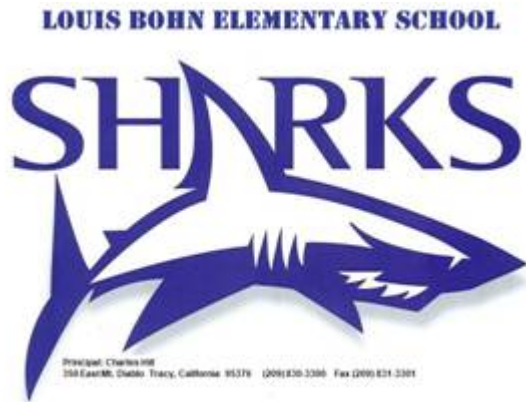


School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis Bohn Elementary School	39-75499-6110530	April 30, 2020	

## Purpose and Description

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

### Schoolwide Program

The School Plan for Student Achievement fulfills the requirements of the school-wide Title I Program. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

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.

Our plan has been created with input from all appropriate stakeholder groups. At Bohn Elementary, our community continuously engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of achievement. Our goals contained in the SPSA are directly linked to TUSD's LCAP goals. All LCAP goals contained in our SPSA directly support the ESSA requirements to close academic achievement gaps for all students. Stakeholders were involved in a collaborative process in the

development of the SPSA. Stakeholders were involved in the 2021-2022 budget development process via meeting opportunities to dialogue and to solicit input. These included SSC, ELAC, Staff Meetings, and Bohn's Site Leadership Team meetings held routinely throughout the year. Our ELAC is embedded within our SSC per bylaws and election process via August 2020. We include review of our School Plan and diving into our site's data as a standing item at our SSC/ELAC, Staff Meetings, and Site Leadership Meetings.

SSC/ELAC - 9/2/2020, 11/17/2020, 1/26/2021, 3/30/2021, 4/27/2021

Leadership - 8/20/2020, 9/22/2020, 9/29/2020, 11/16/2020, 2/16/2021, 3/2/2021, 3/16/2021

Staff Meetings - Every Wednesday throughout the 2020-2021 school year



# 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).

We will use the results from LCAP survey to seek input from all stakeholders in decision making to build relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. The results of the surveys help us plan and modify future goals, actions, and services in the LCAP. We use data from the Climate and Safety Data from LCAP and we will also use Data from our newly adopted Fastbridge Assessments which will be administered three times throughout the school year. Due to the pandemic we were not able to give the California Health Kids Survey. We also used additional surveys such as our staff survey on our annual goals and annual survey on principal effectiveness to plan, update, and modify our SPSA to reflect the most recent current reality of students' academic performance and social-emotional needs as evidenced by data on student achievement, school attendance, and suspension rates.

### LCAP:

Student Groups (4th and 5th graders) - 2.34% English and 2.56% Spanish completion rates as part of the total district with a total of 91 responses

Staff/Teachers - 5.11% completion rates as part of the total district with a total of 36 responses out of 45 total staff (80% of our entire staff)

Parents/Community Members - 3.11% English and 2.56% Spanish completion rates as part of the total district with a total of 22 responses

### LCAP Stakeholder Survey Results - 2021

#### Bohn's School Climate

#### Number of responses

#### Parents - Climate

Strongly Agree	Agree	Total	Percent	
Q8	8.00	17.00	34.00	73.53% This school motivates students to learn
Q14	10.00	15.00	33.00	75.76% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality
Q26	10.00	17.00	31.00	87.10% The buildings and grounds at this school are clean and well maintained
Q30	9.00	15.00	31.00	77.42% This school communicates the importance of respecting all cultural beliefs and practices
Q33	13.00	15.00	30.00	93.33% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q33	9.00	11.00	26.00	76.92% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34	13.00	15.00	31.00	90.32% The school staff responds to me in a timely manner
Q35	16.00	13.00	31.00	93.55% The school office staff is friendly and professional
88.00	118.00	247.00	83.40%	

#### Students - Climate

Strongly Agree	Agree	Total	Percent	
Q6	34.00	44.00	94.00	82.98% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality
Q28	30.00	44.00	91.00	81.32% This school communicates the importance of respecting all cultural beliefs and practices
Q30	34.00	54.00	93.00	94.62% My teachers recognize the good work I am doing
Q31	43.00	46.00	93.00	95.70% This school motivates students to learn
Q32	25.00	45.00	93.00	75.27% The buildings and grounds at this school are clean and well maintained
Q39	43.00	41.00	93.00	90.32% I feel comfortable working with classmates and participating in class

