ability to use, interpret and communicate mathematical information to solve real-world problems. These include the ability to understand basic math like addition, subtraction, division and multiplication. foundational skills; will provide support with data analysis and development of specific strategies for numeracy intervention and SST; may develop, facilitate and provide professional learning to staff to improve student numeracy skills. (District funded)

EL Facilitator (1) will provide support to teachers and staff related to EL student learning and achievement; will facilitate parent involvement during ELAC meetings; will attend district sponsored meetings to increase professional capacity; will prepare reports and maintain documentation related to EL student achievement. (stipend-$3441)

Bilingual Instructional Assistants (3) will provide primary language support to EL students at the emerging and /or expanding level; will provide support for oral language acquisition, classroom academic support for EL students to access core curriculum. (District funded)

School library assistant (1) will provide access to literature and non-fiction books, including titles that align with adopted curriculum and content areas in order to support literacy and differentiated instruction. (District funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	1000-1999: Certificated Personnel Salaries Early Literacy Teacher-cost noted in Strategy/Activity 22
0	1000-1999: Certificated Personnel Salaries Early Numeracy teacher-district paid;

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Teachers and Bilingual Instructional assistants will administer annual summative ELPAC assessment. ELPAC data and other common formative assessment data will be analyzed to identify language proficiency levels of EL students in order to cognitively plan for effective implementation of ELD standards during Designated and Integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200	LCFF-EL 2000-2999: Classified Personnel Salaries Additional hours for ELPAC administration support (BIA-NTE 16 hrs. each)

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

Teachers will plan and implement first best instruction that is engaging, culturally relevant, rigorous, differentiated and aligned to CA CCSS and ELD standards. Lessons will include direct, guided, cooperative and independent learning activities. Teachers will dedicate instructional minutes daily for key content areas as follows:

ELA: TK/K--1 hour; 1st-3rd--2.5 hours; 4th-5th--2 hours
Math: TK/K--30 minutes; 1st-5th--1 hour
ELD: TK-5th--30 minutes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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.

Goal 1 ELA: *This goal was impacted by the school closure and distance learning for all students from August 2020 to March 22, 2021.

Data from mid-year DIBELS administration indicated: 52% of Twinhill students performed at/above grade level, 16% of Twinhill students performed below benchmark, 33% of Twinhill students required intensive support.

**The ELA goal was considered not met based upon mid-year data. The inability to evaluate end of the year student achievement impacted the complete goal evaluation. This goal has been revised and updated to include student achievement data from the i-Ready Reading Diagnostic assessments.

Goal 1 Math: *This goal was impacted by the school closure and distance learning for all students from August 2020 to March 22, 2021.

Data from the 2019-2020 i-Ready Math Diagnostic #1 (Fall 2019) indicated: 7% of Twinhill students placed on/above grade level, 55% of Twinhill students placed one year below grade level, 38% of Twinhill students placed two or more years below grade level.
Data from the 2019-2020 i-Ready Math Diagnostic #2 (January) indicated: 20% of Twinhill students placed on/above grade level, 53% of Twinhill students placed one year below grade level, 27% of Twinhill students placed two or more years below grade level.

**The Math goal was considered partially met due to the inability to administer the i-Ready Math Diagnostic #3 at the end of the year and to fully evaluate end of the year student achievement. This goal has been revised and continued to include student achievement data from the i-Ready Math Diagnostic assessments.

Goal 1 English Learners: *This goal was impacted by the school closure and distance learning for all students from August 2020 to March 22, 2021.

English Learner students were unable to complete ELPAC assessments for 2019-2020.
Goal was analyzed using English Learner student achievement data from the 2019 CA Dashboard and 2019 ELPAC scores.

CA Dashboard data indicates: English Learner students continue to perform lower than English Only students on standardized assessments. RFEP students continue to perform higher than English Only students on standardized assessments.
2019 ELPAC results indicate: 47.2% of English Learner students increased one performance level; 2% of English Learner students maintained at performance level 4; 34% of English Learner students maintained at performance levels 1-3, 16% of English Learner students decreased in performance levels.

**The English Learner goal was considered not met based upon 2019 data due to the inability to evaluate 2020 ELPAC data. This goal has been revised and continued.

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

The COVID-19 pandemic impacted the intended implementation and budgeted expenditures for the implementation of strategies and activities. Illness, substitute shortages and campus closure to families/guests precluded professional learning opportunities and family engagement opportunities. For the 2020-2021 school year, school closure impacted the ability to fully utilize funds as intended. Funds designated for collaboration, articulation and intervention were not able to be used when school closed in Spring 2020.

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

Goals will continue. The previous goals were developed without complete data sets as a result of the 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 SPSA in some all of the listed items.

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)

Parent Involvement/Engagement: Twinhill endeavors to improve outcomes for students by increasing student and parent/family access to academic support, resources and/or information including preparation for college and/or career.

Identified Need(s)

According to the CA Dashboard in 2020-2021, 88% (N=) of Twinhill students were socioeconomically disadvantaged. This data continues to demonstrate an ongoing need for students and families to learn about college readiness and preparations including: academic rigor, vocabulary, college admission process and requirements, financial opportunities available to support college admissions, and additional ways to support college and career preparation and readiness in elementary school.

According to the CA Dashboard in 2019-2020, 87.1% (N=400) of Twinhill students were socioeconomically disadvantaged. This data is indicative that students and families need ongoing opportunities to learn about college readiness and preparations including: academic rigor, vocabulary, college admission process and requirements, financial opportunities available to support college admissions, and additional ways to support college and career preparation and readiness in elementary school.

Due to school closure parent/family survey data was not gathered for the 2019-2020 school year. A variety of family involvement and engagement opportunities are offered throughout the school year. A welcoming and inclusive school climate is being established. Additionally, a system for Student Study Team (SST) has been established to provide intervention support for academics and behavior.

Fostering a culture of college and career readiness by increasing opportunities for students and parents/families to learn about college readiness and preparation at the elementary school level, refining intervention block, and continuing parent/family education and support opportunities are needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement/engagement-number of parent/family participants attending trainings, workshops, conferences, etc.	The 2021-2022 school year began with in person learning for all scholars. Parent/family events were held virtually or outside due to district safety measures. These events included: Back to School night,	To monitor and evaluate this goal, we will utilize sign in sheets from parent/family meetings, workshops and school events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Twinhill will have a staff member serve as the site Family Engagement Coordinator. Sign-in sheets from parent/family events were used to determine parent/family attendance at site planned events.	Parent-teacher conferences, Family Literacy night, 100 Mile Club family event, TK/Kinder Camp and End of the Year awards, School Council and ELAC meetings. Limited on campus access and technology challenges for parents/families impacted the ability to measure parent/family engagement for the 2021-2022 school year. The 2020-2021 school year began with full distance learning for all students. A variety of family events are being offered virtually: family engagement nights, Parent/Family Involvement week, monthly awards assemblies, etc. Previously, school closure impacted the ability to compare 2019-2020 site sponsored events with site sponsored events from the past. Events offered in 2019-2020: back to school night (August 2019), Parent-teacher conferences (October 2019), Read with a Loved One (March 2020), Career Day (February 2020), Family Library time, Parent/Family Involvement week, TK/Kinder orientation (Spring 2020), Science Fair Information meeting, and monthly awards assemblies. Previously the average parent participation rate school sponsored trainings, workshops, etc. was seven participants.	The Twinhill Family Engagement Coordinator will develop an action plan with the ATP and communicate events using a variety of platforms-flyers, marquee, school website, Class Dojo and Parent Square. With an increase in home-school communication, the parent/family participant rate will increase by a minimum of five participants for trainings, workshops, etc.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student learning groups Twinhill will have SST/504 chairperson(s) work collaboratively with teachers and families to identify academic and/or behavior intervention supports for students. School counselor will provide lessons to increase scholar participation in school and/or identify outside resources to support learning.	In 2021-2022 scholars participated in in person learning. Flexible groupings within the school day included but were not limited to: Early Literacy teacher, Early Numeracy teacher, teacher-directed small group instruction, Bilingual Assistant support, etc. In 2020-2021 students participated in virtual flexible groupings within the school day including but not limited to: Early Literacy teacher, intervention block, office hours, Bilingual Assistant support, etc. School closure impacted the ability to compare student achievement data from 2019-2020 to 2018-2019. In 2018-2019, all students participated in flexible groupings during intervention block (TLC) for ELA and/or math within the school day.	By May 2023 at promise scholars identified performing below grade level in ELA and/or math based upon Fall i-Ready diagnostic will receive flexible small group instruction within the school day and will demonstrate progress on the i-Ready Reading and/or math Diagnostic #2 (winter).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers and certificated support staff will utilize student achievement data to identify areas needing improvement to strengthen instructional practice and student engagement in order to improve academic rigor for college readiness.

Targeted small group instruction will be utilized to remediate learning gaps in language development, literacy and/or math using a variety of curriculum resources. Curriculum resources include but are not limited to: Accelerated Reader, i-Ready Diagnostics (ELA/Math). (Cost for AR/STAR)

Professional learning resources include but not limited to: District Instructional specialists, Early Literacy teacher, Early Numeracy teacher, counselor, Library Assistant, Bilingual Instructional Assistants, district and outside educational partner sponsored professional learning opportunities. (Cost included in Goal 1)

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

Amount(s)	Source(s)
5080	Title I 5000-5999: Services And Other Operating Expenditures Software Licenses-Accelerated Reader/STAR assessment

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and certificated support staff will communicate student progress with students, parents/families and other significant school personnel. Staff will continue to recognize academic excellence, academic effort and citizenship as a component of college readiness through a variety of inclusive events including, but not limited to: Monthly Award ceremonies, Semester Award ceremonies, Character In Action (monthly events), Caught Being Good/Character in Action time, Student Council, Spelling Bee, and Science Fair. (Cost: awards/incentives)

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

Amount(s)	Source(s)
1500	Attendance 4000-4999: Books And Supplies Certificates, signs, medals
620	LCFF-LI 4000-4999: Books And Supplies Certificates, signs, incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will continue the focus of college readiness within classroom lessons, morning announcements, college symbolism (i.e. college board, flags, college T-shirts, college Fridays), and student recognition ceremonies. Staff will promote the expectation that all students will graduate from high school and be college and career ready.

Staff will plan and implement special events, days and projects to increase awareness of post-secondary opportunities including, but not limited to: Gateway to College, Career Day, Student Council visit to City Hall, motivational speakers, college campus visits, college symbolism and information. (Cost for supplies noted in Goal 1; study trips--$300/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)
300	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours to coordinate College and Career week family and student activities
1000	LCFF-LI 5000-5999: Services And Other Operating Expenditures Imagination Machine, guest speakers
1500	LCFF-LI 4000-4999: Books And Supplies materials for Gateway to College, college symbolism, incentives (AR medals, etc.)
2400	LCFF-LI Study trips ($400/grade level)

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 continue daily implementation of Targeted Learning for All Children (TLC) intervention block and afterschool extended learning opportunities. Supplemental resources, materials,

supplies and technology will be utilized by students and staff to support equitable learning environments and to encourage college readiness skills. (Cost noted in Goal 1)

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A variety of parent/family events, parent/family meetings and networking and learning opportunities, including but not limited to: SSC, ELAC, Pastries with Parsons, will be planned to inform, educate, motivate, build capacity and raise awareness of college preparation, access and readiness skills for parents and families. (Costs are noted in Goal 1; district stipend for site Parent Engagement coordinator, PTO liaison)

Staff will communicate with parents/families regarding upcoming events including the use of, but not limited to: flyers, BlackBoard Parentlink, PeachJar, school website, AERIES, marquee, and Class Dojo. Teachers and staff will communicate information related to student academic progress and character needs during Parent-Teacher conferences and as needed throughout the school year via phone calls, emails and/or digital apps (i.e. Class Dojo). (Cost for website manager/cost for flyer designer)

Interpreting and translation will be provided as needed. (Costs noted in Goal 1)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2000-2999: Classified Personnel Salaries additional hours for interpreting and translation (cost noted in Goal 1)
160	LCFF-EL 4000-4999: Books And Supplies refreshments for parent/family meetings

1000	Title I 1000-1999: Certificated Personnel Salaries Additional hours for Family Engagement events
300	Title I 2000-2999: Classified Personnel Salaries Additional hours for Family Engagement events
900	Title I 1000-1999: Certificated Personnel Salaries additional hours for managing communication platforms (NTE 15 hrs)
140	Title I 2000-2999: Classified Personnel Salaries additional hours for communication flyers (NTE 7 hrs)

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

Student communication folders and/or other home-school information tools will be used to increase and support home-school partnership and communication and to promote college readiness and character development. Translation and interpretation services, childcare and/or refreshments provided during parent/family events as needed. (Costs: childcare-additional hours, translation, refreshments, printing)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2000-2999: Classified Personnel Salaries additional hours for interpreting and translation (cost noted in previous goal)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers and staff will continue to implement school wide systems that support equitable practices, academic rigor and development of college readiness skills. Supplemental instructional resources, materials, supplies and technology will be used by staff and student to support an equitable learning environment.

Extended learning opportunities are designed to provide enrichment (i.e. Science Fair, STEM club, Drama Club, 100 Mile club, etc.) (District paid stipend; site discretionary budget for additional hours)
SST/504 chairpersons will work with teachers, support staff and families to identify academic and/or behavior interventions to support students. (district paid stipend)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	1000-1999: Certificated Personnel Salaries SST/504 chairperson-district paid stipend

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.

For the 2021-2022 school year, Parent/Family Involvement and Engagement continued to be greatly impacted due to safety protocols which prevented parents and families from being on campus. Many parents/families were not fluent in the use of technology and/or had limited internet access. Parent/family participation in virtual Back to School night and Parent-Teacher conferences with approximately 50% of parents/families attending. In the past, in person parent/families events have a higher participation rate.

Parent Involvement/Engagement was greatly impacted by distance learning and the closure of the school campus to the public. Several virtual Family Engagement nights were held via Zoom. The Family Art Night has the highest attendance with approximately 60 participants. Materials were distributed and picked up by families. Typical Parent/Family Engagement events were not held--Back to School night, Parent-Teacher conferences, Open House, etc. Townhall Meetings with the Principal were held in the evenings; however, only five families participated for the initial Townhall Meeting held in January 2021.

Parent Involvement/Engagement was partially impacted by school closure during the 2019-2020 school year. Family Involvement and Engagement events scheduled in the fall and winter were held. The following events were well attended with approximately 40% of families participating-back to school night (August 2019), Parent-teacher conferences (October 2019), Read with a Loved One (March 2020), and and monthly awards assemblies. For Career Day (February 2020), at least 30% of the presenters had a student enrolled at Twinhill. Family Library time had

approximately 4-5 families attend bi-monthly. TK/Kinder orientation (Spring 2020) was not held due to school closure.

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

Minimal parent/family involvement and engagement events were held to due COVID-19 safety protocols in place. These protocols prevented on site in person events and activities for families. Therefore, funds designated for parent involvement/engagement events, student recognition events, and intervention were not able to be utilized. During the 2020-202 1 school year, school closure impacted the ability to fully utilize funds as intended. Funds designated for some parent involvement/engagement events, student recognition events, and intervention were not able to be utilized due to school closure.

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

No changes will be made to the goals for the 2022-2023 school year. Parent/Family Engagement opportunities will be determined based upon needs of the school community and guidelines set forth by the federal, state and local entities. The goals were developed without complete data sets as a result of school closure for 2019-2020. The dates and guidelines imposed when school physically re-opened impacted goals, outcomes, strategies and activities that were developed for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal(s)

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

3A--Student Attendance
By April 2023, Twinhill will decrease the number of scholars identified as chronically absent as measured by data reports in AERIES (student information system).
The number of scholars receiving a monthly Perfect Attendance award will maintain/increase as measured by attendance reports in AERIES.

3B--School Climate
By April 2023, the number of out of school suspensions will be maintained or decreased as measured by assertive discipline data reports in AERIES (student information system).
The number of scholars participating in the monthly CIA activity will maintain/increase as measured by discipline data reports in AERIES (number of Character Citations issued monthly).

Identified Need(s)

Attendance:

During the 2021-2022 school scholars attended school in person. The average daily attendance in 2021-2022 for Months 1-8 was 91.80%. Attendance was impacted by scholars asked to quarantine due to COVID-19 variants. AERIES Analytics reports 8.7% (N=38) have advanced attendance and 37.6% (N=165) have satisfactory attendance. AERIES Analytics also reports 6.8% (N=30) are identified as severe chronically absent, 21.6% (N=95) are chronically absent, and 25.3% (N=111) are at risk. Chronic absenteeism continues to be challenge and has been impacted by the COVID-19 pandemic.

During the 2020-2021 school year, scholars attended school via Full Distance Learning from August 2020 to March 19, 2021. The average daily attendance in 2020-2021 for Months 1-9 was 94.49%. AERIES Analytics reports 16.4% (N=53) are identified as chronically absent. This is an increase from the 2019-2020 school year. Distance learning proved to be challenging for students and families which impacted student attendance.

Due to school closure in March 2020, we do not have a full year of attendance data to analyze for 2019-2020. CA Dashboard reports for chronic absenteeism in 2019 indicate that 13.2% (N=61) are identified as chronically absent. This aligns with the orange gauge (high status) on the CA Dashboard. The number of students identified as chronically absent has continued to increase at Twinhill despite efforts to improve student attendance at Twinhill. In 2018, the percentage of chronically absent students increased by 1.3%, and 12.6% (n=70) of students were identified as chronically absent according to the CA Dashboard.

School Climate:

For the 2021-2022 school year, Twinhill reports 5 suspensions. Twinhill continues to consistently implement the school wide discipline plan with interventions being utilized. Behavior Standards Assemblies and character incentives and recognition serve as reminders and motivation to foster school connectedness for all scholars. The school counselor provides ongoing character development and conflict resolution lessons to maintain and/or reduce the number and frequency of scholar discipline incidents.

The 2022 California School climate surveys were administered to fifth grade scholars, (N=53) parents/families (N=36) and school staff (N=23).

Parents/family respondents:
*25% strongly agreed that Twinhill promotes parental involvement, 22% strongly agreed that Twinhill encourages parents/families to active partners and 22% strongly agree that they feel welcome to participate at Twinhill. (On campus parent/family participation was restricted due to COVID-19 safety measures.)
*25% strongly agree that Twinhill has a supportive student learning environment, 36% strongly agree that Twinhill is a safe place for their children, 32% strong agree that Twinhill motivates students to learn, 88% strongly agree/agree that teachers are responsive to student's social and emotional needs and 69% strongly agree/agree that Twinhill provides parents/families with advice and resources to support their children's social and emotional needs.
*34% strongly agree that Twinhill treats all students with respect, 21% strongly agree that Twinhill enforces school rules equally and 20% strongly agree that Twinhill promotes respect for cultural beliefs/practices.
*did not see substance abuse, school disorder and/or bullying as large problems
*26% strongly agree that Twinhill has clean and well-maintained facilities/property
*24% are somewhat, quite or extremely concerned with their child's mental well-being, 38% are somewhat, quite or extremely concerned about their child's safety for in-person learning and falling academically behind

Staff respondents:
*81% strongly agreed that Twinhill has caring adult relationships; 86% strongly agreed that adults at Twinhill have high expectations; 60% strongly agree that Twinhill has an anti-bullying climate
*67% strongly agree that Twinhill is safe for staff; 72% strongly agree that Twinhill is safe for students; 51% strongly agree there is respect for diversity; 39% strongly agree there is support for social emotional learning; 32% strongly agree that Twinhill provides adequate counseling and support services
*39% strongly agree that student are motivated to complete schoolwork; 11% strongly agree students are ready to learn; 22% strongly agree that truancy is a problem; 11% strongly agree that bullying is a problem; 22% strongly agree that student depression is a problem
71% strongly agree there is a need for Professional development for supporting students exposed to trauma

5th grade respondents:
*76% report being connected to school; 88% report they are motivated to learn; 82% report that adults have high expectations; 77% report their families are involved in their schooling
*74% report feeling safe at school; 35% report being hit or pushed at school; 46% report that rumors are spread about them; 47% report they have been called bad names/target of mean jokes

*88% report rules are clear; 49% report students are well-behaved; 49% report students are treated fairly when rules are broken; 85% report students are treated with respect

Due to the learning platforms for the 2020-2021 school year, Twinhill has no suspensions to report.