Q40	30.00	48.00	93.00	83.87%	This school has a climate that fosters a feeling of safety, security, and support at school
239.00	322.00	650.00	86.31%		

#### Staff - Climate

	Strongly	Agree	Total	Percent	
Q6	11.00	12.00	24.00	95.83%	This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality
Q18	13.00	10.00	24.00	95.83%	Members of the school/department collaborate to achieve our school goals
Q21	12.00	12.00	24.00	100.00%	The buildings and grounds at this school are clean and well maintained
Q22	13.00	11.00	24.00	100.00%	This school/department communicates the importance of respecting all cultural beliefs and practices
Q23	13.00	10.00	24.00	95.83%	I am treated with respect by my colleagues at work
Q24	10.00	13.00	24.00	95.83%	Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25	4.00	16.00	24.00	83.33%	Our district ensures effective communication across the organization
76.00	84.00	168.00	95.24%		

Overall, our positive feedback from students, parents, and staff averages 88.31% regarding school climate. Our staff had the highest overall rating of our school climate with an 95.24% favorable response. Students were second with an overall 86.31% favorable response. Parents gave the lowest rating with an overall 83.4%.

#### SAFETY

Number of responses

#### Parents - Safety

	Strongly	Agree	Total	Percent	
Q26	10.00	17.00	31.00	87.10%	The buildings and grounds at this school are clean and well maintained
Q28	9.00	14.00	28.00	82.14%	My child is safe on school grounds before school
Q28	10.00	16.00	29.00	89.66%	My child is safe on school grounds during the day
Q28	10.00	15.00	29.00	86.21%	My child is safe on school grounds in the classroom
Q28	8.00	13.00	26.00	80.77%	My child is safe on school grounds after school
Q29	13.00	15.00	31.00	90.32%	The rules of this school are clearly communicated to parents
60.00	90.00	174.00	86.21%		

#### Students - Safety

	Strongly	Agree	Total	Percent	
Q32	25.00	45.00	93.00	75.27%	The buildings and grounds at this school are clean and well maintained
Q35	47.00	41.00	93.00	94.62%	I feel safe while attending class virtually and/or in person
Q36	36.00	40.00	93.00	81.72%	I feel safe from gang activity and gang violence at school
Q38	47.00	42.00	93.00	95.70%	I know the school rules
155.00	168.00	372.00	86.83%		

#### Staff - Safety

	Strongly	Agree	Total	Percent	
Q19	14.00	10.00	24.00	100.00%	My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20	13.00	10.00	23.00	100.00%	My workplace is safe
Q21	12.00	12.00	24.00	100.00%	The buildings and grounds at this school are well maintained
39.00	32.00	71.00	100.00%		

Overall, our positive feedback from students, parents, and staff averages 91.01% regarding school safety. Our staff had the highest overall rating of our school safety with a 100% favorable response. Students were second with an overall 86.83% favorable response. Parents gave the lowest rating with an overall 86.21%. This trend in results was the same between school climate and safety.

Based on our survey results, we are making positive growth regarding school climate and safety. We are continuing our work at providing students with SEL support while continuing to ensure they feel supported by the school and staff.

## **Classroom Observations**

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

Teachers are observed for the formal and informal evaluation process every other year, or twice in five years depending on their prior evaluations and time in the district. We also conduct routine classroom observations. With having a small core group of twenty-one teachers, we are fortunate to be able to average getting into over 80% of classrooms each week. Our types of classroom observations include walk through observations, calibrated walk throughs by teams of educators and administrators, and formal and informal classroom observations. Additionally, we have continued our partnership with an on-site coach for Rigor, Relevance, and Rigor through the International Center for Leadership in Education (ICLE) also collect data on walk throughs. The walk throughs are aligned with the Rigor, Relevance, and Engagement rubrics with the Relevance rubric being our main focus this school year. Our site and district have seen positive growth between aspects of the ICLE implementation and outcomes for educators and students, including high-leveraging instructional strategies and context for implementation. This year has been different in that "walk throughs" have been completed virtually as students have been on distance learning for the majority of the school year.

We have seen changes in staff's knowledge, attitudes, practices, and mindsets. Our walk throughs, formal and informal observations indicate that there are a variety of positive teaching practices taking place at Bohn, as well as areas that we can improve upon. Our greatest area of growth from our data shows using authentic resources, learning connections, and compassion. We have seen a school-wide improvement in creating clear learning targets using student friendly language. Areas to improve upon include working towards a guaranteed and viable curriculum for every student on campus, and an increase in the critical thinking that students are asked to do across the curriculum. The high leveraging instructional strategies we saw implemented with fidelity across all grades include: checking for understanding, learning with peers, building background, utilizing graphic organizers, and citing evidence from the text.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff has analyzed data from the CA Dashboard (2019-2020 School Year), which includes CAASPP, ELPAC, suspension rates, English Learners progress, and chronic absenteeism. As a staff we engaged in professional development that focus on how to utilize assessment data to guide instruction and intervention. We use state and local assessments to guide instruction and improvement for student achievement across all subgroups. We use assessment results from CAASPP 2018-2019), ELPAC, benchmark results and local standards based assessment results to modify instruction, identify intervention needs and set measurable goals. We have also reviewed as a staff results from Fastbridge Learning Assessments which include reading, math and SEL assessment results. We have aligned our STEM/ELA and math units of study through the RCD process using state and national standards.

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

We have continued to train and engage in the PLC process, which includes identifying priority and supporting standards of our RCD units and analyzing the results of common formative student assessments and end of unit summative assessments. In ELA/STEM and Math, we have given the benchmark assessments, which have been proven to be reliable indicators of student success with CAASPP in our district. We use our students' results to design Tier I and Tier II interventions.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

We have 21 teachers on staff, with 2 teaching at other sites. 18 of our teachers have a full credential and 3 are teaching without a full credential and/or are interns. We do not have any teachers teaching outside of their subject area of competence. Our 3 probationary teachers receive continued support through TUSD's TTIP program. Our intern teachers work with their practicum supervisors as part of their credentialing process.

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

86% of Bohn teaching staff are fully credentialed. The three teachers who are not fully credentialed are in the intern program working towards full credential in special education and general education. All teachers and students have access to instructional materials that are aligned to California content standards.

We use Wonders (TK-5) textbook for English Language Arts which was adopted in 2017.

We use My Math, McGraw-Hill (K-5 traditional) textbook for math which was adopted in 2014.

For science, our staff and students have access to California Science (K-5) which was adopted for science in 2008. However, we are using integrated STEM/ELA Units of Study based on NGSS, so the textbooks are used for supplemental background reading/information.

We use Savvas myWorld Interactive Social Studies program which was recently adopted this year in 2020.

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

A large percentage of the school year consisted of distant learning with students participating in synchronous and asynchronous work online. Due to this new platform for instruction, much of the early professional development consisted of understanding how to engage students online and continue to provide all students with opportunities to learn. Students were provided with technology such as laptops, internet hot spots and electronic versions of textbooks. The goal for all teachers was to understand how to best utilize that technology to engage students in the curriculum and ensure high levels of learning. Teachers on site shared multiple programs they utilized to engage students which included formative assessment programs. The District Office offered multiple opportunities for teachers and staff to participate in professional development involving technology platforms they could utilize in the classroom.

Bohn Elementary aligns school-based professional development opportunities towards sustaining our PLC process. We incorporate a cycle for continuous improvement, based on identifying key learning targets, analysis of common formative assessments, and timely support. We have five annual staff buy-back days as well as early release Wednesdays that have allowed for intense ongoing staff development to assist with student success in the classroom. Training and professional development takes place in staff meetings where teachers share best practices and strategies and collectively engage in their Professional Learning Communities (PLC). Our weekly Early Release Wednesdays support our teachers' professional development as we systematically design coherent, standards aligned, and meaningful learning experiences for all of our students. The Bohn staff is committed to using the Relationships, Rigor, and Relevance Instructional Framework as we delve into student data to focus on meeting our students' needs while supporting instructional effectiveness. Together, we are building effective rigorous and relevant expectations to create and implement an effective learning environment that is engaging and aligned to learner needs. The teaching practices and strategies we use are designed purposefully to facilitate student-centered learning while focusing on integrating curriculum for active learning opportunities to occur. Staff development this year has also been based on our STEM/ELA units, high-leveraging English language development, and continued work with our PLC process.