Data for suspensions indicates an increase in the number of suspensions between 2018-2019 and 2019-2020. CA Dashboard reports for suspensions in 2019 indicate that 1.9% (N=9) of students were suspended at least once. Our suspensions correspond with the orange performance gauge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absenteeism-CA Dashboard District attendance (ADA) reports in AERIES	AERIES Attendance Analytics indicate: 23% (N=57) Chronically Absent 10.2% (N=50) At-Risk 35.3% (N=119) Satisfactory 32.2.% (N=98) Advanced Student group chronic absenteeism: • -Hispanic 17.2% (N=50); increased 4.1% • -Socioeconomically Disadvantaged 17.3% (N=49); increased 3.9% • -White 17.6% (N=3); increased 4.6% • -Homeless 37.5% (N=12); increased 18.1% The 2019-2020 CA Dashboard indicates 13.2% (N=61) are identified as chronically absent. This is a 0.6% increase as compared to 2018-2019 CA Dashboard report. ADA trends from AERIES: • - 2019-2020 (months 1-8): 95.23%. (*impacted by school closure)	Monthly attendance summary data from AERIES and CA Dashboard will be used to evaluate this goal. The 2021 CA Dashboard will indicate a decline of at least 0.5% in the overall percentage of students identified as chronically absent.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• -2018-2019 (months 1-11): 95.32%. • -2017-2018 (months 1-11): 95.35%. 2019 CA Dashboard trends: • -13.2% (N=61) of Twinhill students are chronically absent; this is a 0.6% increase. Student group chronic absenteeism: • -English Learners 9.3% (N=23); increased 1.9% • -Hispanic 13.1% (N=61); increased 1.6% • -Socioeconomically Disadvantaged 13.4% (N=61); increased 1.7% • -White 13%; declined 3.6% • -Homeless 19.4%; declined 11.9% 2019-2020 Monthly ADA trends from AERIES: • -Month 1 96.31% • -Month 2 95.87% • -Month 3 95.81% • -Month 4 95.42% • -Month 5 94.11% • -Month 6 94.45% • -Month 7 94.15% Cumulative total: 95.23%	
Suspension-CA Dashboard Discipline reports in AERIES	The 2019 CA Dashboard indicates 1.9% of students were suspended at least once during the school year. This is a 1.4% increase as compared to 2018-2019.	Assertive discipline data reports from AERIES and suspension data from the 2021 CA Dashboard will be used to evaluate this goal. Data from student and family surveys related to school climate will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The 2018 CA Dashboard indicates 0.5% of students were suspended at least once during the school year. This is a -1% decline as compared to the 2017-2018 school year.	also be utilized to evaluate this goal. The CA Dashboard will indicate at least a maintained status or decline status in the number of suspensions.

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 students TK-5 will attend annual Behavior Standards assemblies in August/September and January. Each student will sign in on a class sign in sheet indicating their attendance at the assembly and filed in the administration office. (No cost.)

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students have the opportunity to earn "Caught Being Good" slips for their character. (Cost: printing-site discretionary funds)

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

Amount(s)	Source(s)
300	LCFF-LI 4000-4999: Books And Supplies incentives for Caught Being Good

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

All students will participate in Monthly and Semester Awards ceremonies recognizing academics and/or character. Parents/families will be invited to participate. (Printing costs noted in Goal 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF-LI 4000-4999: Books And Supplies Signs, certificates, medals for RFEP, academic achievement and effort

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All students have the opportunity to participate in bi-weekly Character in Action (CIA) activity. (No cost)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff will utilize SST process to monitor at promise students and to support students, teachers and parents/families. Consistent SST meetings will be held to provide timely support by building upon

the strengths of students in order to develop action plans for remediation of academic and behavior concerns. (No cost to site-SST chairperson stipend paid by district)

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

Amount(s)	Source(s)
0	1000-1999: Certificated Personnel Salaries District paid stipend

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

Supplemental resources, materials and incentives will be used by students, parents/families and staff to support instruction of character development, inclusive and equitable learning environments, healthy living choices which will motivate and encourage regular school attendance, citizenship, active lifestyles and/or student achievement. (costs noted in previous goal)

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

Amount(s)	Source(s)
750	LCFF-LI 1000-1999: Certificated Personnel Salaries Additional hours for 100 Mile club support (NTE 15750hrs/year)

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

A variety of parent/family events will be planned to build parent/family understanding, raise awareness and provide strategies, materials and resources that support character development so that parents/families can better support student achievement in the home learning environment--Celebrate Literacy Week and Celebrate Numeracy week activities for students and families. (Cost-additional hours, materials)

Teachers, staff and parents/families will participate in parent advisory groups/committees (ELAC, SSC, PTO) to analyze data related to school climate, attendance and discipline in order to evaluate

the effectiveness of site attendance plan and to ensure our school climate is safe and inclusive. Positive parenting strategies and attendance information will be provided during meetings. Refreshments, child care and translation services will be provided for parents/families attending meetings/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)
600	Title I 4000-4999: Books And Supplies Additional hours NTE 5hrs-Literacy and NTE 5 hrs-Numeracy
400	LCFF-LI 4000-4999: Books And Supplies Materials for Literacy ($200) and Numeracy ($200) week activities

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

Data related to school climate, attendance, discipline and character will be used by staff to plan lessons that utilize a variety of instructional and student engagement strategies that support character development, minimize discipline incidents, foster an equitable learning environment and encourage regular school attendance.

Daily, weekly and monthly attendance data will be shared with students, parents/families and staff to increase accountability, promote goal setting, monitor progress and encourage regular school attendance.

Staff will utilize attendance data to plan home visits and restorative SART meetings which will support and encourage regular school attendance. (No cost to site.)

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

Amount(s)	Source(s)
0	

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School counselor and psychologist will provide behavior support services, assist with development of positive behavior support plans, and meet with students, both individually and small group, to provide social, behavioral and emotional support with character development, conflict resolution and positive behavior strategies and interventions. (No cost to site.)

School counselor will provide classroom lessons that support character development, conflict resolution, self-esteem, decision-making, emotional well-being, social skills, friendship, bully prevention, study skills, attendance, and other pertinent topics that support the overall well-being of students. (No cost to site.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will have opportunities to participate in a variety of activities that support connectedness to school and encourage regular school attendance. Activities include but are not limited to: Drama Club, choir,100 Mile Club, Student Council, safety valets, sanitation engineers, recess equipment helpers, book buddies, CIA, Gateway to College, College Fridays, Twinhill Tuesdays. (Costs for materials, certificates, incentives. Donations and site discretionary funds may also be used.)

Proposed Expenditures for this Strategy/Activity

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

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

	4000-4999: Books And Supplies
0	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures Imagination Machine (cost noted in previous goal)

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.

Attendance:
For the 2021-2022 school year, scholars and staff returned to in person learning; however, COVID-19 illnesses continued to impact scholar attendance. Scholars and families were offered Short-term Independent study packets. When completed and returned, scholars were given attendance credit. The majority of scholars completed and returned STIS packets.

This goal will continue as it was not met. Chronic absenteeism continued to increase.

The different learning platforms impacted this goal for the 2020-2021 school year. Due to the different learning platforms and students not physically on campus from August 2020 through March 19, 2021, students were marked present as long as they attended any portion of the learning day. Chronic absenteeism increased.

This goal was impacted by school closure. Only months 1-7 were available for analysis.
Chronic absenteeism increased by 0.6% when comparing 2017-2018 to 2018-2019 CA Dashboard data. Chronic absenteeism increased for: English Learners (1.9%), Hispanics (1.6%) and Socioeconomically Disadvantaged (1.7%) students. Chronic absenteeism declined for: students with disabilities (1.9%), white (3.6%) and homeless (11.9%) students.
Based upon local AERIES data there is a slight improvement in ADA rates at month 8: 0.46%.

Suspensions:
For the 2021-2022 school year, scholars and staff returned to in person learning. Scholars and staff were re-adjusting to in person learning. The goal was MET compared to 2017-2018 and 2018-2019 school years. This goal will continue.

2020-2021-- Due to the different learning platforms and campus closure, students were not on campus. No suspensions to date as of April 2021.

This goal was impacted by school closure. Only months 1-8 were available for analysis.
Suspension rate increased by 1.4% when comparing 2017-2018 with 2018-2019 CA Dashboard data.

- -Four student groups increased (English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities)
- -Two students groups maintained (White and Homeless)
- -Students with Disabilities group had the largest increase (2.6%)

AERIES data indicates a significant increase in the number of suspensions (12).

This goal was not met. This goal has been revised and will continue.

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

COVID-19 and safety procedures impacted the ability to fully utilize funds as intended. Funds that were designated for some attendance incentives and restorative practices and school climate events were not able to be used although scholars and staff were in person.

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 will continue with the expectation that scholars and staff will be on campus with modified COVID-19 restrictions. Adjustments may be needed in the SPSA in some or all of the listed items.

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.

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(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.

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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.

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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	$184,771.00

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	$155,031.00

Subtotal of additional federal funds included for this school: $155,031.00

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

State or Local Programs	Allocation ($)
	$0.00
Attendance	$1,500.00
LCFF-EL	$16,570.00
LCFF-LI	$11,670.00

Subtotal of state or local funds included for this school: $29,740.00

Total of federal, state, and/or local funds for this school: $184,771.00

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	16,570	0.00
LCFF-LI	11,670	0.00
Title I	155,031	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Attendance	1,500.00
LCFF-EL	16,570.00
LCFF-LI	11,670.00
Title I	155,031.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	142,930.00
2000-2999: Classified Personnel Salaries	4,040.00
4000-4999: Books And Supplies	18,866.00
5000-5999: Services And Other Operating Expenditures	11,455.00
5800: Professional/Consulting Services And Operating Expenditures	5,080.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

		0.00
1000-1999: Certificated Personnel Salaries		0.00
4000-4999: Books And Supplies	Attendance	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	10,372.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,200.00
4000-4999: Books And Supplies	LCFF-EL	2,698.00
5000-5999: Services And Other Operating Expenditures	LCFF-EL	300.00
	LCFF-LI	2,400.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	1,050.00
4000-4999: Books And Supplies	LCFF-LI	7,220.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	0.00
1000-1999: Certificated Personnel Salaries	Title I	131,508.00
2000-2999: Classified Personnel Salaries	Title I	840.00
4000-4999: Books And Supplies	Title I	7,448.00
5000-5999: Services And Other Operating Expenditures	Title I	10,155.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,967.00
Goal 2	14,900.00
Goal 3	3,904.00

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
Mary McAllister-Parsons, Ed.D.	Principal
Gloria Bracamonte	Classroom Teacher
Cara Sweeney	Classroom Teacher
Dirk Upson	Classroom Teacher
Jennifer D'Antoni	Other School Staff
Maria De La Torre	Parent or Community Member
Sandra Lopez	Parent or Community Member
Shanisha McDowell	Parent or Community Member
vacant	Parent or Community Member
vacant	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
n a	English Learner Advisory Committee
n a	Other: School Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 11 May 2022.

Attested:

	Principal, Mary McAllister-Parsons, Ed.D. on 16 May 2022
	SSC Chairperson, Dirk Upson on 16 May 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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

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

Receipt of Parental Involvement Policy 2022-2024

Recibo de la notificacion Politica de Participacion de Padres

I acknowledge with my signature the receipt of Twinhill's Parental Involvement Policy on behalf of my student/s attending Twinhill.

Confirmo, por medio de mi firma, recibe la notificacion Politica de Participacion de Padres a nombre de mi estudiante/s en Twinhill.

_____ _____ Parent/Guardian Signature – Firma de Padres/Guardianes Date / Fecha

_____ _____ _____ Student Name / Nombre de Estudiante Grade / Grado Teacher / Maestra

_____ _____ _____ Sibling Name / Nombre de hermano/a Grade / Grado Teacher / Maestra

_____ _____ _____ Sibling Name / Nombre de hermano/a Grade / Grado Teacher / Maestra

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

PART I. GENERAL EXPECTATIONS

The goal of the parent involvement policy is to create an environment in which the staff, parents, and students work cooperatively to implement strategies and programs to support student success in mastering the grade level standard and positive character development.

Twinhill Elementary agrees to implement the following statutory requirements:

- Twinhill Elementary will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that Twinhill Elementary and parents of participating children agree on.

- Twinhill Elementary will notify parents about Twinhill Elementary Parental Involvement Policy in an understandable and uniform format and, to the extent practical, will distribute this policy to parents in a language the parents can understand.

- Twinhill Elementary will follow the Alvord Volunteer Board Policy as outlined.

- Twinhill Elementary will make Twinhill Elementary Parental Involvement Policy available to the local community.

- Twinhill Elementary will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- Twinhill Elementary will periodically update Twinhill Elementary Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary.

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

· Twinhill Elementary will adopt Twinhill Elementary school-parent compact as a component of its School Parental Involvement Policy.

· Twinhill Elementary 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 TWINHILL ELEMENTARY WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Twinhill Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

· *Input from parents will be solicited during SSC, ELAC, and Principal's*

Coffee meetings throughout Twinhill Elementary year

· *On-going informal input during monthly parent meetings*
· *Revised policy will be shared by the principal at Back To School Night and / or at the Annual Title I meeting.*

· *Teachers will share the revised policy with parents during parent conferences is needed.*
· *Revisions of the Parent Involvement Policy will also be shared with parents through our newsletter when needed.*

2. Twinhill Elementary will take the following actions to distribute to parents of participating children and the local community, Twinhill Elementary Parental Involvement Policy:

· *The Parent Involvement Policy will be distributed at the beginning of the school year with registration packets including parent signature form acknowledging receipt of the policy.*
· *Copies of the Parent Involvement Policy will be available in the main office*

3. Twinhill Elementary will update its School Parental Involvement Policy to meet the changing needs of parents and Twinhill Elementary every 2 years:

· *The Parent Involvement Policy will be reviewed and revised as needed* · *Review of academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy*

4. Twinhill Elementary 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,

- *Parent Notices*
- *Distribution of Parent Involvement Policy*
- *Copy of School's three-way compact*

· About their school's participation in Title I:

- *Meetings will be held in the evening and morning to accommodate all parents and encourage community involvement*
- *Meeting notices will be sent home with students at least 48 hours in advance to provide notice and encourage parent involvement*
- *The policy will be distributed with registration packets, SSC, ELAC, PTA/PTO, and will be available in the office*

5. Twinhill Elementary will hold a flexible number of meetings at varying times, and child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

· *Child care will be provided if requested prior to meeting*
· *Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement*
· *Special contact (telephone call or written) will be made to invite parents of English learners*
· *Parents will be notified of meetings through the use of automated telephone parent system, marquee, and/or monthly school event calendar.*
· *Parent Needs Survey will be utilized to plan trainings, meetings, workshops, or other events of interest identified*

· *Additional trainings provided based on parent recommendations through parent council meetings (SSC, ELAC, and PTA/PTO)*

6. Twinhill Elementary 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, ELAC, and other meetings a minimum of 72 hours in advance*
· *Notices and agendas will be posted on front office bulletin board 72 hours in advance*
· *Results of annual state testing will be mailed home in a timely manner.*

7. Twinhill Elementary will provide to parents of participating children a description and explanation of the curriculum in use at Twinhill Elementary, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

· *Teachers review grade level standards, curriculum, and assessments used to monitor student progress as well as explain proficiency levels during Back To School Night*
· *Teachers send home Welcome Letters which include grade level expectations, standards, curriculum, and assessment used to monitor student progress*
· *Parent Conferences*
· *Annual Title I Meeting*
· *Principal will present and explain State level expectations, current District and Site data on CAASPP – SA, ELPAC and CAST*
· *A review of grade level standards, curriculum, and assessments used to monitor student progress as well an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC)*

8. Twinhill Elementary 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 possible:

- *Parent Council Meetings (i.e. SSC, ELAC)*
- *Principal Coffees*
- *Parent Teacher Association (PTA) Meetings*
- *Parent Teacher Organization (PTO) Meetings*

9. Twinhill Elementary will submit to the district any parent comments if Twinhill Elementary-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; comments and suggestions are noted in the minutes and any unsatisfactory comment in regards to the plan will be forwarded to the district*
   - *If any parent comments demonstrate dissatisfaction in Twinhill Elementary School wide plan content, the comments will be forwarded to the Director of Elementary Teaching and Learning*
   - *All efforts will be made to revise the plan to meet the satisfaction of the parents noted comments*

10. Twinhill Elementary will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

    - *Interpreters during any related school event/function/meeting will be provided in Spanish and other languages if requested*
    - *Spanish translation of all materials*

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

PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Twinhill Elementary will build Twinhill Elementary and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among Twinhill Elementary involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- *Teacher conferences*
- *Access to teachers and administration*
- *School newsletter with calendar of events*
- *Progress Reports*
- *Back To School Night*
- *SSC, ELAC, and Principal Coffee parent meetings*
- *Weekly Family Library Time*
- *Fliers to inform parents of trainings, events, and programs*
- *PTA/PTO*
- *Parent Involvement/Family Nights/ Parent University*
- *Three-Way Compact*

- *Phone Calls*
- *Notes home and other communications to parents as appropriate*
- *Timely response to parent concerns*
- *Annual Title I meeting*
- *Open House Night*
- *Parent Institute*
- *Multiple and varied opportunities for parents to volunteer on campus*
- *Aeries Parent Portal*

2. Twinhill Elementary will incorporate Twinhill Elementary-parent compact as a component of its School Parental Involvement Policy:

   · *Parent input through Parent Needs Survey, ELAC, and SSC*

   · *Three-Way Compact will be shared during Back To School Night, reviewed and signed at the parent conferences held in the first semester of the school year, and revisited in the Annual Title I Meeting as needed.*

3. Twinhill Elementary will, with the assistance of its district, provide assistance to parents of children served by Twinhill Elementary in understanding topics such as the following:

   · the State's academic common core 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 and trainings*
   · *Parent Conferences*
   · *Annual Title I Meeting*
   · *Back To School Night Presentations*
   · *Conference Attendance (i.e. CABE, etc.)*

4. Twinhill Elementary 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:

- *TK/ Kindergarten Camp*
- *Parent University*
- *Family Nights*

5. Twinhill Elementary will, with the assistance of its district and parents, educate its teachers, pupil support services, 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 involvements and partnerships*
- *Paraprofessional Training*
- *Training for teaching in effective utilization of paraprofessional services*
- *Training for staff in establishing communication and building partnerships with parents to support student achievement*

6. Twinhill Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

- *Provide parents training in regard to research based reading instruction by grade levels during Parent Council Meetings*
- *TK/ Kindergarten Camp to be held in the spring for incoming TK/kindergarten students and their parents/caregivers to provide them an overview of Preschool Foundations, and kindergarten common core standards and expectations*

7. Twinhill Elementary will, to the extent feasible and appropriate, take the following actions to ensure that information related to Twinhill Elementary 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 feasible, in a language the parents can understand:

   · *All event notices will be sent home in English and Spanish*
   · *Parents will be notified of events in English and Spanish using the automated telephone system.*
   · *School events will be noted on Twinhill Elementary marquee.* ·
   Announcements will be posted in school office in English and Spanish ·
   Upcoming events will be stated verbally during the announcements for students and parents. Students will be encouraged to remind their parents of upcoming events

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.

This policy was adopted by the Twinhill Elementary School Site on October 13, 2021 and will be in effect for the period of 2022-2024. Twinhill Elementary will distribute this policy to all parents of participating Title I, Part A children on or before November 20, 2022. It will be made available to the local community on or before November 20, 2022. The Twinhill Elementary notification to parents of this policy will be in an understandable and uniform format and, to the extent feasible, provide a copy of this policy to parents in a language the parents can understand.

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA TWINHILL

Política Escolar de Participación de Padres

2022 - 2024

Receipt of Parental Involvement Policy 2022-2024

Recibo de la notificación Política de Participación de Padres

I acknowledge with my signature the receipt of Twinhill's Parental Involvement Policy on behalf of my student/s attending Twinhill.

Confirmo, por medio de mi firma, recibe la notificación Política de Participación de Padres a nombre de mi estudiante/s en Twinhill.

_____ _____ Parent/Guardian Signature – Firma de Padres/Guardianes Date / Fecha

_____ _____ _____ Student Name / Nombre de Estudiante Grade / Grado Teacher / Maestra

_____ _____ _____ Sibling Name / Nombre de hermano/a Grade / Grado Teacher / Maestra

Distrito Escolar Unificado Alvord
ESCUELA PRIMARIA TWINHILL
Política Escolar de Participación de Padres
2022 - 2024

_____ _____ _____ Sibling Name / Nombre de hermano/a Grade / Grado Teacher / Maestra

PARTE I. EXPECTATIVAS GENERALES

La meta de la política de participación de padres es crear un ambiente en el que el personal, padres y alumnos trabajen cooperativamente en la implementación de estrategias y programas para apoyar el éxito de los alumnos en el dominio de los estándares por nivel de grado y en el desarrollo de una personalidad positiva.

La Escuela Primaria Twinhill está de acuerdo en implementar los siguientes requisitos legales:

- La Primaria Twinhill desarrollará junto con los padres y distribuirá a los padres de alumnos participantes una Política de Participación Escolar de Padres con la que estén de acuerdo la escuela y los padres de los estudiantes participantes.
- La Primaria Twinhill notificará a los padres acerca de la Política de Participación Escolar de Padres en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma de los padres.
- La Primaria Twinhill seguirá la Política de Voluntarios de la Mesa Directiva de Alvord como se indica.
- La Primaria Twinhill tendrá disponible para la comunidad la Política de Participación de Padres.
- La escuela Twinhill proveerá acceso y oportunidad a los padres limitados en el idioma inglés, con discapacidades y con estudiantes migratorios.
- La Primaria Twinhill periódicamente actualizará la Política de Participación de Padres para cubrir las necesidades cambiantes de los padres y de la escuela.
- La Primaria Twinhill adoptará el Acuerdo Maestro-Estudiante-Padre como un componente de su Política Escolar de Participación de Padres.

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2022 - 2024

- La Primaria Twinhill está de acuerdo en ser regida por los requisitos legales de la definición de la participación de los padres y realizará programas, actividades y procedimientos de acuerdo con esta definición:

La participación de padres significa, su colaboración teniendo una comunicación de manera regular, recíproca y significativa relacionada con el aprendizaje académico de los alumnos y otras actividades escolares, incluyendo el asegurar que:

- *los padres tengan un papel fundamental ayudando al aprendizaje de sus hijos;*
- *se anime a los padres a participar activamente en la educación de sus hijos en la escuela;*
- *los padres tienen pleno derecho en la educación de sus hijos y están incluidos, cuando sea apropiado, en la toma de decisiones y en comités consultivos para ayudar en la educación de sus hijos;*
- *se sigue adelante con otras actividades, como las descritas en la sección 1118 del ESEA.*

PARTE II. DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LA POLÍTICA ESCOLAR DE PARTICIPACIÓN DE PADRES

1) La Primaria Twinhill realizará las siguientes acciones para incluir a los padres en el desarrollo y acuerdo común de la Política Escolar de Participación de Padres y del plan

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ESCUELA PRIMARIA TWINHILL

Política Escolar de Participación de Padres

2022 - 2024

escolar, cuando sea aplicable, de manera organizada, continua y oportunamente bajo la sección 1118 (b) de ESEA:

· *A través del año en la Primaria Twinhill, los padres darán sus opiniones en las juntas del Concilio Escolar (SSC), Comité Consejero para Aprendices del Idioma Inglés (ELAC) y Café con la Directora.*

· *Continúas recomendaciones informales durante las juntas mensuales para padres.*

· *Las revisiones de la política serán compartidas por la directora durante la Noche de Regreso a Clase y/o en la Junta Anual de Título I.*

· *Los maestros compartirán las revisiones de la política con los padres durante las conferencias de padres si es necesario.*

· *Las revisiones de la Política de Participación de Padres también/o serán compartidas con los padres a través de nuestro boletín informativo cuando sea necesario.*

2) La Primaria Twinhill tomará las siguientes acciones para distribuir copias de la Política Escolar de Participación de Padres para los padres con hijos participantes y a la comunidad local:

- *La Política de Participación de Padres será distribuida en los paquetes de inscripción de principios de año con un comprobante de firma de los padres reconociendo haberla recibido.*
- *Copias de la Política de Participación de Padres estarán disponibles en la oficina.*

3) La Primaria Twinhill actualizará la Política de Participación Escolar de Padres para cubrir los cambios en las necesidades de los padres y de la Primaria Twinhill cada 2 anos:

· *La Política de Participación de Padres será revisada y modificada según sea necesario*

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2022 - 2024

· *El repaso de logros académicos, preocupaciones de padres y asuntos de seguridad serán las actividades que ayudarán al inicio la revisión de la Política de Participación de Padres*

4) La Primaria Twinhill conducirá una junta anual para informar a los padres de lo siguiente:

· *Que la escuela de sus hijos participa en el programa Título I*

· *Acerca de los requisitos de Título I*

· *De su derecho de participar*

· *Avisos para padres*

· *Distribución de la Política de Participación de Padres*

· *Copia del Acuerdo Trilateral*

· *Acerca de la participación de la escuela en Título I*

- *La junta anual se realizará en la tarde y en la mañana para acomodar a todos los padres y motivar la participación de la comunidad.*
- *Los avisos de la junta se enviarán a casa con los estudiantes con por lo menos 48 horas de anticipación para que estén enterados y motivar su participación*
- *La Política se distribuirá con paquetes de registro, SSC, ELAC, y estará disponible en la oficina.*

5) La Primaria Twinhill tendrá un número flexible de juntas en horarios variables y proveerá cuidado para niños y/o visitas a hogares pagado por los fondos de Título I mientras que este servicio se relacione a la participación de los padres:

· *Cuando sea solicitado, se proveerá cuidado para niños en las juntas.*

· *Las juntas, talleres y entrenamientos se llevarán a cabo en la mañana y en la*

tarde para motivar la participación de los padres

· *Se hará contacto especial (por teléfono o por escrito) para invitar a los padres de alumnos que están en proceso de aprender inglés.*

· *Los padres serán notificados de las juntas a través del uso del sistema automatizado de llamadas por teléfono, marquesina y/o calendario escolar de eventos mensuales*

· *La Encuesta de Necesidades de Padres será utilizada para planear capacitaciones, juntas, talleres u otros eventos identificados de interés*

· *Se considerarán entrenamientos adicionales en base a las recomendaciones de los padres en las juntas de padres (SSC, ELAC, y PTA/PTO)*

6) La Primaria Twinhill proporcionará información oportuna acerca de programas de Título I a los padres de niños que participan:

· *Los padres recibirán el aviso y agenda de SSC, ELAC y otras juntas, con un mínimo de 72 horas de anticipación*

· *Se exhibirán los avisos y agendas a la entrada de la oficina escolar, con por lo menos 72 horas de anticipación*

· *Los resultados de los exámenes estatales anuales serán puntualmente enviados a casa por correo y serán revisados por los maestros durante las conferencias de padres y maestros.*

7) La Primaria Twinhill proporcionará a los padres cuyos hijos participan, una descripción y explicación del currículo utilizado en la Primaria Twinhill, los documentos de evaluación académica utilizados para medir el progreso del estudiante y los niveles de habilidad que se espera que logren:

· *Los maestros revisan los estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso y explican los niveles de competencia durante la Noche de Regreso a la Escuela*

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA TWINHILL

Política Escolar de Participación de Padres

2022 - 2024

· *Los maestros envían a los hogares, cartas de bienvenida incluyendo las expectativas, estándares, currículo y evaluaciones usadas para monitorear el progreso de los alumnos*

· *Conferencias de Padres*

· *Junta Anual de Título I*

· *La Directora presentará y explicará el nivel de expectativas del estado, datos actuales del distrito y escuela acerca de los resultados en CAASPP-SA, ELPAC, y CAST*

· *Durante las juntas del concilio, se presentará la revisión de estándares por nivel de grado, currículo y evaluaciones usadas para monitorear el progreso de los alumnos al igual que explicación de los niveles de dominio (es decir SSC, ELAC)*

8) La Primaria Twinhill proveerá para los padres cuyos hijos participan, si lo solicitan, oportunidades para juntas regulares para formular sugerencias y participar, cuando sea apropiado, en decisiones relacionadas a la educación de sus hijos y responder a cualquier sugerencia tan pronto como sea posible:

· *Juntas de Concilio de Padres (Tales como: SSC, ELAC)*

· *Café con la Directora*

· *Juntas de la Asociación de Padres y Maestros (PTA)*

· *Juntas de la Organización de Padres y Maestros (PTO)*

9) La Primaria Twinhill presentará al distrito cualquier cometario de los padres si el plan escolar de la Primaria Twinhill bajo la sección (1114) (b) (2) no es satisfactorio para los padres cuyos hijos participan:

· *El plan escolar será compartido con los padres durante las juntas de padres SSC, ELAC; los comentarios y sugerencias son anotados en la minuta y cualquier*

comentario insatisfactorio en relación con el palan se enviará al distrito.

- *Si hay algún comentario de los padres que indique descontento con el contenido del plan escolar, será al Director de enseñanza y aprendizaje.*
- *Se harán todos los esfuerzos para revisar el plan de manera que sea de la satisfacción de todos los padres*

10) La Primaria Twinhill tomará las siguientes acciones para proveer accesibilidad y oportunidades para los padres con limitaciones en el idioma inglés, discapacidades y con estudiantes migratorios:

- *Se proveerán intérpretes durante cualquier evento, función o junta escolar para español y cualquier otro idioma que sea solicitado*
- *Todos los materiales serán traducidos al español*

PARTE III. RESPONSABILIDADES COMPARTIDAS PARA LOGROS DE ALTO NIVEL ACADÉMICO DE LOS ESTUDIANTES

1. La Primaria Twinhill desarrollará la capacidad de los padres y de la escuela para lograr una sólida participación de padres, para asegurar la participación efectiva de padres y para apoyar una sociedad entre la Primaria Twinhill, los padres y la comunidad para mejorar los logros académicos estudiantiles, por medio de las siguientes actividades específicas descritas a continuación:

- *Conferencias de maestros*
- *Acceso a maestros y administración*
- *Boletines informativos escolares con calendario de eventos*
- *Reportes de progreso*
- *Noche de Regreso a la Escuela*
- *Juntas de SSC, ELAC y Café con la Directora*

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA TWINHILL

Política Escolar de Participación de Padres

2022 - 2024

· *Espacio familiar semanal en la biblioteca*

· *Circulares para informar a los padres de capacitaciones, eventos y programas* ·

PTA/PTO

· *Participación de Padres, Noches Familiares, Universidad para Padres* ·

Acuerdo Trilateral

· *Llamadas telefónicas*

· *Envío de notas y otros tipos de comunicación con los padres según sea necesario*

· *Tiempo razonable para responder a preocupaciones de los padres*

· *Junta Anual de Título I*

· *Noche de Exhibición Escolar*

· *Instituto para Padres*

· *Múltiples y variadas oportunidades para que los padres sean voluntarios dentro del campo escolar*

· *Aeries Portal de padres*

2. La Primaria Twinhill incorporará su Acuerdo Maestro-Estudiante-Padre, como componente de su Política Escolar de Participación de Padres:

· *Recomendaciones de los padres a través de la Encuesta de Necesidades de Padres, ELAC y SSC*

· *El Acuerdo Maestro-Estudiante-Padre será compartido durante la Noche de Regreso a la Escuela, revisado y firmado en la junta de padres y maestros realizada el primer semestre del año escolar y revisada en la junta anual de Título I y Noche según sea necesario.*

3. La Primaria Twinhill Con la ayuda del distrito, proveerá asistencia a los padres de los

niños atendidos por la escuela Primaria Twinhill para que entiendan temas tales como los siguientes:

- *Los Estándares Académicos Básicos Comunes*
- *Los estándares del estado para el logro académico de los estudiantes*
- *Las evaluaciones estatales y locales incluyendo las evaluaciones alternativas.*
- *Los requisitos de Título I*
- *Cómo monitorear el progreso de sus hijos*
- *Cómo trabajar con el personal docente*
- *Talleres y capacitación para padres*
- *Conferencias de Padres*
- *Junta Anual de Título I*
- *Presentaciones de la Noche de Regreso a la Escuela*
- *Participación en Conferencias (es decir: CABE, etc.)*

4. La Primaria Twinhill con la ayuda del distrito, proveerá materiales y capacitaciones para ayudar a los padres a trabajar con sus hijos para mejorar sus logros académicos tales como: capacitación en lectoescritura y el uso de tecnología según sea apropiado para fomentar la participación de los padres con:

   · *Campamento de TK/Kindergarten*

   · *Universidad de Padres*

   · *Noches Familiares*

5. La Primaria Twinhill con ayuda del distrito y de los padres, educará a sus maestros, servicios de apoyo estudiantiles, directores y demás personal escolar, en cómo alcanzar, comunicarse y trabajar junto con los padres como socios equitativos en el

valor y utilidad de sus contribuciones y en cómo, implementar y coordinar programas para padres y crear lazos entre los padres y la escuela, por medio de:

- *Capacitaciones de Desarrollo Profesional relacionadas con la participación y colaboración de padres*
- *Capacitación de paradocentes*
- *Capacitación para la enseñanza del uso efectivo de los servicios de un paradocente*
- *Capacitación para el personal en el establecimiento de comunicación y desarrollo de una colaboración con padres para apoyar el rendimiento estudiantil.*

6. La Primaria Twinhill hasta donde sea posible y apropiado, coordinará e integrará la participación escolar de padres con programas y actividades con *Head Start, Home Instrucción Programas for Preschool Youngsters* y escuelas preescolares públicas y otros programas así como conducir otras actividades, que motiven y apoyen a los padres más ampliamente en la sus participación en la educación de sus hijos con:

   - *Proporcionar durante las juntas de concilio para padres, capacitaciones en relación a instrucciones de lectura basadas en investigación, por nivel de grado.*
   - *Transición a Kindergarten y Kindergarten Camp, el cual tendrá lugar cada primavera para los estudiantes de nuevo ingreso y sus padres/tutores para proporcionarles una visión general de las bases preescolares, los estándares y expectativas de TK/Kindergarten.*

7. La Primaria Twinhill hasta donde sea posible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada con la escuela Primaria Twinhill y los programas para padres, juntas y otras actividades, sea enviada a los padres de los estudiantes participantes en un formato uniforme y comprensible, incluyendo, si son solicitados, formatos alternativos y cuando sea posible en el idioma de los padres:

   - *Todas las notificaciones de eventos serán enviadas a casa en inglés y en español*

Distrito Escolar Unificado Alvord

ESCUELA PRIMARIA TWINHILL

Política Escolar de Participación de Padres

2022 - 2024

· *Se notificará de los eventos a los padres en inglés y español usando el sistema automatizado de llamadas*

· *Los eventos escolares serán expuestos en la marquesina de la Primaria Twinhill ·*

Los avisos serán publicados en inglés y español en el la oficina escolar

· *Próximos eventos serán publicados durante los avisos para estudiantes y padres. Se animará a los alumnos para que recuerden a sus padres los próximos eventos.*

PARTE IV. ADOPCIÓN

La Política de Participación Escolar de Padres ha sido desarrollada mutuamente con y en acuerdo con los padres de los niños que participan en programas Título I, Parte A, como se demuestra en la minuta de las juntas de concilio de padres.

Esta Política fue aprobada por la Escuela Primaria Twinhill el 12 de noviembre de 2021 y estará vigente durante los años escolares 2022-2024. La escuela Primaria Twinhill distribuirá ésta Política a todos los padres de niños que participan en Título I, Parte A en o antes del 20 de noviembre de 2022. Estará disponible para la comunidad local en o antes del 20 de noviembre de 2022. La Escuela Primaria Twinhill hará la notificación de la Política en un formato comprensible, uniforme y en caso posible se proveerá copia en el idioma de los padres.

Twinhill Elementary School

Creating a PATH of Excellence for ALL

Partnerships.Aspirations.Tenacity.Heart

We are creating a **PATH of Excellence at TWINHILL ELEMENTARY SCHOOL**. This PATH of Excellence is based upon the fundamental belief that each scholar is capable of meeting academic standards in reading, language arts, and math, AND that the school has the power to make that opportunity a reality. We believe that every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend. We believe in a mutual respect between all stakeholders within the Twinhill community.

Let's work together to prepare our students for a happy and successful life so they can realize their unlimited potential!

STUDENT NAME: _____ 2022-2023 GRADE LEVEL:_____ CLASSROOM TEACHER:_____

COLLEGE GRADUATION YEAR: _____ (TK 2039, K 2038, 1st:2037, 2nd 2036, 3rd 2035, 4th 2034, and 5th 2033)

STAFF Commitment	FAMILY Commitment	STUDENT Commitment
I, staff of Twinhill Elementary, am committed to providing high quality curriculum and instruction for all students. I will hold high expectations for all students and provide a supportive learning environment that utilizes student engagement strategies to ensure all students meet the CA Common Core standards. I will provide meaningful homework activities that reinforce grade level standards and classroom learning and continue to encourage families to read every day with their children. I will provide information to families about CA Common Core standards and how families can help their child achieve the standards. I will provide opportunities for families to volunteer in their child's classroom if requested.	I, as part of the Twinhill Elementary family, am committed to my child's education. I will ensure my child arrives at school every day prepared and on time. I will know the CA Common Core standards my child is expected to learn and will contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments. I will set aside a specific time for homework and provide a quiet place to look over it to check for understanding and completion. I will encourage my child to read daily. I will sign and return all papers that require a parent signature by the due date. When possible, I will volunteer in the classroom/school, attend parent workshops, and/or become involved in parent groups. I will focus on activities at home that continue my child's classroom learning. I will limit my child's use of electronics.	I, as a Twinhill Elementary student, am committed to learning. I will attend school every day, on time, and prepared to learn. I will complete all homework and classroom assignments and will ask for help if I don't understand. I will read daily. I will show good character in and out of the classroom as well as follow the "Be R Best" rules: Be Ready, Be Respectful, Be Responsible. I will return papers that require a parent signature by the due date. I will limit my time watching TV and playing video games in order to focus on being physically active and participating in other learning activities.
Twinhill Elementary: Commitment to a PATH OF EXCELLENCE for ALL		
STAFF Signatures Teacher:_____ Principal:_____	**FAMILY Signatures** Parent/Guardian:_____ Parent/Guardian:_____	**STUDENT Signature** Student: _____

***Approved 12.8.2021 mmp OFFICE USE**: Cut signatures section and provide parent top copy of Commitment*

Escuela Primaria Twinhill
Creando el *PATH* (CAMINO) de la Excelencia para TODOS
Partnerships.Aspirations.Tenacity.Heart (**C**ooperación.**A**spiraciones.**T**enacidad.**C**orazón)

En la ESCUELA PRIMARIA TWINHILL, estamos creando el **CAMINO de la Excelencia.** Este CAMINO se basa en la creencia fundamental de que cada alumno es capaz de lograr estándares académicos en lectura, artes de lenguaje y matemáticas Y que la escuela tiene el poder de lograr que esto sea una realidad. Creemos que todos los alumnos merecen la oportunidad de ser educados de una manera que les prepare para la universidad si es que eligen asistir a una. Creemos en el respeto mutuo entre todas las personas interesadas dentro de la comunidad Twinhill.

¡Trabajemos juntos para preparar a nuestros alumnos a una vida feliz y exitosa para descubrir que su potencial es ilimitado!

NOMBRE DE ALUMNO (A): _____ NIVEL DE GRADO 2022-2023:_____ MAESTRO (A): _____

AÑO DE GRADUACIÓN DE LA UNIVERSIDAD: _____ (TK 2039, K 2038, 1^0 2037, 2^0 2036, 3^0 2035, 4^0 2034 y 5^0 2033)

Compromiso del PERSONAL ESCOLAR	**Compromiso de la FAMILIA**	**Compromiso de ALUMNO(A)**
Como personal de la Primaria Twinhill, estoy comprometido a proporcionar un currículo e instrucción de alta calidad para todos los alumnos. Mantendré altas expectativas para todos los alumnos y proporcionaré un entorno que apoye el aprendizaje, implementando estrategias que les interesen para garantizar que logren los Estándares Básicos Comunes de California. Proporcionaré significativas actividades de tarea para reforzar los estándares de nivel de grado, aprendizaje en el salón y continuaré motivando a las familias para que todos los días lean con sus hijos. Proveeré información a las familias acerca de los Estándares Básicos Comunes de California y de cómo pueden ayudar a sus hijos a lograrlos. Cuando la familia lo solicite, proporcionaré oportunidades para sean voluntarios en el salón de sus hijos.	Como parte de la familia de la Primaria Twinhill, estoy comprometido(a) con la educación de mi hijo(a). Me aseguraré de que todos los días, mi hijo(a) llegue preparado(a) y puntualmente. Conoceré los Estándares Básicos Comunes que se espera que mi hijo(a) aprenda y me comunicaré con su maestro(s) cuando me preocupe algo en cuanto a su progreso o tenga preguntas relacionadas con los estándares o trabajos. Programaré un horario específico para tarea y asignaré un lugar tranquilo para supervisar y verificar que la entiende y completa. Motivaré a mi hijo(a) para que lea diariamente. Firmaré y todos los documentos que requieran mi firma y los regresaré antes de la fecha límite. Cuando sea posible, seré voluntario(a) en el salón/escuela, asistiré a talleres para padres y/o participaré en grupos para padres de familia. Me concentraré en actividades en casa que se relacionen con el aprendizaje de mi hijo(a) en el salón. Limitaré el tiempo que mi hijo(a) dedica a dispositivos electrónicos.	Como alumno(a) de la Primaria Twinhill, estoy comprometido(a) con mi aprendizaje. Todos los días asistiré a la escuela, puntualmente y listo(a) para aprender. Completaré toda mi tarea y trabajos del salón de clases y pediré ayuda cuando no entienda. Leeré diariamente. Demostraré un buen carácter dentro y fuera del salón y también seguiré las reglas de “Be R Best:” Estar preparado. Ser respetuoso. Ser responsable. Regresaré en la fecha indicada los documentos que requieran la firma de mis padres. Limitaré el tiempo para ver televisión y jugar videojuegos para poder concentrarme en estar físicamente activo(a) y participar en otras actividades de aprendizaje.
Escuela Primaria Twinhill: Compromiso con un CAMINO DE EXCELENCIA para TODOS		

Firmas del PERSONAL Escolar	Firmas de la FAMILIA	Firma de ALUMNO(A)
Maestro(a):_____	Padre/Tutor:_____	Alumno(a): _____
Director(a):_____	Madre/Tutora:_____	

Aprobado 12.8.2021 mmp USO DE OFICINA*: Cortar la sección de firmas y dar copia de la parte superior de la hoja al padre/madre.*

Twinhill Elementary School

School Site Council
Elementary Sign-In Sheet
May 11, 2022

Name	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Mary McAllister-Parsons		Principal	
Gloria Bracamonte		Classroom Teacher	yes
Cara Sweeney		Classroom Teacher	
Dirk Upson		Classroom Teacher	yes
Jennifer D'Antoni		Other Staff	yes
PARENTS/ COMMUNITY MEMBERS			
Maria De La Torre		Parent/Community Member	
Shanisha McDowell	absent	Parent/Community Member	
Sandra Lopez		Parent/Community Member	
		Parent/Community Member	
		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	**Signature**	**Title**

Twinhill Elementary School/*Escuela Twinhill Elementary*
School Site Council Agenda/*Agenda del Concilio Escolar*
May 11, 2022/*11 de Mayo del 2022*
Meeting Location Zoom Time 2:45-3:45/*Lugar Zoom Horario 2:45-3:45 pm*

Zoom Meeting ID: 566 185 3159 Passcode: Tornado

I. Introductory Procedure/ *Procedimientos de introducción*

1. Call to Order/*Llamar al orden*
2. Establishment of Quorum/*Establecer el quórum*
3. Pledge of Allegiance/*Saludo a la Bandera*
4. Welcome and Introductions/*Bienvenida y Presentar a los partícipes*

II. Action Items/*Asuntos de Acción*

1. Approve minutes from **March 9, 2022**/*Aprobar la Minuta de la reunión el **9 de marzo del 2022***
2. Approve Expenditures for Title 1, LCFF-EL, LCFF-LI/*Aprobar los gastos de Titulo 1, LCFF-EL, LCFF-LI*

Title I						
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification**
Renaissance Learning	**AR/STAR**	**student licenses**	345 licenses	**$5080**	Goal 1A	To support all scholars including at-promise scholars in the academic learning process by engaging them in independent reading and literacy activities. Teachers will progress monitor using the STAR reading assessment.
Southwest	JIT OPEN PO	initial open PO for materials	LOT	$2000	Goal 1	This initial OPEN PO will be used to supplement instruction of the core curriculum; thereby increasing achievement of at-promise scholars.

3. Approve Twinhill's 2022-2024 Parent Involvement Policy/*Aprobar la Política de participación de los padres 2022-2024 de Twinhill.*
4. Approve site budgets for 2022-2023/*Aprobar los presupuestos del plantel para el 2022-2023*
5. Approve the 2022-2023 School Plan for Student Achievement/*Aprobar el Plan Escolar de Rendimiento Estudiantil del 2022-2023*

III. Discussion/Information/*Diálogo/Información*

1. Budget Reports by Funding Source/*Reporte de los presupuestos de acuerdo al fondo*
2. SSC Committee Self-Evaluation/Evaluación del Concilio Escolar
3. Plan Election Cycle for August 2022/*Planear las fechas para las elecciones en agosto 2022*

Twinhill Elementary School/*Escuela Twinhill Elementary*
School Site Council Agenda/*Agenda del Concilio Escolar*
May 11, 2022/*11 de Mayo del 2022*
Meeting Location Zoom Time 2:45-3:45/*Lugar Zoom Horario 2:45-3:45 pm*

Zoom Meeting ID: 566 185 3159 Passcode: Tornado

4. School Plan for Student Achievement (SPSA)/*Plan Escolar Para Logros Estudiantiles (SPSA)*
   - Continue monitoring student progress and implementation of SPSA goals/actions/*Continuar Monitoreando el progreso estudiantil y la implementación de las metas/acciones del SPSA*
5. Local Control and Accountability Plan Input/*Las opiniones del SSC para LCAP*
6. Reports from Parent Committees/*Reportes de Comités de Padres*
   a. English Learners Advisory Committee (ELAC)/*Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)*
   b. Action Team for Partnership (ATP)/*Equipos de Acción Para Las Asociaciones Escolares (ATP)*
   c. District Parent Advisory Committee (PAC)-*Comité Consejero De Padres (PAC) [Comité del Distrito]*
7. Program Reports/*Reporte de Programas*
   a. Professional Development Opportunities (Paraprofessionals, Teachers)/ *Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)*
   b. Parent and Family Involvement Opportunities/*Oportunidades Para La Participación De Padres y Familias*
   c. Interventions/*Intervenciones*
8. Principal's Report/*Reporte del Director/a*

IV. Hearing Session/Public Comments/*Sesión de Audiencia/Comentarios Públicos*

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.

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 dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Adjournment/Clausura

1. Agenda building for next meeting/*Desarrollo de la agenda para la próxima reunión*
2. The next SSC meeting is scheduled for September 14, 2022/*La próxima reunión SSC se ha programado para el 14 de septiembre de 2022*
3. Adjournment: Action Item/*Clausura: Asunto de Acción*

Twinhill Elementary School
School Site Council
Minutes
Meeting Date May 10, 2022
Meeting Location Virtual via Zoom Time 2:45 pm

I. Introductory Procedure

1. **Call to Order**-Dirk Upson, called the meeting to order at 2:45 pm.
2. **Establishment of Quorum**-Quorum was established with seven members in attendance. Members in attendance were:
    a. Dr. McAllister-Parsons, Principal
    b. Gloria Bracamonte, Teacher
    c. Cara Sweeney, Teacher
    d. Dirk Upson, Teacher
    e. Jennifer D'Antoni, Other Staff
    f. Maria De La Torre, Parent
    g. Sandra Lopez, Parent
3. **Pledge of Allegiance** - All members present recited the Pledge of Allegiance
4. **Welcome** Mr.Upson welcomed all in attendance.

II. Action Items-

1. **Approve Minutes -** Minutes from SSC meeting held on March 9, 2022 were provided to SSC members electronically. It was motioned/seconded/carried to approve the minutes from the SSC meeting held on March 9, 2022. (Bracamonte/Lopez) (7-0-0)
2. **Approve Parent Involvement Policy** Dr. McAllister-Parsons went over the Parent Involvement Policy for the 2022-23 school year. The Parent Involvement Policy was reviewed and motioned/seconded/carried to approve the Parent Involvement Policy for the 2022-23 school year. (D'Antoni, Upson) (7,0,0)
3. **Approve Title I** – Dr. McAllister-Parsons went over the Title 1 budget for the 2022-23 school year. The budget was motioned/seconded/carried to approve the Title 1 budget for the 2022-23 school year. (Lopez, Bracamonte) (7,0,0)
4. **Approve LCFF-EL** - Dr. McAllister-Parsons went over the LCFF-EL budget for the 2022-23 school year. The budget was motioned/seconded/carried to approve the LCFF-EL budget for the 2022-23 school year. (Upson, De La Torre) (7,0,0)
5. **Approve LCFF-LI** Dr. McAllister-Parsons went over the LCFF-LI budget for the 2022-23 school year. The budget was motioned/seconded/carried to approve the LCFF-LI budget for the 2022-23 school year. (Lopez, Upson) (7,0,0)
6. **Approve the School Plan** Dr. McAllister-Parsons shared the final draft of the School Plan with SSC members. SSC Members reviewed and motioned/seconded/carried to approve the School Plan for the 2022-23 school year. (Lopez, Upson) (7,0,0)
7. **Expenditure Requests –** Dr.McAllister-Parsons asked SSC members to approve the following expenditures:

Title I							
Vendor	**Item**	**Description**	**Quantity**	**Cost**	**SPSA Goal Focus Area Page #**	**Justification**	**Approved/Not Approved**
Renaissance Learning	**AR/STAR**	**student licenses**	345 licenses	**$5080**	Goal 1A	To support all scholars including at-promise scholars in the academic learning process by engaging them in independent reading and literacy activities. Teachers will progress monitor using the STAR reading assessment.	Motioned/seconded/carried to approve (D'Antoni, Sweeney) (7,0,0)
Southwest	JIT OPEN PO	initial open PO for materials	LOT	$2000	Goal 1	This initial OPEN PO will be used to supplement instruction of the core curriculum; thereby increasing achievement of at-promise scholars.	Motioned/seconded/carried to approve (Lopez, Sweeney) (7,0,0)

III. Discussion/Information

1. **Budget Reports (Title 1, LCFF-LI, LCFF-EL)-** Dr. McAllister-Parsons reported on budgets and expenses. There was no discussion by members.

2. **SSC Committee Self-Evaluation –** Members went over and completed the SSC Self Evaluation

3. **Plan Election Cycle –** The election for School Site Council for the 2022-2023 school year will be:
   a. Have nominations for SSC for teachers, parents, and other
   b. Hold elections by distributing ballots
   c. Notify members if they have been nominated
   d. 1st meeting will be on September 14, 2022

4. **School Plan for Student Achievement (SPSA) –** Dr. McAllister-Parsons shared that there was no new data to share as students are still taking the iReady assessment. There was no discussion on the SPSA
5. **LCAP – Members stated they would like to see the following put into the LCAP**
   a. Dr. McAllister-Parsons shared that all elementary sites would be gaining an assistant principal for the 2022-2023 school year but that elementary sites would be losing their Instructional Coaches. SSC members discussed the importance of having both an Assistant Principal and Instructional Coach at each site and would like to see it included in the LCAP.
   b. Dr. McAllister-Parsons also hosted a discussion on the importance of keeping our Early Literacy Teachers and Early Numeracy Teachers. They need to be a permanent part of LCAP. Members unanimously agreed with Dr. McAllister-Parsons.
6. **Reports from Parent Committees**
   a. **ELAC Report English Learners Advisory Committee (ELAC)**- Dr. McAllister-Parsons reported that only one parent showed up to the ELAC meeting. She also shared that for the 2022-2023 school year ELAC will be held in the mornings so we can get better attendance.

b. **Parent Advisory Committee**. Mrs. De La Torre left the meeting early and was unable to report.
c. **PTO/ATP –** There is nothing to report at this time.

7. **Program Reports**
   a. **Professional Development Opportunities (Paraprofessionals, Teachers)**-Jennifer D'Antoni reported that teachers received training in ELLevation which is a platform that has all of our EL's data, and on CAASPP, the state test.
   b. **Parent and Family Involvement Opportunities**-Dr. McAllister-Parsons shared that Twinhill's 100 Mile Club event was a huge success. She also shared that there will be awards ceremonies and parents can attend. The dates are May 23, 24, and 25th. On May 11th TK will host a TK camp for incoming TK students and Kinder will host their camp for new kindergarten students on May 19th. RCOE also donated books for our incoming TK and Kindergarten students. There will also be representatives from Footsteps to Brilliance to meet with families.
   c. **Interventions –** Dr. McAllister-Parsons reported that our Early Numeracy Teacher and Early Literacy teacher had a lot of growth in their groups.

8. **Principal's Report** - Dr. McAllister-Parsons shared that we had an amazing Teacher Appreciation Week and teachers felt the love. She also shared that students are working diligently on completing their SBAC assessments and that the whole school is taking the iReady diagnostic. Some teachers are reporting that they are seeing great growth in their iReady assessments. Dr. McAllister-Parsons also shared that perfect attendance is celebrated every month at Twinhill and we have been working on getting students excited to come to school by having Spirit Days and Perfect Attendance awards.

IV. Hearing Session/Public Comments

No comments.

V. Adjournment

1. **Agenda building for next meeting-** Mrs. Bracamonte asked if anyone had anything to add. There were no comments or suggestions.
2. **The next SSC meeting is scheduled for Wednesday, September 14, 2022 at 2:45 p.m..**
3. **Adjournment:** The meeting was adjourned at 3:24 pm by Mrs. Bracamonte. It was motioned/seconded/carried to adjourn the meeting (D'Antoni/Lopez) (5-0-0)

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
Valley View Elementary School	33-66977-6108104	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.

The purpose of the school plan is to focus on strategies which provide opportunities for all students to achieve academically, to support the social emotional needs of students and to build resilience and character in order to foster productive members of the community.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parental input is gathered from parents/stakeholders in a variety of ways: from parents of English Learners at ELAC meetings, from School Site Council members at the annual SSC review and on-going through input during discussion, from the site Leadership Team members in regards to student achievement, goal setting, interventions and enrichment opportunities, school- wide reform initiatives, and from all parents twice annually; during Parent Involvement Week and through the California Healthy Kids Survey (CHKS).

Valley View's English Learner Advisory Committee needs assessment state the following topics as content they desire training on: 1) Information about State testing for EL's and DLI students (ELPAC and CAASPP) 2)Training on reclassification, 3)Technology programs for EL's and DLI students to provide more language support. These topics are addressed on-going through training at ELAC meetings.

The 2021-2022 California Healthy Kids Survey (CHKS) was taken by 106 students or 91% of the student population. CHKS data reports that the areas of strength are Promotion of parental involvement at 77%. School is a safe place for their child at 57%.The school has adults who really care about students at 62%. CHKS data reports that the areas of weakness are meaningful participation at school at 40%. Children feeling bored or unstimulated at 35%, and children with frequent sadness is at 34%.

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 walk throughs are made by administration with the lens on first-best instruction using adopted curriculum, hands-on and supplemental materials or supplies, collaboration of students, increasing English or Spanish language through listening and speaking opportunities, teacher informal and formal assessment of student understanding, high engagement and a positive, nurturing atmosphere. In additional administration is looking for documentation of AVID Elementary methodologies, strategies, and lessons which support the college going culture centered on rigorous coursework,focused note-taking, writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR). Following walk throughs, teachers are provided feedback in the form of verbal recognition and praise and invited to share successful strategies at twice monthly staff meetings/professional development 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)

Valley View teachers administer Wonder and Maravillas unit post tests in ELA and teacher-created unit assessments in Mathematics using the Coherent Guide to Mathematics. Three times a year iREADY assessments will be administered for ELA and Math grades K-5. STAR Reading Inventory Early Literacy will be administered for ELA grades K-5. The data generated from these baseline assessments are analyzed during grade level collaborations and used to guide instruction, as well as to identify at-risk students and immediately put into place prescribed interventions. Data from the ELPAC assessment is analyzed to support English Learners on-going. The process of analyzing multiple types of data assists teachers with targeting specific standards and plan instructional strategies necessary to increase student achievement.

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

Common formative assessments, end of units, and observations provide teachers with necessary data which informs instruction. Teachers meet twice monthly in grade levels to discuss student outcomes and plan for interventions and enrichment opportunities. Illuminate, Ellevation, and iREADY data systems make it easy for teachers, the Numeracy Intervention specialist, and the Literacy Intervention specialist to intervene early and monitor effectiveness.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Valley View 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 at Valley View are fully credentialed and participate in timely professional development several times during the school year through monthly Staff Development, grade level articulations, and additional individual and grade level professional development offered after school or off site.

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

Staff Development includes: Cognitively Guided Instruction for mathematics instruction, language art curriculum using McGraw Hill- Wonders/Maravillas, AVID, English Learner support, Social Emotional Learning, and implementation of the MTSS framework.

Support in conceptual understanding for math using Math Framework, Cognitively Guided Instruction, and Number Sense is a focal point for grade level release time and articulation days. During grade level articulation time, teachers use iReady, class and grade level data to identify trends within student demographics. With this information teachers plan LEAD time intervention and small group instruction for areas of need.

Dual Language teachers and administration receive training in best practices for achieving the three goals of dual language which may include attendance at C6 Biliteracy Instruction, UCR Dual Language Consortium, CABE, or Two Way Bilingual Literacy.

Teachers receive ongoing support and professional development in the area of foundational literacy skills, Step Up to Writing, Google Classroom, a variety of tech apps (Peardeck, Kami, Dojo, Parent Square, and more), ELL, Ellevation, Imagine Learning, Imagine Espaniol, Imagine Math, iREADY, and others needed.

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

On-going instructional assistance support is provided to teachers by the site administration, grade level leaders, Induction support providers for beginning teachers, Elementary Literacy Teacher and Elementary Numeracy Teacher. In addition, District Curriculum Writers (TOSAs) are utilized for specific content professional development as needed.

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

Teachers collaborate weekly during Early Release Tuesdays and weekly through their prep/planning time. During collaborations, teachers analyze student data, agree on research based instructional strategies, and identify students at-risk, to plan timely interventions for LEAD time groupings. The full-time Elementary Literacy Teacher works with the most in need students, by grade level, to close the achievement gap. The Elementary Literacy Teacher and Elementary Numeracy Teacher work closely with classroom teachers to assess, monitor, and provide timely, intensive skill-based tutorials. As an AVID Elementary School, AVID Site Team teachers meet with their assigned grade level to strengthen and monitor school-wide implementation of successful AVID practices.

Teaching and Learning

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

Curriculum and materials are aligned to content and performance standards by using state adopted materials for core instruction and intervention. Instruction is aligned to content and performance standards through cognitive planning with grade levels, support staff, and administration. An Elementary Literacy Teacher and Elementary Numeracy Teacher provide interventions during the school day to students based on data analysis.

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

All grades meet daily minimum requirements for instruction of ELA/SLA and Math. Grade levels collaboratively create common schedules which are designed to include all state required instructional minutes by grade level and curricular area. All teachers are expected to adhere to their specific common schedules.

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

Valley View teachers plan and implement grade level state standards by determining the pace of content needed for student mastery of standards. Intervention for at-risk learners are provided during the school day as well as through after school day options.

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

All students have access to core curriculum and materials including a personal Chromebook.

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

Valley View adheres to the rigorous academic Common Core standards adopted by the California Board of Education. These standards serve as the framework for directing District and school goals, objectives and expected learning outcomes towards essential standards mastery.

All Valley View students are given access to 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 towards the standards. McGraw Hill ELA/SLA curriculum allows for differentiation of instruction for students requiring remediation, challenge, and English language development support. Writing instruction is aligned to CCCSS using Step Up to Writing strategies. As a result of William's lawsuit compliance it is established that all staff have Teacher's Editions, materials to differentiate instruction, and other resources needed to fully implement adopted ELA/SLA, 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)

School-wide participation in LEAD Time, a targeted, 30-60 minute daily time focusing on foundational reading skill deficits, in response to enable underperforming students to meet standards. English Language Development (ELD) is provided to English Learner students by proficiency levels 30 minutes daily. Small groups of intensive level students are served 30 minutes daily by the Elementary Literacy Teacher and Elementary Numeracy Teacher with the goal of mastery of foundational reading skills. After school tutoring is offered by several teachers across grade levels.

Evidence-based educational practices to raise student achievement

Using the Multi Tiered System of Support (MTSS) framework, we have established a data calendar to review data (attendance, behavior, academics) in order to monitor all students needs. A pyramid of interventions is developed to provide students assistance in achieving social emotional learning, behavioral expectations and academic outcomes desired.

Valley View provides multiple learning opportunities for students that are not meeting identified standards. Teachers differentiate instruction, provide small group instruction and work with individual under-performing students to provide grade level or developmentally appropriate instruction as necessary. Within the regular program, teachers make modifications and develop strategies to address the specific needs of each student according to state and federal assessment results ELPAC and CAASPP, district assessments such as iREADY Math and Reading, STAR, grade level common formative assessments and McGraw Hill ELA/SLA weekly and end of unit assessments. Teachers are afforded time in grade level meetings for continuous review of student data and an ongoing dialogue of best practices. Grade levels work together to analyze assessment data to target standards that need additional focus as well as determine students in need of after school tutoring..

Intervention at Valley View includes small group instruction during the language arts block. Multiple teachers provide additional support for at risk students two or thee days a week after school. Students in grades K-5 that are not achieving at grade level are provided targeted instruction in foundational literacy skills for 30-45 minutes daily with the Intervention Literacy and Intervention Numeracy Teacher. Computer assisted technology provides access to a variety of web-based platforms in classrooms or at home.

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

- Language Assessment Center – interpretation, translations and initial testing for placement
- Resource Program (RSP) – assist Special Education students to meet IEP goals
- Speech and Language Specialist – serves Special Education students with speech/language needs
- Student Success Team (SST) – systematic intervention process, which develops an action plan for an individual student social-emotional or academic success
- Health Center – provides a nurse on call and a part time health assistant at site
- Library Assistant – assists students, parents and teachers with locating and checking out library materials
- Psychologist – supports staff and tests students for qualification in the Special Education program
- Materials Center – ensures each teacher has the needed core curriculum components

* Counselor - supports students social-emotional needs, provides resources and assistance to families

Parental Engagement

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

Alvord supports under-achieving students and their families is a variety of ways. Title-I, Title-II and LCFF-LI funds are utilized to increase parent engagement in order that students are successful. Valley View prides itself for growing parent community strongly involved in the learning environment. Multiple parent trainings are offered including: health and nutrition, science fair parent training to assist their children with the scientific method, family math day, literacy and lunch with a loved one, sociall-emotional learning information, how to help their child with standards for mathematical practices and multiple AVID Family events centered on using Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to address common core standards in math, social studies, science, and literacy.

Numerous family and community events are planned over the course of Parent Involvement, Red Ribbon, College, Career and Read Across America Weeks as well as through the very involved Parent Teacher Association (PTA) which include Family Book Club, Mother/Son and Father/Daughter Dances, Holiday Store, two Book Fair Weeks, and Harvest Festival. Using various fundraisers, PTA provides bus costs for grade level field trips and offers give back events as a way of unifying the school community.

On Fridays, classrooms are open to parents and the community for Family Fridays. This 30-60 minute time is geared for parents to actively engage with not only their child, but other children in the classroom, with the goal of supporting all students in meeting grade level expectations. Family Fridays has opened the otherwise 'closed classroom door' providing parents access to learn from teachers effective instructional strategies in order to be replicated at home. Attendance on Family Fridays continues to grow. We are proud to see growing numbers of parents assisting at grades 3-5, where parent involvement typically drops. Through a collaborative model, teachers have empowered parents to become partners in education. Parents, grandparents, and adult aged siblings are often observed leading small groups of students with: reading groups, computer programs, writing tasks, fluency passages, math facts, hands on activities, art projects and more.

A series of Dual Language Immersion Community Nights ensure that parents of DLI students receive timely information regarding the program as well as academic support in the form of hands-on materials to reinforce at home learning in Spanish. DLI Community Nights are well attended and provide time for families to network, ask questions of teachers and district administration, and be informed of DLI expectations and materials.

The school library is open for parents to check out books and e-books in English and Spanish for home use.

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 Valley View. Parents are involved through four specific parent groups: Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), and Action Team for Partnerships (ATP). PTA offers a variety of activities at the school site which include the school Book Fair, Family Book Club Father-Daughter and Mother-Son Dances, Family Movie Nights, and engaging assemblies. School Site Council is a decision making body that assists in planning, implementation and evaluation of consolidated applications. The council works to provide advice and make decisions that impact Valley View student achievement. ELAC is an advisory council comprised of parents of English Learner students. Monthly, parents are presented with information regarding the consolidated application and provide input in regards to English Learner students progress of English Language proficiency.

Funding

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

Categorical funds provide professional development to teachers in order to refine their instruction to improve student achievement. Instructional materials and technology is purchased to support core programs. Additional hours for staff to provide after-school tutoring, serve students work past their scheduled work-day, and train parents in the evening is available due to access to categorical funds. A full-time Elementary Intervention Teacher is paid 100% using Title-I funds. A full-time Elementary Numeracy Teacher is district funded.

Fiscal support

Categorical funds provide 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 Valley View Leadership Team, English Learner Advisory Committee, Action Team for Partnerships and School Site Council members review achievement, attendance and suspension data and provide input on actions and goals related to school and district goals.

Resource Inequities

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

Supporting students in trauma, and addressing their social emotional needs are taking priority, therefore students are missing classroom instruction. All staff are in need of on-going professional development in SEL.

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%	%	0.30%	0		2
African American	2.73%	2.6%	2.25%	17	17	15
Asian	1.12%	0.9%	0.75%	7	6	5
Filipino	0.48%	0.6%	0.60%	3	4	4
Hispanic/Latino	84.91%	84.9%	85.93%	529	561	574
Pacific Islander	0.64%	0.5%	0.30%	4	3	2
White	7.54%	8.0%	7.49%	47	53	50
Multiple/No Response	2.57%	2.6%	2.40%	16	17	16
			Total Enrollment	623	661	668

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	122	124	126
Grade 1	103	110	106
Grade 2	113	104	106
Grade3	117	106	101
Grade 4	100	116	112
Grade 5	68	101	117
Total Enrollment	623	661	668

Conclusions based on this data:

1. Enrollment has increased annually, primarily due to the Dual Language Immersion program which has led to intra / inter district transfers for program participation. Additional enrollment occurs through acceptance of transfers for DLI student siblings not in the program.

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	239	261	251	38.4%	39.5%	37.9%
Fluent English Proficient (FEP)	62	59	27	10.0%	8.9%	4.1%
Reclassified Fluent English Proficient (RFEP)	48	9	43	18.5%	3.8%	6.5%

Conclusions based on this data:

1. Reclassification data continues to be positive.

2. The number of English Learners annually increases as the overall population grows, however, the percentage of ELs is decreasing as a result of students improving in attaining language fluency and being reclassified.

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	102	108	75	101	0	75	101	0	98.7	99	0.0
Grade 4	70	68	113	70	67	0	70	67	0	100	98.5	0.0
Grade 5	65	69	101	65	67	0	65	67	0	100	97.1	0.0
All Grades	211	239	322	210	235	0	210	235	0	99.5	98.3	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	2383.	2396.	NA	13.33	9.90	NA	18.67	21.78	NA	25.33	33.66	NA	42.67	34.65	NA
Grade 4	2414.	2440.	NA	2.86	16.42	NA	21.43	26.87	NA	25.71	19.40	NA	50.00	37.31	NA
Grade 5	2444.	2459.	NA	4.62	5.97	NA	23.08	26.87	NA	21.54	20.90	NA	50.77	46.27	NA
All Grades	N/A	N/A	N/A	7.14	10.64	NA	20.95	24.68	NA	24.29	25.96	NA	47.62	38.72	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	12.00	18.81	NA	48.00	42.57	NA	40.00	38.61	NA
Grade 4	5.71	17.91	NA	57.14	47.76	NA	37.14	34.33	NA
Grade 5	6.15	13.43	NA	49.23	44.78	NA	44.62	41.79	NA
All Grades	8.10	17.02	NA	51.43	44.68	NA	40.48	38.30	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	5.33	6.93	NA	49.33	50.50	NA	45.33	42.57	NA
Grade 4	4.29	11.94	NA	45.71	44.78	NA	50.00	43.28	NA
Grade 5	4.62	8.96	NA	43.08	52.24	NA	52.31	38.81	NA
All Grades	4.76	8.94	NA	46.19	49.36	NA	49.05	41.70	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	10.67	9.90	NA	61.33	74.26	NA	28.00	15.84	NA
Grade 4	8.57	7.46	NA	67.14	74.63	NA	24.29	17.91	NA
Grade 5	9.23	4.48	NA	66.15	65.67	NA	24.62	29.85	NA
All Grades	9.52	7.66	NA	64.76	71.91	NA	25.71	20.43	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	12.00	13.86	NA	45.33	52.48	NA	42.67	33.66	NA
Grade 4	7.14	17.91	NA	51.43	49.25	NA	41.43	32.84	NA
Grade 5	9.23	16.42	NA	44.62	43.28	NA	46.15	40.30	NA
All Grades	9.52	15.74	NA	47.14	48.94	NA	43.33	35.32	NA

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

Conclusions based on this data:

1. Overall Achievement English Language Arts / Literacy data indicate on-going gains in grades 3, 4, and 5, in terms of Standard Exceeded or Standard Met performance levels.
2018-19 ELA / Literacy overall average data indicate 35.32% students scoring at Standard Exceeded or Standard Met performance levels. 2017-18 Literacy overall average data indicate 28.09% students scoring at Standard Exceeded or Standard Met performance levels. A comparison of scores indicate Literacy increased an overall average of +7.23% Standard Exceeded or Standard Met performance levels. No new data to report for 2020-21 as CAASPP was not administered due to the pandemic.

2. English Language Arts / Writing

2018-19 writing overall average data indicate 58.3% students scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 writing overall average data indicate 50.95% students scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall increase of +7.35% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels. No new data to report for 2020-21 as CAASPP was not administered due to the pandemic.

3.

English Language Arts Strengths and Areas Needing Greater Improvement
Research and Inquiry specifically, investigating, analyzing, and presenting information showed the greatest average gain of +8.02% scoring at Above Standard or Standard At or Nearly Met performance levels than last year.
In the area of Reading, primarily, demonstrating understanding of literary and non-fictional texts, an increase of +2.17% growth is noted at Above Standard or Standard At or Nearly Met performance levels. No new data to report for 2020-21 as CAASPP was not administered due 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	102	108	75	102	0	75	102	0	98.7	100	0.0
Grade 4	69	68	113	69	67	0	69	67	0	100	98.5	0.0
Grade 5	65	69	101	65	68	0	65	68	0	100	98.6	0.0
All Grades	210	239	322	209	237	0	209	237	0	99.5	99.2	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	2395.	2409.	NA	6.67	3.92	NA	25.33	29.41	NA	25.33	32.35	NA	42.67	34.31	NA
Grade 4	2414.	2439.	NA	0.00	4.48	NA	13.04	20.90	NA	40.58	40.30	NA	46.38	34.33	NA
Grade 5	2406.	2432.	NA	0.00	0.00	NA	4.62	10.29	NA	16.92	35.29	NA	78.46	54.41	NA
All Grades	N/A	N/A	N/A	2.39	2.95	NA	14.83	21.52	NA	27.75	35.44	NA	55.02	40.08	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	18.67	15.69	NA	26.67	45.10	NA	54.67	39.22	NA
Grade 4	5.80	7.46	NA	26.09	46.27	NA	68.12	46.27	NA
Grade 5	3.08	1.47	NA	12.31	32.35	NA	84.62	66.18	NA
All Grades	9.57	9.28	NA	22.01	41.77	NA	68.42	48.95	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	12.00	12.75	NA	49.33	42.16	NA	38.67	45.10	NA
Grade 4	1.45	7.46	NA	37.68	52.24	NA	60.87	40.30	NA
Grade 5	0.00	0.00	NA	27.69	38.24	NA	72.31	61.76	NA
All Grades	4.78	7.59	NA	38.76	43.88	NA	56.46	48.52	NA

2019-20 Data:
Executive Order N-30-20 was issued 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	13.33	13.73	NA	46.67	57.84	NA	40.00	28.43	NA
Grade 4	1.45	10.45	NA	39.13	46.27	NA	59.42	43.28	NA
Grade 5	1.54	2.94	NA	23.08	35.29	NA	75.38	61.76	NA
All Grades	5.74	9.70	NA	36.84	48.10	NA	57.42	42.19	NA

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

Conclusions based on this data:

1. Overall Achievement Mathematics scores demonstrate on-going gains in grades 3, 4, and 5, in terms of Standard Exceeded or Standard Met performance levels.
2018-19 Mathematics overall average indicates 24.47% students scoring at Standard Exceeded or Standard Met performance levels. 2017-18 Mathematics overall average indicated 17.22% students scoring at Standard Exceeded or Standard Met performance levels. A comparison of scores indicate Mathematics increased an overall average of +7.25% Standard Exceeded or Standard Met performance levels. No new data to report for 2020-21 as CAASPP was not administered due to the pandemic.

2. Areas of Strength
Concepts and Procedure in regards to applying, indicates that in 2018-19 an overall average of 51.05% students scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 Concepts and Procedures overall average reported 31.58% of students scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall growth of +19.47% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels.No new data to report for 2020-21 as CAASPP was not administered due to the pandemic.

3. Areas of Strength
Mathematical Communicating Reasoning, specifically students' demonstrating the ability to support mathematical conclusions, show 2018-19 overall average as 57.8% scoring at Above Standard or Standard At or Nearly Met performance levels. 2017-18 Concepts and Procedures overall average data indicated 42.58% of students were scoring at Above Standard or Standard At or Nearly Met performance levels. A comparison of scores indicate an overall growth of +15.22% of students grades 3, 4, and 5 scoring at Standard Exceeded or Standard Met performance levels. No new data to report for 2020-21 as CAASPP was not administered due to the pandemic.

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	1432.5	1427.4	1403.6	1450.8	1442.8	1424.9	1389.7	1391.2	1353.8	50	37	60
1	1453.5	1453.2	1436.7	1460.3	1472.8	1453.1	1446.1	1433.1	1419.7	55	50	35
2	1496.0	1472.2	1478.7	1498.6	1482.4	1488.3	1493.0	1461.5	1468.5	51	49	38
3	1511.3	1504.4	1492.9	1504.6	1501.4	1499.2	1517.6	1506.9	1486.0	34	43	48
4	1516.8	1518.2	1522.9	1503.7	1520.0	1530.6	1529.3	1516.0	1514.7	32	22	45
5	1532.5	1529.9	1551.8	1522.8	1522.1	1561.3	1541.6	1537.3	1541.6	26	26	40
All Grades										248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	32.00	2.70	3.33	26.00	56.76	28.33	36.00	32.43	45.00	*	8.11	23.33	50	37	60
1	29.09	6.00	2.86	40.00	50.00	37.14	*	34.00	25.71	*	10.00	34.29	55	50	35
2	56.86	12.24	7.89	35.29	38.78	50.00	*	38.78	36.84		10.20	5.26	51	49	38
3	*	18.60	18.75	35.29	55.81	33.33	*	20.93	35.42	*	4.65	12.50	34	43	48
4	*	22.73	33.33	46.88	45.45	35.56	*	22.73	24.44	*	9.09	6.67	32	22	45
5	42.31	19.23	35.00	53.85	50.00	35.00		26.92	27.50	*	3.85	2.50	26	26	40
All Grades	36.29	12.33	16.54	37.90	49.34	35.71	19.76	30.40	33.46	6.05	7.93	14.29	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	46.00	24.32	8.33	22.00	43.24	40.00	26.00	18.92	30.00	*	13.51	21.67	50	37	60
1	56.36	34.00	17.14	23.64	42.00	37.14	*	20.00	31.43	*	4.00	14.29	55	50	35
2	74.51	28.57	34.21	21.57	44.90	31.58	*	16.33	31.58		10.20	2.63	51	49	38
3	38.24	39.53	41.67	41.18	37.21	35.42	*	18.60	14.58	*	4.65	8.33	34	43	48
4	40.63	54.55	57.78	40.63	31.82	35.56	*	4.55	0.00		9.09	6.67	32	22	45
5	53.85	50.00	60.00	*	38.46	32.50	*	7.69	2.50		3.85	5.00	26	26	40
All Grades	53.23	36.12	35.34	29.03	40.53	35.71	13.71	15.86	18.42	*	7.49	10.53	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	*	2.70	0.00	*	21.62	5.00	70.00	70.27	68.33	*	5.41	26.67	50	37	60
1	23.64	2.00	2.86	23.64	24.00	20.00	25.45	40.00	34.29	27.27	34.00	42.86	55	50	35
2	41.18	6.12	2.63	33.33	22.45	34.21	*	38.78	44.74	*	32.65	18.42	51	49	38
3	*	9.30	10.42	*	39.53	20.83	*	37.21	39.58	*	13.95	29.17	34	43	48
4	*	13.64	11.11	62.50	27.27	24.44	*	36.36	44.44	*	22.73	20.00	32	22	45
5	*	3.85	17.50	69.23	30.77	22.50	*	53.85	47.50	*	11.54	12.50	26	26	40
All Grades	21.37	5.73	7.14	33.47	27.31	19.92	29.44	45.37	48.12	15.73	21.59	24.81	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	64.00	10.81	11.67	34.00	78.38	75.00	*	10.81	13.33	50	37	60
1	63.64	64.00	28.57	30.91	32.00	60.00	*	4.00	11.43	55	50	35
2	80.39	40.82	31.58	*	48.98	65.79	*	10.20	2.63	51	49	38
3	47.06	23.26	29.17	38.24	65.12	60.42	*	11.63	10.42	34	43	48
4	50.00	45.45	40.00	46.88	40.91	51.11	*	13.64	8.89	32	22	45
5	42.31	7.69	40.00	53.85	88.46	55.00	*	3.85	5.00	26	26	40
All Grades	60.89	34.36	28.95	34.27	56.83	62.03	4.84	8.81	9.02	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	38.00	24.32	17.86	48.00	56.76	51.79	*	18.92	30.36	50	37	56
1	41.82	16.00	17.14	45.45	74.00	60.00	*	10.00	22.86	55	50	35
2	74.51	20.41	40.54	21.57	71.43	56.76	*	8.16	2.70	51	49	37
3	44.12	55.81	45.24	52.94	41.86	47.62	*	2.33	7.14	34	43	42
4	50.00	59.09	80.00	50.00	36.36	13.33		4.55	6.67	32	22	45
5	73.08	53.85	76.92	*	42.31	17.95	*	3.85	5.13	26	26	39
All Grades	52.42	34.36	45.67	40.32	57.27	40.94	7.26	8.37	13.39	248	227	254

2019-20 Data:
Executive Order N-30-20 was issued 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	84.00	86.49	73.33	*	13.51	26.67	50	37	60
1	32.73	16.00	11.43	40.00	54.00	48.57	27.27	30.00	40.00	55	50	35
2	50.98	6.12	15.79	35.29	61.22	63.16	*	32.65	21.05	51	49	38
3	*	9.30	10.42	55.88	72.09	50.00	*	18.60	39.58	34	43	48
4	*	13.64	11.11	75.00	50.00	62.22	*	36.36	26.67	32	22	45
5	*	3.85	17.50	69.23	80.77	62.50	*	15.38	20.00	26	26	40
All Grades	24.60	8.37	10.15	57.66	66.96	60.90	17.74	24.67	28.95	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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	32.00	35.14	5.00	58.00	56.76	40.00	*	8.11	55.00	50	37	60
1	20.00	2.00	2.86	50.91	62.00	42.86	29.09	36.00	54.29	55	50	35
2	27.45	8.16	2.63	68.63	55.10	68.42	*	36.73	28.95	51	49	38
3	35.29	16.28	10.42	44.12	79.07	66.67	*	4.65	22.92	34	43	48
4	34.38	9.09	8.89	62.50	77.27	77.78	*	13.64	13.33	32	22	45
5	*	19.23	12.50	57.69	76.92	80.00	*	3.85	7.50	26	26	40
All Grades	29.44	14.10	7.14	57.26	66.08	61.65	13.31	19.82	31.20	248	227	266

2019-20 Data:
Executive Order N-30-20 was issued 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. Valley View emphasis is to increase English proficiency for our ELs and has focused on strengthening students' listening and speaking domains for three consecutive years.
2. Improvements may be attributed to grade level articulations centered on effective strategies to build reading, writing, listening and speaking domains, on-going staff development opportunities to discuss best practices including ELD grading, daily 30 minute small group designated ELD instruction, daily listening and speaking practice, grade level lessons designed to build listening proficiency, use of sentence frames, productive partnering, academic language, and decomposing and recomposing text structure.
3. Adopted English Language Arts 'Wonders/Maravillas' curriculum (McGraw Hill) provides a variety of tools to increase student understanding of and production of the English language using a technology-based platform.

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	323	318	98.45	1.55	33.96
Female	172	171	99.42	0.58	38.6
Male	151	147	97.35	2.65	28.57
Asian	4	4	--	--	--
Black or African American	8	8	--	--	--
Filipino	1	1	--	--	--
Hispanic or Latino	275	270	98.18	1.82	31.48
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	10	10	--	--	--
White	24	24	100		41.67
English Learners	134	133	99.25	0.75	18.05
Foster Youth	2	2	--	--	--
Homeless	15	15	100		
Socioeconomically Disadvantaged	254	249	98.03	1.97	29.72
Students with Disabilities	35	35	100		5.71

Conclusions based on this data:

1. Baseline data using iReady began in 2022. In the are of reading 34% of all students are at or above grade level.

2. 30% of socioeconomically disadvantaged are at or above grade level. 31% of Hispanics at at or above grade level. 18% of English Learners are at or above grade level. 6% of students with disabilities are at or above grade level.

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	323	318	98.45	1.55	15.72
Female	172	171	99.42	0.58	13.45
Male	151	147	97.35	2.65	18.37
Asian	4	4	--	--	--
Black or African American	8	8	--	--	--
Filipino	1	1	--	--	--
Hispanic or Latino	275	270	98.18	1.82	12.96
Native Hawaiian or Pacific Islander	1	1	--	--	--
Two or More Races	10	10	--	--	--
White	24	24	100		29.17
English Learners	134	133	99.25	0.75	6.02
Foster Youth	2	2	--	--	--
Homeless	15	15	100		6.67
Socioeconomically Disadvantaged	254	249	98.03	1.97	14.06
Students with Disabilities	35	35	100		5.71

Conclusions based on this data:

1. Baseline data using iReady began in 2022. In the are of reading 16% of all students are at or above grade level.
2. 14% of socioeconomically disadvantaged are at or above grade level. 13% of Hispanics at at or above grade level. 6% of English Learners are at or above grade level. 6% of students with disabilities are at or above grade level.
3. Students are not performing as well in math as they are in reading.

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**
661	**75.9**	**39.5**	**1.1**
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	261	39.5
Foster Youth	7	1.1
Homeless	27	4.1
Socioeconomically Disadvantaged	502	75.9
Students with Disabilities	53	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	2.6
American Indian or Alaska Native		
Asian	6	0.9
Filipino	4	0.6
Hispanic	561	84.9
Two or More Races	17	2.6
Native Hawaiian or Pacific Islander	3	0.5
White	53	8.0

Conclusions based on this data:

1. There was a slight increase in the percent of English Learners rom 38.4% to 39.5%. This could be attributed to the number of families migrating to the US during the pandemic.
2. The Socially Economically Disadvantaged population decreased by 2.1% from 78% to 75.9%.

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** Yellow	**Suspension Rate** Blue
Mathematics Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
35.1 points below standard	31.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++18.4 points	Increased ++13 points	1
224	122	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39.1 points below standard	117.1 points below standard
7	Increased Significantly ++22.5 points	Increased Significantly ++25.4 points
	186	21

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 0 Students	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 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 36.9 points below standard Increased Significantly 193	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 15.9 points below standard Increased Significantly 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**
56.9 points below standard Maintained -2.9 points 87	31.6 points above standard Increased ++11.3 points 35	38.8 points below standard Increased Significantly 99

Conclusions based on this data:

1. Due to school closure in March of 2020, state formal assessment (CAASPP) was not administered for the 19-20 and 20-21 school years.
2. Baseline data will occur with spring 2022 results.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
49.2 points below standard	48.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++26.7 points	Increased Significantly ++26.4 points	1
224	122	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	54.3 points below standard	94.8 points below standard
7	Increased Significantly ++23.8 points	Increased Significantly ++50.4 points
	186	21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 49.8 points below standard Increased Significantly 193	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		No Performance Color 52.6 points below standard Increased ++14 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**
64 points below standard Increased Significantly 87	9.5 points below standard Increased Significantly 35	47.9 points below standard Increased Significantly 99

Conclusions based on this data:

1. Due to school closure in March of 2020, state formal assessment (CAASPP) was not administered for the 19-20 and 20-21 school years.
2. Baseline data will occur with spring 2022 results.

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

English Learner Progress
No Performance Color
48.4 making progress towards English language proficiency
Number of EL Students: 182
Performance Level: Medium

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
17.0	34.6	3.8	44.5

Conclusions based on this data:

1. Due to school closure in March of 2020, the annual ELPAC was not administered for the 19-20 school year.
2. 2021-2022 reported 251 English Learners = 43 RFEP, 27 IFEP, 36 ELs have IEPs. 219 took the ELPAC. Of the 219 tested, 187 are making progress.
3. 389 students are in the Dual Language Immersion program.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
7.7	3.7	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Maintained -0.4	1
598	271	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
25	8.9	9.8
Declined -2.3	Maintained -0.1	Declined -7.2
32	470	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
16.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.9	1	7	2
24			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
7.2	5.9	Less than 11 Students - Data Not Displayed for Privacy	10.9
Maintained 0	Increased +5.9	1	Increased +6.4
500	17		46

Conclusions based on this data:

1. 2019-2020 data reported 58 students (or 0.9) as Chronically Absent, this includes both Virtual Academy and Hybrid program students. Hybrid students returned to campuses in March of 2020.
2. In 2021-2022, due to a high number of students having COVID 19, symptoms of or or being in close contact with someone, many students were placed on quarantine which greatly impacted attendance rates.

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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.3	0	Less than 11 Students - Data Not
Declined Significantly -1.7	Declined Significantly -1.8	1
610	276	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
3	0.4	0
Increased +3	Declined Significantly -1.3	Declined -7.5
33	480	52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 1	Less than 11 Students - Data 7	Less than 11 Students - Data 2
Declined -4.5			
25			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0.2	0	Less than 11 Students - Data 1	2.2
Declined Significantly -1.7	Maintained 0		Declined -2.2
511	17		46

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	0.3

Conclusions based on this data:

1. 2019-2020 suspension data indicates two students were suspended twice each, resulting in a total of four suspensions.
2. 2020-2021 - Zero suspensions from August 2020 through March 2021, due to on-line virtual instruction. In March of 2021 schools reopened to a Hybrid model. Virtual and hybrid suspensions from March - May also were zero

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)

Using January 2022, Mid-year iReady data indicates 30% are meeting or exceeding grade level expectations in Reading and 18% are meeting or exceeding grade level expectations in Math. 2022-2023.Goal: Valley View students will improve by 5% overall in Reading (currently 30%, goal is 35%) and Math (from 18% to 23%) using iReady as the local assessment.
It is imperative to ensure all students master foundational literacy skills, understanding of mathematical concepts and advance in all domains of acquiring the English language.

Identified Need(s)

In addressing Conditions of Learning, Valley View's English Language Arts goals are to annually increase the percent of students who exceed or meet grade level expectations in Reading Language Arts. This can be accomplished by increasing the amount of time students read independently, grow in the number of books available to students and parents to check out at each child's lexile or reading level, provide professional development aligned to reading instruction including, differentiation, offer interventions within the school day to close the achievement gap, and devise a process for analyzing data on-going.

Mathematical needs at Valley View are to maintain a concerted focus on professional development using Cognitively Guided Instruction, utilize instructional strategies which address the Standards for Mathematical Practices, build conceptual understanding, master number sense, and model strategies which encourage students to persevere when solving multi-step problems.

English Language Development needs are to offer professional development regarding Designated ELD and Integrated ELD instruction, offer intensive support for students new to the country, and address ELD standards within ELA instructional times.
Additionally, using the web-based platform, Ellevation, all ELs and RFEPS will be anually monitored to ensure they are making adequate yearly progress or receive interventions if needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used to form this goal was 20-21 compared to 2021-22 iREADY average growth. At the time of this revision, only Winter scores were available to compare to Fall scores. At the end of May, Spring scores will be added to monitor growth over one years' time.	Reading Overall Averages: Kinder Fall to Winter Green 15% to Green 38% Yellow 63% to Yellow 85% Red 0% Maintain 1st Grade Fall to Winter Green 5% to Green 16%	By June of 2022, grade levels will demonstrate 5% growth on iREADY Reading assessments when compared to iREADY June 2021 assessment data. + 5% Goals: Kindergarten Goals

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Current interventions consist of: six week sessions with the Elementary Literacy Teacher 30 minutes small group pull-out four times weekly, after-school tutoring by classroom teachers, small group rotations within grade levels to group students by skill deficits, small group reading language arts instruction utilizing literacy stations, use of technology and web based programs to support foundational literacy skills.	Yellow 76% to Yellow 78% Red 19% to Red 6% 2nd Grade Fall to Winter Green 15% to 30% Yellow 47% to 49% Red 38% to 21% 3rd Grade Fall to Winter Green 30% to 45% Yellow 18% to 17% Red 52% to 39% 4th Grade Fall to Winter Green 19% to 38% Yellow 41% to 32% Red 40% to 30% 5th Grade Fall to Winter Green 15% to 19% Yellow 25% to 24% Red 61% to 57%	Green 42% Yellow 47% Red 23% 1st Grade Goals Green 47% Yellow 70% Red 0% Maintain 2nd Grade Green 30% Yellow 67% Red 13% 3rd Grade Green 49% Yellow 38% Red 25% 4th Grade Green 30% Yellow 37% Red 24% 5th Grade Green 31% Yellow 30% Red 51%
iREADY ELA summative assessment results.	Data indicates area of strength to be: Phonological Awareness Data indicates areas in need of improvements to be: Comprehension, Vocabulary, and Informational Text	
iREADY average growth from 20-21 end of year as compared to 2021-22 Fall to Winter scores. At the time of this revision, only Winter scores were available to compare to Fall scores. At the end of May, Spring scores will be added to monitor growth over one years' time. Current interventions consist of: six week sessions with the	Math Overall Averages: Kinder Fall to Winter Green 8% to Green 22% Yellow 92% to Yellow 78% Red 0% Maintain 1st Grade Fall Green 4% to Green 17% Yellow 68% to Yellow 78% Red 28% to Red 7% 2nd Grade Fall to Winter	By June of 2022, grade levels will demonstrate 5% growth on iREADY Math assessments when compared to iREADY June 2021 assessment data. + 5% Goals: Kindergarten Goals Green 74% Yellow 46% Red 0% Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Elementary Numeracy Teacher 30 minutes small group pull-out four times weekly, after-school tutoring by classroom teachers, small group rotations within grade levels to group students by skill deficits, small group instruction utilizing numeracy stations, use of technology and web based programs to support mathematical concepts and foundational number sense skills.	Green 6% to 22% Yellow55% to 58% Red 39% to 20% 3rd Grade Fall to Winter Green 1% to 19% Yellow 41% to 55% Red 58% to 26% 4th Grade Fall to Winter Green 7% to 16% Yellow 43% to 50% Red 50% to 35% 5th Grade Fall to Winter Green 6% to 13% Yellow 29% to 41% Red 66% to 46%	1st Grade Goals Green 53% Yellow 65% Red 0% maintain 2nd Grade Green 25% Yellow 48% Red 37% 3rd Grade Green 42% Yellow 38% Red 30% 4th Grade Green 28% Yellow 84% Red 0% 5th Grade Green 32% Yellow 38% Red 50%
iREADY Math summative assessment results.	Data indicates area of strength to be: Number of Operations and Algebra; Algebraic Thinking. Data indicates area of improvements to be: Geometry.	

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)

At-Promise Students

Strategy/Activity

Elementary Literacy Teacher (ELT) will provide Tier 2 literacy support for students two or more years behind grade level with remediation of targeted foundational literacy skills. At-Promise students are identified using iREADY assessments scoring two or more years below grade level, or performing at Intensive or Below Basic performance levels. ELT will utilize a variety of

supplemental materials and research-based programs including but not limited to LTRS, Ellevation, iReady lessons, and DIBELS Next.

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

Amount(s)	Source(s)
169,438.00	Title I 1000-1999: Certificated Personnel Salaries Elementary Literacy Teacher Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Promise English Learner Students

Strategy/Activity

Interventions or tutoring for English Learner and RFEP students as identified by state or local assessments (ELLEVATION progress monitoring system). Intervention may be offered in the following contents areas: English language arts, Spanish language arts, English Language Development and/or Math. Tutoring may occur before or after school or during Summer Academy.

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

Amount(s)	Source(s)
3,100.00	LCFF-EL 2000-2999: Classified Personnel Salaries Additional Hours to Support At-Promise EL Students
1,138.32	LCFF-EL 3000-3999: Employee Benefits Employee Benefits Fixed Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Provide support in the area of ELD to newcomer EL students, at-risk EL students, or long-term LTELs as identified by ELPAC and local assessment data (Ellevation).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
365.42	LCFF-EL 4000-4999: Books And Supplies Newcomer Materials 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

Staff will participate in professional development opportunities and job alike workshops to build capacity in job knowledge, successful practices, and strategies to improve student outcomes. Additional hours for staff, leadership team and classified before the start of the school year or before or after work day hours to plan, collaborate and complete additional assignment's. Additional hours for library assistant to complete annual inventory, check in /out textbooks and Chromebooks. Additional hours clerical office staff 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)
4,500.00	0000: Unrestricted Additional Hours Classified (Lib Asst, Camp Sups, Clerical, Classified for Professional Dev)
1,652.00	3000-3999: Employee Benefits Fixed Costs Classified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Reclassified English Learner Students

Strategy/Activity

Acknowledgement and recognition for academic achievement in English language arts leading to Reclassification. Recognition for students may include rewards, trophies, certificates, and/or medals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,353.00	LCFF-EL 4000-4999: Books And Supplies Awards, Certificates, Recognition and Refreshments

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will organize science fair, spelling bee, history day, and other academic events and activities to support student enrichment. Students will be recognized for participation with certificates, medals, awards, and materials needed for projects. Science fair presentation boards are made available to all students, however 4th and 5th grade students are required to participate in the school science fair. Parents and students will be provided an informational assembly covering requirements and components of a competitive science fair project.
Certificated teacher stipend to oversee Science Fair. Certificated teacher stipend to oversee Spelling Bee.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified Extra Duty- District Funded: Science Fair, and Spelling Bee Coordinator
150.00	Title I 4000-4999: Books And Supplies Science Fair Display Boards

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

School office efficiency including but not limited to: copy machine and maintenance will be used to support teachers in supplemental professional learning opportunities, collaboration, and instruction. Copies and paper will be used for supplemental instructional support and parent workshops.

Postage for mailing documents as needed. Printing of: PBIS student forms, Caught SAILing, office documents, CUM folders, health inserts, attendance records. Custodial supplies for a clean and safe 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)	Source(s)
2,550.00	Title I 5000-5999: Services And Other Operating Expenditures Teacher copy (instructional) machine annual maintenance and repair
5,107.00	4000-4999: Books And Supplies Custodial supplies
635.00	LCFF-LI 5800: Professional/Consulting Services And Operating Expenditures Teacher Duplo (instructional) annual maintenance (635) and repair
350.00	5000-5999: Services And Other Operating Expenditures Postage
847.00	4000-4999: Books And Supplies Paper - instructional
2,000.00	5000-5999: Services And Other Operating Expenditures Office copier - Konica Minolta CPC Charges
3,000.00	4000-4999: Books And Supplies Materials NON Instructional, Admin Office Supplies
635.00	LCFF-LI 4000-4999: Books And Supplies Paper - Instructional (635)

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 staff will engage in on-going communication with parents and students regarding student progress toward mastery of grade level standards in literacy, numeracy, and language proficiency. Staff will communicate using a variety of ways; in person through phone call and parent-teacher conferences or electronically using platforms such as Parent Square for phone call/text message/email, district and school websites, Dojo, text message, email, Google Classroom, Google Meets or Zoom. Social media platforms such as Instagram, Facebook, and Twitter will be used. to generate publicity. The school marquee is utilized to publicize important dates and remind the community of upcoming events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site licensing on-line or web-based programs to support all students with attainment of grade level standards. Software license and technology supplies used by at-risk students for supplemental instructional support in English language arts, math, and language development with the goal of closing the gap in skill deficits. Staff will analyze data to determine target students in need of intervention, remediation of enrichment. Data will provide access to academic achievement or lack thereof as well as usage reports which provide opportunities for monitoring students growth. Vendors may include but are not limited to Scholastic, Renaissance (Imagine Learning, Imagine Espanol, Imagine Math), NewsELA, and Read A-Z. Purchase of Renaissance Accelerated Reader subscription for digital access to books using MyOn and EPIC, as well as eMagazines. This platform provides content at students reading level which motivates and assess progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,600.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures Site Licenses, technology, subscriptions

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

SSC Additional Hours for three elected teachers to participate in School Site Council meetings after contractual time. (3 ppl x1 hr x 8 mtg x $50 =

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,440.00	1000-1999: Certificated Personnel Salaries SSC Members additional hours to attend meeting past contract time
349.20	3000-3999: Employee Benefits Fixed Costs Certificated

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

Parent Involvement - Engagement and education events such as Parent Teacher Conferences, Parent University, Family Friday, DLI Community Nights, AVID Nights, Science Camp Orientation, Science Fair Parent Information, Academic family nights, and other parent/child learning opportunities. A series of Dual Language Immersion Community Nights will be planned and presented by DLI teachers to support parents of DLI program students with an understanding and awareness of DLI research, Spanish language arts grade level standards and strategies to support a second language learners. Staff will plan events such as TK/Kinder Orientation and middle school visits to support students transition into school or to a new school environment. Events will include parent sessions that raise awareness, educate, and offer strategies to support students at home. Staff will provide childcare for parents in order to allow them to participate. Staff will provide translation in order that all parents have access to content and information. Parents will be provided with materials and resources to support learning at home. Staff will provide childcare for parents in order to allow them to participate in parent workshops, trainings, and school events. Staff will provide translation services to provide all parents access to content and information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,620.00	Title I 1000-1999: Certificated Personnel Salaries

	Additional Hours for Teachers to plan and present - Kinder Orientation, Family Nights, DLI Community Nights
700.00	Title I 2000-2999: Classified Personnel Salaries Translation Services
392.85	Title I 3000-3999: Employee Benefits Fixed costs Certificated
257.04	Title I 3000-3999: Employee Benefits Fixed Costs Classified
229.36	Title I 4000-4999: Books And Supplies Parent workshop take home materials and supplies

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

Teachers, parents and administration will participate in Action Team for Partnership meetings (ATP) to analyze data and evaluate the effectiveness of our parent engagement program; to plan, implement, and coordinate parent involvement opportunities, events, and activities; and promote meaningful parent involvement opportunities at school with the goal of building instructional support 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)
	None Specified Extra Duty Stipend - ATP Teacher District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Resilience In the School Environment (RISE) initiative will provide staff with professional learning opportunities focused on identifying and improving ones self-care. Participation in the RISE project

will allow staff to be their best selves in order to be their best while performing their work duties. This three year initiative is a partnership between Alliance for a Healthier Generation and Kaiser Pernanente.

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

Amount(s)	Source(s)
	None Specified District Partnership

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and RFEP Students

Strategy/Activity

English Learner Facilitator (ELF) will support our EL program by monitoring EL student progress, EL program compliance, and the EL reclassification process for eligible students. ELAC meetings - parent advisory group. Tutoring for EL students not meeting grade level 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)
3,072.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Teacher ELF Stipend
745.00	LCFF-EL 3000-3999: Employee Benefits Fixed costs
100.00	LCFF-EL 4000-4999: Books And Supplies Food for events, approved meetings
2,999.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Additional Hours Certificated EL Tutoring
727.26	LCFF-EL 3000-3999: Employee Benefits Fixed Costs Certificated

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

Instructional supplemental materials, supplies and resources, to enhance the core ELA, SLA, math and ELD curriculum. Materials will assist with first best instruction when students are developing foundational literacy skills. Materials, programs, and use of technology offers differentiation, intervention, and/or enrichment to meet all students' needs. Hands-on supplemental materials/supplies are beneficial when teaching conceptual understanding of mathematical practices. Printing costs for supplemental math or language resources. Basic classroom start up materials and teacher supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,550.00	4000-4999: Books And Supplies CBA Teacher $500 Supply Budget
5,200.00	4000-4999: Books And Supplies $200 classroom start up instructional materials and supplies (26 classroom teachers)

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

Professional Development - Administration, teachers, support staff and parents will participate in targeted professional learning opportunities, including but not limited to grade level articulation days, meetings, trainings, workshops, conferences (on or off site), collaboration days for cognitively planning lessons and developing common assessments, ELA/ELD frameworks, foundational skills, small group support, CGI, application of Standards for Mathematical Practice (SMPs), supporting students with learning disabilities, and other research-based instructional strategies to assist students in meeting grade level standards. Off-site professional learning opportunities include but are not limited to: RCOE/Math-Cognitively Guided Instruction, CABE, BEST Awards, DLI Consortium, 6Cs of Lesson Planning (EL focus), VAPA-Music in the Classroom, Healthy Alliance-RISE, Ellevation, Playworks, Universal Design for Learning (UDL), MTSS and Positive Behavior Intervention and 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)
16,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for teachers for grade level articulation, cognitive planning, shadowing
2,000.00	Title I 1000-1999: Certificated Personnel Salaries Leadership Team Planning (beginning of year)
4,365.00	Title I 3000-3999: Employee Benefits Fixed Costs Certificated
900.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures CABE Parent attendees
3,500.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures Travel and Conferences: C6 Biliteracy, TWBI, CABE, BEST Awards

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

Special Education Students, Students in SST

Strategy/Activity

To support special education students and students needing support through the SST process, funds will provide a roving sub to allow the general education teacher to attend the meetings during the work day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000.00	1000-1999: Certificated Personnel Salaries Roving sub (20 days) for IEP and SST meetings to release teachers to participate.
1,455.00	3000-3999: Employee Benefits Fixed Costs Certificated

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Playworks training to enrich recess and structure activities for greater engagement and collaboration. Students and staff learned engagement strategies. Playworks training offered in January 2020 funded by District included Recess Reboot, a one week training opportunity. Additional staff trained included administration, counselor, select teachers, and a team of 4th and 5th grade students selected to serve as Junior Coaches. Recess Reboot will support school-wide goals of increasing positive relationships among peers and adults, improve health and wellness of students, and provide for structure, thereby reducing unwanted behaviors of students resulting in discipline. Year 2 staff training and follow up 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)
250.00	4000-4999: Books And Supplies Jr Coach T-Shirts, Playworks materials

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Collaboration-early release.Teachers will participate in bi-monthly professional learning collaborative time to analyze achievement, cognitively plan instructional strategies, and develop lessons utilizing first-best instructional techniques to improve student learning in ELA/SLA, math, and ELD content areas. Assessments results will be used to identify areas of need for students and will provide a basis for targeting students for tutoring or other supports of interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Tuesday Release Time for Teacher Collaboration

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Bilingual Instructional Assistants (BIAs) will provide support to English learners in class during the school day, including primary language support to student at the Emerging level. BIAs will attend professional learning opportunities provided by the English Learner program staff at the district level as well as on-site when attending workshops with support staff. Professional learning builds capacity to provide effective strategies to better support English learners. Additional hours offered for BIAs to serve at-promise students after their work hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Salary for three BIAs at 3.5 hours each

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

At-Promise Students

Strategy/Activity

Promise Partners - Academic and social emotional support for at-risk students in the form of a school employee mentor (Promise Partner). Promise Partners (the at-risk student(s) and assigned school adult) meet twice a month (in-person or virtually, no more than 30 minutes) to discuss students well-being, check their planner, review grades, listen to concerns, celebrate success and assist with referrals for resources or community supports. At-promise youth may need tutoring for other intervention to meet grade level standards which may include small groups or one-on-one before or after school. In addition to academic support, Promise Partners build trusting relationships between school personnel and students, creating school-connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,100.00	Title I 1000-1999: Certificated Personnel Salaries Additional Hours for Promise Partners
751.75	Title I 3000-3999: Employee Benefits Fixed Costs Certificated

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.

Implementation of and overall effectiveness of the strategies/activities described will be evaluated during the 2021-2022 school year using iReady, the local benchmark assessment for Reading and Math.

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

Funds that were designated for grade level articulation/collaboration, full day SST's and IEPs were unable to be spent as intended due to the lack of substitutes available.

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.

Multiple years of data was interrupted due to the pandemic forcing of school closure in March 2020. Guidelines imposed when school reopened impacted goals, outcomes, strategies and activities that had been developed 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

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 performance and access to institutions of higher learning and to prepare students with the skills necessary to be accepted into and be successful in a college, university, or trade school.

Identified Need(s)

Valley View's identified needs to support Pupil Outcomes include increasing and maintaining 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, universities, and trade schools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Quantity of teachers trained in AVID Foundations TK-6 as reported by AVID.org is 21 out of 27 = 78%	As new staff are hired, the goal is to have them trained within their first two years at Valley View. Because of the pandemic, in the summer of 2020 and 2021, Summer Institute was not offered. RIMS hosted virtual events and one teacher attended the 2021-2022 AE Essentials, six hour training offered after school. Due to staff retirements, transfers to other locations, etc, the current number of classroom trained teachers is 21 out of 27. This equates to 78% of classroom teachers trained. There are 6 other staff members trained: the principal, academic coach, elementary literacy teacher, elementary numeracy teacher, school counselor, and resource teacher.	By the end of the 2023 Summer Institute 2023, 90% of all classroom teachers will be AVID Elementary trained.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom implementation of AVID organizational strategies, effective note-taking, and the use of an organizational toll such as student planner or calendar. Classroom walk-throughs. AVID Elementary annual data collection.	There is a wealth of evidence that students are receiving instruction from teachers who have attended AVID trainings as demonstrated by students' regular use of organizational tools and systems, a student planner, and a calendar. The three goals of an AVID Elementary school 1) organization tools/systems, 2) use of an agenda or planner, and 3) use of a calendar are observed in varying capacities in every classroom thereby preparing all students for high school graduation and college and career. Implementation of AVID organizational strategies, focused note-taking, and daily use of student planner/agenda and calendar will be measured formally through school-wide data collection three times annually, and informally through class walk-throughs of administration along with RIMS AVID staff.	A focus on College and Career Readiness is evident through: College & Career week lessons, counselor classroom presentations, assemblies, guest speakers, career day, college carnival and through the lens of the strong college-going environment. An academic focus is demonstrated through student use of 3 ring binders for organization, weekly and monthly goal setting and reflection, regular use of student planners with daily parent/guardian signature, lessons centered around college, use of college vocabulary, written work reflecting students' interests and desired careers. Additional evaluation; students when asked, will be able to respond to what AVID stands for, the benefits of using AVID strategies, why they will attend college and what their career path may be. Students are encouraged to and prepared to attend college after high school, which may include a trade school or military.

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

Professional learning opportunities centered around research-based college and career efforts to prepare students for rigorous coursework may include but are not limited to AVID and No Excuses University partnerships. Events may include but are not limited to: AVID Summer Institute, AVID

Path Training, AVID Site Team, district collaboratives/vertical and horizontal, AVID Site Visits with RIMS staff, National Demonstration School or Showcase School visits.
In partnership with the National No Excuses University (NEU) Network, administration, counselor, teachers and classified staff may attend but are not limited to: NEU Boot Camp, NEU Leadership Academy, NEU National Convention, virtual principal workshops and other web-based opportunities to grow professionally in order to to support college-going efforts.
NEU Connect annual digital subscription.

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

Amount(s)	Source(s)
3,900.00	AVID 5000-5999: Services And Other Operating Expenditures District AVID funds for Professional Development See Goal 1 - Strategy/Activity 16 - AVID: Summer Institute, Path Training, Administration Collaboratives, Site Team Workshops
6,369.00	Title I 5800: Professional/Consulting Services And Operating Expenditures No Excuses University, RIMS AVID, AVID
1,100.00	AVID 5000-5999: Services And Other Operating Expenditures Busses for College or High School Academy Visits
1,150.00	Title I 4000-4999: Books And Supplies NEU Connect Digital Annual Subscription

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
Site counselor will provide grade appropriate lessons for students on higher learning opportunities, financial aid, college entrance requirements, college-readiness, and career opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Counselor
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures National Counseling Conference Professional Development
400.00	Title I 4000-4999: Books And Supplies Social Emotional Curriculum, Counseling materials, 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

Parent University (PU) courses will be provided to parents by the site administration, school counselor, support staff, and McKinley Children's Center staff. Parent University topics include, but are not limited to: Preparing for 'Parent Conference/Understanding your child's CAASPP report, How AVID and NEU Support a College Going Culture, Cognitive Understanding of Math Concepts, Self-Harm: Signs/Symptoms, Risk Factors, Resources, and More, Discipline That Makes Sense/Preparation for Testing, and Mental Health: Depression and Anxiety in Children'. The goal of PU is for adults to model for children the importance and benefits of life-long learning and commitment to achieving a goal, regardless of one's age or educational background. A culmination 'Graduation Ceremony' is attended by parents and their children where certificates aligned to college degrees, ie, Doctorate's, Master's, Bachelor's, and Associate's are earned based on the number of PU courses attended. Students of the parents earning the certificates are invited to be a part of the celebration with the intent of motivating students to want to accomplish their goals and earn similar accolades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

State and local testing support, additional hours for classified staff to test one-on-one or subs to release teachers to test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	1000-1999: Certificated Personnel Salaries Subs for teachers to assist with formal testing
146.00	3000-3999: Employee Benefits Fixed costs certificated
415.00	2000-2999: Classified Personnel Salaries Additional hours classified to support mandated state and local testing
152.00	2000-2999: Classified Personnel Salaries Fixed costs classified
187.00	4000-4999: Books And Supplies Testing materials, 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

Staff will organize events such as College and Career Weeks, including Vehicle and Career Speaker Day. Staff will focus on college readiness and the importance of higher education through grade level designed lessons during college and career week, daily morning announcements, and student achievement/recognition ceremonies. Teachers will support students in the completion of using the planner/agenda as an organizational tool required for success. Administration will model effective components using student planners through daily morning announcements as students follow along to complete; setting weekly and monthly goals with written reflections, addressing the college vocabulary word of the week, and discussing informational facts about colleges and universities. Semester award ceremonies will recognize academic achievement and students who demonstrate characteristics of being a model AVID student.awareness of post-graduate opportunities, college course of study options, and career opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200.00	Title I 4000-4999: Books And Supplies Materials and supplies, refreshments, certificates

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will be supported by an AVID Lead teacher to plan and present staff and parent workshops. Lead teacher will reinforce the implementation of AVID strategies school-wide and monitor data collection as well as support administration with the completion of compliance documentation 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)
	1000-1999: Certificated Personnel Salaries Additional Hours AVID Lead Teacher (20 hours) - Budget TBD ($1,000)
	3000-3999: Employee Benefits Fixed costs certificated - budget TBD ($243)

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

School will continue its partnership with Riverside Arts Academy and Cal Baptist University to offer music instruction at Valley View or in a university setting. Music instruction from certificated music instructors at the site for targeted grade levels will teach rhythm and following of patterns which reinforce pre-literacy skills oand supports segmenting syllables. Music enrichment provides students with an opportunity to explore their talents leading to potential career options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Music Teacher

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff will be intentional in maintaining a culture of universal achievement observable both inside and outside of classrooms. Public display of college symbolism will be visible throughout the campus and will include, but not limited to college flags and banners, flag poles, street signs, bulletin boards, songs, chants, posted diplomas, posters, college boards, college spirit wear days, and a college rally.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400.00	Title I 4000-4999: Books And Supplies College symbolism, college going culture, flags, signage

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

Materials and supplies will be used which will promote academic achievement, rigor, and build a college-going culture. Individual student planners/agendas (No Excuse University planners) will be used by all students at grades 2-5 however modeled by each teacher daily to stress the importance of planning ahead, marking dates for projects due, and teaching responsibility by taking from school to home daily. Materials may include student planners, Nikky folders, pencil pouches, 3 ring binders, and two-pocket folders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,106.00	LCFF-LI 4000-4999: Books And Supplies Student Planners Grades 2-5
2,014.00	LCFF-LI 4000-4999: Books And Supplies Materials 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.

Implementation of, overall effectiveness of, strategies/activities described will be evaluated during the 2020-2021 school year when iREADY data becomes available.

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

School closure in March 2020 impacted ability to fully utilize funds as intended. Funds that were designated for additional hours for collaboration, full day SST's and IEPs and after school tutoring intervention were unable to be spent as intended when school closed.

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 were developed without complete data sets as a result of March 2020 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.

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 student engagement and connectedness to the school community by creating a safe and nurturing environment for students to desire to come to each day.
Decrease the number of students who are classified as chronic and severe absentees.
Decrease the number of student assertive discipline actions leading to suspension through use of a school-wide, positive behavior support system, utilizing both incentives and restorative practice / community service.

Identified Need(s)

Increase average daily attendance on-going.
Recoup AD

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance data as reported from Aeries Analytics, CA Dashboard, and CALPADS.	2021-2022 ADA reports an average of 94.3% for the regular program, 96.63% for the DLI Program and 79% for students enrolled in the Home-Based program. . Valley View will reinstitute 6 week attendance incentives to reward students for excellent (98%) attendance during each time period. These activities motivate students to want to be at school everyday and on time.	Increase ADA percentage through incentives. Recoup ADA with creating an inviting Saturday School program, "AKA The Breakfast Club". Breakfast Club attendees will include families and children of all age. Families will be invited to the Breakfast Club and want to participate because of the high interest and engaging activities planned. These may include but not be limited to: project-based learning, community engagement, cultural and heritage study trips, guest speakers (First 5, Health and Nutrition, Exercise, Cooking), College visits for tours or sporting events, nature walks, hikes (Mt. Rubidoux), multi-cultural events, visual and preforming arts (museums,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		plays, dance, musical productions).
Suspension and assertive discipline data as reported from Aeries Analytics, CA Dashboard, and CALPADS.	2020-2021 data reports zero students suspended during virtual and hybrid learning throughout the pandemic. Our goal is to utilize positive interventions for support in lieu of suspension, when applicable. Suspension from school will be the last recourse in correcting student behavior.	Maintain or decrease the percentage of suspensions.

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 design and promote a variety of six week attendance challenges. Students are motivated to attend school in order to participate in the attendance incentive rewards such as Dance with the principal and counselor, Draw with Me assembly provided by guest artist, pie in the face, water games, movie with principal and counselor, and others. Families are informed of the goal of 98%)excellent attendance criteria to earn the incentives. There may be no more than two combined early dismissals or lates
Staff will adhere to consistent use of school-wide Positive Behavior Intervention and Support (PBIS) tiered system to support behavior and social-emotional needs of all students. Students will earn incentives such as Brag Tags or other program materials with the goal of improved and increased daily attendance. Materials and supplies, brag tags, banners, and signage for school-wide expectations including character building and creating a desire to attend school.

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

Amount(s)	Source(s)
700.00	Attendance 5800: Professional/Consulting Services And Operating Expenditures Assembly Incentive

200.00	Attendance 4000-4999: Books And Supplies Brag Tags or Other Incentive

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Perfect Attendance Students

Strategy/Activity

Students will be recognized with a trophy or medal along with certificate for year long perfect attendance.

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

Amount(s)	Source(s)
600.00	Attendance 5000-5999: Services And Other Operating Expenditures Medals, Trophy

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Chronic Absenteeism Students

Strategy/Activity

Administration and support staff will make home visits to build relationships and support families not engaged with the school community. Should distance learning or home-based learning options continue in future years, home visits will be an essential function of school staff. Additional hours may be needed for staff to attend after work day.

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

Amount(s)	Source(s)
	Home Visits by Admin, Counselor, Psychologist

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.

Implementation of strategies/activities described will be evaluated using 2021-2022 attendance data, however data will be skewed due to absences caused by quarantine.

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

Restrictions under health and safety protocols impacted the ability to fully utilize funds as intended.

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 were developed without complete data sets as a result of March 2020 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.

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	$301,263.20

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	$210,573.00

Subtotal of additional federal funds included for this school: $210,573.00

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 ($)
	$49,200.20
Attendance	$1,500.00
AVID	$5,000.00
LCFF-EL	$19,000.00
LCFF-LI	$15,990.00

Subtotal of state or local funds included for this school: $90,690.20

Total of federal, state, and/or local funds for this school: $301,263.20

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	19,000.00	0.00
LCFF-LI	15,990.00	0.00
Title I	210,573.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	49,200.20
Attendance	1,500.00
AVID	5,000.00
LCFF-EL	19,000.00
LCFF-LI	15,990.00
Title I	210,573.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,500.00
1000-1999: Certificated Personnel Salaries	206,269.00
2000-2999: Classified Personnel Salaries	4,367.00
3000-3999: Employee Benefits	11,979.42
4000-4999: Books And Supplies	40,443.78
5000-5999: Services And Other Operating Expenditures	25,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,204.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted		4,500.00
1000-1999: Certificated Personnel Salaries		8,040.00
2000-2999: Classified Personnel Salaries		567.00
3000-3999: Employee Benefits		3,602.20
4000-4999: Books And Supplies		30,141.00
5000-5999: Services And Other Operating Expenditures		2,350.00
4000-4999: Books And Supplies	Attendance	200.00
5000-5999: Services And Other Operating Expenditures	Attendance	600.00
5800: Professional/Consulting Services And Operating Expenditures	Attendance	700.00
5000-5999: Services And Other Operating Expenditures	AVID	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	6,071.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,100.00
3000-3999: Employee Benefits	LCFF-EL	2,610.58
4000-4999: Books And Supplies	LCFF-EL	2,818.42
5000-5999: Services And Other Operating Expenditures	LCFF-EL	4,400.00
4000-4999: Books And Supplies	LCFF-LI	4,755.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	10,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	635.00
1000-1999: Certificated Personnel Salaries	Title I	192,158.00
2000-2999: Classified Personnel Salaries	Title I	700.00
3000-3999: Employee Benefits	Title I	5,766.64
4000-4999: Books And Supplies	Title I	2,529.36
5000-5999: Services And Other Operating Expenditures	Title I	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,869.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	280,124.20
Goal 2	19,639.00
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:

Traci Vaughan School Principal

Mary Green, Ricardo Chaparro, Sarah Baker Classroom Teachers

Amelia Torres Other School Staff

Laura Misi, Sarah Rye, Jessica Pineda, Bryn Pellegrino, Christina Perez Parent or Community Members

Name of Members	Role

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, Traci Vaughan on May 17, 2022
	SSC Chairperson, Sarah Baker on May 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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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)

ALVORD UNIFIED SCHOOL DISTRICT

Valley View Elementa

School Parental Involvement Policy
2022-2023

PART 1. 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 state academic standards, while developing life skills.

Valley View 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-

(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. Valley View Elementary 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 will be solicited at monthly School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings throughout the school year.
   - A needs assessment survey will be sent home (with their child) to all parents in order to allow input from parents that are unable to attend school functions.
   - The revised policy may be shared by the Principal at the Annual Title I meeting and shared with parents at Back to School Night.
   - Teachers will share the revised policy with parents during Parent Conferences. ▪ Revisions to the School Parental Involvement Policy will also be shared to parents through the School Newsletter.

2. Valley View Elementary will take the following actions to distribute to parents of participating children and the local community, the Valley View Parental Involvement Policy:
   - Is posted on the school website under the Parent tab,
   - Will be made available at the annual Title I meeting, and
   - A request for a copy may be made to the front office.

3. Valley View Elementary will update periodically its Parental Involvement Policy to meet the changing needs of parents and the school:
   - The Parent Involvement Policy will be revised every year,
   - A review of the parent needs survey (SSC and ELAC), school academic achievement, parental concerns, and safety

issues will assist Valley View in regularly reviewing the Parent Involvement Policy.

4. Valley View Elementary will convene an annual meeting (title-I Meeting) to inform parents of the following:
- Their child's school participates in Title-I,
- Requirements of Title-I,
- Parents rights to be involved,
- Review the 3-way Compact,
- Distribute Parental Involvement Policy,
- Notification that meetings will be communicated by the following:
  - with students at least 48 hours in advance to invite parent involvement,
  - by automated phone system to inform, and
  - use of the electronic marquee to encourage community engagement.

5. Valley View Elementary will hold a flexible number of meetings at varying times, provide child care, transportation or home visits if requested, paid for with Title I funding as long as these services relate to parental involvement:
- Child care will be provided for all meetings as available
- Meetings, workshops, and trainings will be held in the morning and evening to encourage parent involvement
- Special contact, Parent Square, Dojo, and the electronic marquee with messages in both Spanish and English will be used to inform parents of meetings, trainings and workshops
- Parent Needs Survey will be utilized to plan trainings, meetings, workshops or other events of interests identified

6. Valley View Elementary will provide timely information about Title I programs to parents of participating children in a timely manner:
- Parents will receive notices and agenda of SSC, ELAC and other meetings a minimum of 72 hours in advance,
- Notices and agendas will be posted on the bulletin board in the front office 72 hours in advance of meetings,
- Results of annual state testing will be mailed home in a timely manner and also reviewed during Parent Conferences by teachers.

7. Valley View Elementary 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:
- Teachers review grade level standards, curriculum and assessments used to monitor student progress as well as explain proficiency levels during Back to School Night.
- Teachers send home welcome letters which include grade level expectations, standards, curriculum and assessment used to monitor student progress,
- Principal and EL District Coordinator present and explain State level expectations, current District, ELPAC, and SBAC data,
- Parent Conferences,
- Annual Title I Meeting,
- A review of grade level standards, curriculum and assessments used to monitor student progress as well as an explanation of proficiency levels during Parent Council Meetings (i.e. SSC, ELAC).

8. Valley View Elementary 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:
- Ongoing informal input from parent groups at monthly SSC and ELAC meetings,
- Parent Teacher Organization (PTO) meetings,
- Action Team for Partnership (ATP) meetings.

9. Valley View Elementary 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; comments and suggestions are noted in the minutes and will be submitted to the district,
- If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Special Projects Office and to the Deputy Superintendent,
- All efforts will be made to revise the plan to meet the satisfaction of the parent noted comment.

10. Valley View Elementary 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 during any related school event/function/meeting will be provided in parent primary language if requested.

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Valley View Elementary 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 Nights
- Monthly Parent University trainings
- Kindergarten Orientation
- Teacher Conferences
- School Calendar and Website
- Progress Reports
- Back-to-School Night
- SSC/ELAC parent meetings
- Three-way Compact
- Annual Title I meeting
- Translator available before & after school to assist parents in communicating with teachers.

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Parent input through parent needs survey, ELAC and SSC,
- The Three-way Title-I Compact will be shared with and signed by parents using the Data Confirmation / Registration Process or during Back to School Night and revisited at the Annual Title-I meeting.

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 below:

- 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 through the below avenues:
  - Parent University
  - Workshops and trainings
  - Parent Conferences
  - Annual Title I Meeting
  - Back-to-School night presentations
  - Family Fridays or other family volunteer opportunities
  - Dual Language Immersion Community Nights
  - CABE, both local and state level
  - ELAC, SSC, ATP and PTA meetings

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 topics include but are not limited to:
  - College and Career: What is AVID & No Excuses University?
  - Understanding the Standards and Cognitively Guided Instruction in Math
  - Goal Setting
  - Technology training (including basic computer skills, AERIES.net and Google)
  - Social Media Safety & Bullying Prevention
  - Thinking Maps
  - Family Nutrition Classes
  - Six types of parental involvement (PELI Modules)

- Additional opportunities include:
  - Kindergarten Orientation
  - Family Nights
  - Family Fridays
  - Family Book Club

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:

- ❖ Grade level teams collaborate on how to involve parents as active participants in their child's education,
- ❖ Teacher and paraprofessional training on how to communicate with parents effectively, and
- ❖ Positive Behavior Intervention and Support (PBIS.)

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Pre-School, Full Day TK and Kinder, 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:

- ❖ Kindergarten Orientation held in the summer for incoming parents of kindergarten students to familiarize them with kindergarten standards and expectations,
- ❖ Research based instruction presented during parent nights or Family Friday.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure 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 communicated to the home using various platforms: Class Dojo, Parent Square, automated phone call, email, and text messaging system, and translated in English and Spanish
- ❖ Announcements will be displayed on the electronic school marquee and school office window. Announcements will be written in English and Spanish
- ❖ Upcoming events will be stated verbally during the morning announcements for students and parents. Students will be encouraged to remind their parents of upcoming events.

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.

This policy was adopted by the Valley View Elementary School Site Council on March 7, 2022 and will be in effect for the period of the 2021-2022 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before the end of September 2021. It will be made available to the local community on or before September 2020. 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.

Valley View Elementary School

Title-I Three-Way Compact

This compact is an agreement between three parties: the parent, the student, and the teacher. It lists what each party commits to support student learning at Valley View Elementary School. Valley View staff and parents have high expectations of themselves and of students. In an effort to provide the highest quality instructional program and to promote the school and family working together, the staff, students and parents agree to implement this compact.

PARENT RESPONSIBILITIES:

I, the parent, will:

- Get my child to school every day and on time.
- Know the grade level standards my child is expected to learn.
- Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.
- Set aside a specific time and provide a quiet place for my child to do homework.
- Review and sign my child's folder or planner daily.
- Look over homework, check for understanding, and completion.
- Assist my child with nightly reading or assure my child reads independently nightly.
- Sign and return all papers that require a parent signature by the due date.
- Volunteer at school in advisory roles by participating in decisions affecting my child, visit or assist in the classroom, attend parent workshops, and/or become involved in PTA, ELAC, ATP, and SSC when possible.
- Participate in scheduled parent-teacher conferences, use Aeries Parent Portal for monitoring progress quarterly and end of semester grades.
- Keep all contact information current in Aeries and maintain two-way communication with the school.
- Schedule appointments with the principal to observe my child's classroom when appropriate or necessary.
- Limit technology and seek activities at home that allow my child to be physically active.
- Communicate regularly with my child's teacher and the school using: Parent Square, Dojo, email, Peachjar, and/or phone calls.

STUDENT RESPONSIBILITIES:

I, the student, will:

- Attend school every day and be on time.
- Know the grade level standards I am expected to learn
- Ask my teacher when I don't understand classroom assignments or homework.
- Go over my planner and assignments with my parent/guardian and have my planner signed daily.
- Be excellent and complete all homework, projects, and classroom assignments on time, with my best efforts so I am ready for college or career!
- Read nightly.
- Be safe and follow school-wide behavior expectations. Demonstrate understanding of social skills.
- Tell my teacher or another adult about problems that may affect me or my peers.
- Be respectful to all adults on campus. Be polite to others and be honest
- Be responsible and return any paper that requires a parent signature by the due date.
- Respect the personal rights and personal property of others as well as cultural, racial and ethnic differences.

TEACHER RESPONSIBILITIES:

I, the teacher, will:

- Provide high quality, rigorous curriculum and instruction.
- Daily, model the effective use of the NEU Planner as well as have a system in place to monitor for daily parent signature.
- Provide students with access to and awareness of grade level standards.
- Provide a supportive and effective learning environment that enables all children to meet grade level standards.
- Hold high expectations for all students.
- Provide meaningful activities that reinforce grade level standards and classroom learning.
- Provide information to families about grade level standards and how parents can help their child achieve.
- Provide frequent and timely communication with parents regarding their child's progress.
- Provide opportunities for parents to visit their child's classroom and encourage parent involvement in the classroom.
- Promote school-wide events, such as parent trainings, PTA, SSC, ELAC, ATP meetings and Back-to-School.

- Communicate with families using: Parent Square, Dojo, email, Peachjar, and/or phone calls.

Parents: Please discuss this compact with your child at the time of registration.
Teachers: Please review this with your class the first week of school.

Revised 4.7.22 tv

Acuerdo de la Escuela Primaria Valley View

Title-I Compacto de Tres Vías

Este acuerdo es un pacto entre tres partes: el padre, el alumno y el maestro. Es una lista de lo que cada uno tiene que hacer para apoyar el aprendizaje de los estudiantes en la escuela Primaria Valley View. El personal de Valley View y los padres tienen altas expectativas de sí mismos y de los alumnos. Como un esfuerzo para proveer un programa de instrucción de la más alta calidad y de promover que la escuela y la familia trabajen juntos, el personal, los alumnos y los padres están de acuerdo de implementar este acuerdo.

Responsabilidades de los Padres:

Yo, el padre/madre:

- Traeré a mi hijo a la escuela diario y puntualmente.
- Hablaré con mi hijo de la importancia de la asistencia escolar y de los estándares de aprendizaje.
- Sabré los estándares de nivel de grado que se espera que mi hijo aprenda.
- Me comunicaré con el maestro de mi hijo cuando esté preocupado acerca del progreso de mi hijo o tenga preguntas acerca de los estándares o de las asignaturas.
- Designaré un horario específico y proveeré un lugar tranquilo para hacer la tarea.
- Revisaré y firmaré diariamente el folder de mi hijo o la agenda..
- Revisaré la tarea y verificaré que se comprenda y se complete.
- Ayudaré a mi hijo con la lectura todas las noches o me aseguraré que lea independientemente.
- Firmaré y regresaré en la fecha indicada todos los documentos que requieran mi firma.
- Seré voluntario en la escuela en papel como asesor participando en las decisiones que afectan a mi hijo, visitaré o ayudaré en el salón de clase; asistiré a los talleres para padres y/o participaré en la asociación PTA, ELAC, ATP y SSC cuando sea posible.
- Participaré en las conferencias para padres, usaré el Portal de Aries para monitorear el progreso trimestralmente y las calificaciones al fin de semestre.
- Mantendré toda la información de contacto actualizada en Aeries y mantendré una comunicación bidireccional con la escuela.
- Programaré citas con el maestro para observar en el salón de clase de mi hijo cuando sea apropiado o necesario.
- Limitaré la tecnología y tendré actividades en el hogar que continúen el aprendizaje del salón de clase de mi hijo.
- Animaré a que mi hijo sea activo físicamente.

Responsabilidades de los Alumnos:

Yo, el alumno:

- Asistiré a la escuela diario y puntualmente.
- Sabré los estándares de nivel de grado que se espera que aprenda.
- Preguntaré a mi maestro cuando no entienda la tarea o el trabajo del salón de clase.
- Repasaré mi agenda y asignaturas con mi padre/madre/tutor y les pediré que firmen mi agenda diariamente.
- !Yo seré excelente y completaré todas las tareas, proyectos y asignaciones de clase a tiempo, con mi mejor esfuerzo para estar listo/a para la universidad o la carrera!
- Leeré todas las noches.
- Seguiré las expectativas de comportamiento escolar. Demostraré comprensión de las habilidades sociales.
- Comunicaré a mi maestro u otra persona adulta los problemas que me puedan afectar a mí o a mis compañeros.
- Mostraré respeto a todos los adultos del plantel escolar. Seré cortés con los demás y seré honesto.
- Regresaré en la fecha indicada cualquier documento que requiera firma de los padres.
- Respetaré los derechos personales y la propiedad de los demás así como las diferencias culturales, raciales y/o étnicas.

Responsabilidades de los Maestros:

Yo, el maestro:

- Proporcionaré currículo e instrucción de alta calidad.
- Proporcionaré a los alumnos acceso y conocimiento de los estándares de nivel de grado.
- Proveeré un ambiente de apoyo eficaz que conduzca al aprendizaje y permita que todos los niños alcancen los estándares de nivel de grado.
- Mantendré altas expectativas para todos los alumnos.
- Proporcionaré actividades significativas que refuercen los estándares de nivel de grado y el aprendizaje del salón de clase.
- Proporcionaré información a las familias acerca de los estándares de nivel de grado y de cómo los padres pueden ayudar a que sus hijos los logren.
- Me comunicaré regularmente con los padres acerca del progreso de sus hijos.
- Proporcionaré oportunidades para que los padres visiten el salón de clase de su hijo.

- Promoveré los eventos escolares, tales como entrenamientos para padres: reuniones PTA, SSC, ELAC, ATP y Noche de Regreso a la Escuela.
- Fomentaré la participación de los padres en el salón de clase.

Padres: Por favor discutan este pacto con sus hijo/a en el momento de la inscripción.
Maestros: Por favor repasen el pacto con su clase la primera semana de clases.

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