Highlights we are focusing on this year include:

- Working regularly in our Professional Learning Communities to answer four critical questions to identify students for targeted interventions, assess their progress, and share key information with staff and stakeholders. Our four driving questions behind everything we do for our students include:
- What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? And how can we extend and enrich learning for student who have demonstrated proficiency?
- Meaning-making and learning as the year of our English language arts (ELA)/literacy and English language development (ELD) instruction. Research, practicing and using high-leverage English language development strategies to meet the needs of our English learner (EL) students and extending all students' literacy development.
- Engaging in STEM focused lesson studies to share ownership as we build coherent STEM instruction, bringing to life its vision of student learning across grade levels.
- Sense-making support of the Next Generation Science Standards (NGSS) relating key instructional and conceptual shifts required by NGSS and the three-dimensional learning.
- Receiving training and staff development in Math Fluency and Number Talks to deepen our students' conceptual understanding of complex mathematical thinking.
- Social-Emotional Support training and tool exploration for our site staff to support our students as they progress socially and emotionally, inside and outside the classroom. Second Step Curriculum and Panorama Education training has occurred to help monitor student Social-Emotional Learning (SEL) and development.

Our Professional Learning Communities has provided us "the how" to ensure all of our students learning using a continuous, collaborative process in which educators conduct "recurring cycles of collective inquiry and action research" to improve outcomes for all of our students.

Through our weekly PLCs we have seen growth. Highlights include:

- Initiate, implement, and sustain a change process.
- Work collaboratively to design an effective research-based curriculum.
- Choose appropriate assessment models.
- Create meaningful partnerships to support all of our students.

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

In addition to our site-based training, mentioned above, we also receive outside support and internal support from the District and County Office of Education. We work in partnership with the Continuous Improvement office, specifically Maria Salazar, to seek guidance on best instructional practices, that are aligned to language acquisition. Additionally, we have worked extensively with Jennifer Kassel our TOSA (teacher on special assignment) to provide targeted STEM professional development. Our STEM Professional development work with Jennifer Kassel has focused on high-leveraging instructional strategies to increase academic language, planning and implementing 5E Lesson Sequence for hands-on, inquiry-based, integrated, interdisciplinary lessons, fostering our students' Science Talks, and having students make meaning with writing in their Sense Making Notebooks. We have a site STEM Implementation Team. Its role, along with Bohn's Leadership Team, is to provide ongoing guidance and support towards our effective implementation of STEM based instruction consistent with the grant parameters.

We have also continued our collaborative professional development work with our ICLE coach using the Rigor, Relevance, Engagement, and Relationships as our pillar for all academic decisions made at our site. This work included continued deep dives into understanding and using the various rubrics to plan our instruction, assessment, and enrichment/intervention opportunities, targeted lesson studies, and using the rubrics on our STEM focused walk throughs to increase our collective understanding, feedback, and commitment to this work.



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

Teachers collaborate every Wednesday, either in PLCs, site based professional development, or district professional development. Additionally, each grade level meets at least once a week for thirty minutes for grade level planning.

We have made the commitment for every one of our PLC Leadership and Staff Meetings to be based on learning leadership and school improvement. Therefore, the PLC process is at the center of our work every day. We see the need to create a guaranteed and viable curriculum where essential skills are committed to systematically. Students understand that achieving competency in these areas is nonnegotiable. We have found through our journey that we need to look at common formative assessments to learn collectively how best to teach key competencies to ensure all students are growing and learning. We use our system-wide PLC process to provide an ongoing venue for teacher teams to collaborate

Our PLC collaborative culture at Bohn is tight around the mission to ensure high levels of learning for all students, a vision for the future, and collective commitments around SMART goals. Together, our community of learners collaborate regarding planning, organizing, and decision making, so our teachers can literally own their work. For instance, our grade level PLC teams all have collectively developed norms, to hold each other accountable, which were essential for proceeding with planning and understanding and addressing our current reality to become people of action who learn and grow from one another, which allows our students to grow. Together, our PLC teams have been working on identifying and unpacking essential learning outcomes within the standards horizontally to plan units of instruction and develop their own common formative assessments. Continuing to work with our PLC Leadership Team, we realized to move this process forward would require additional work within our PLC teams doing this same work vertically to align our plans for additional time and support and extension of learning.

#### Criteria for Identifying Essential Common Outcomes/Targets

To separate the essential from the peripheral, carefully apply these three criteria to each standard:

1. Endurance: Are students expected to retain the skills/knowledge long after the assessment is completed?
2. Leverage: Is this skill/knowledge applicable to many academic disciplines?
3. Readiness for the Next Level of Learning: Is this skill/knowledge preparing students for success in the next grade/course.

#### Criteria for Developing a Guaranteed Viable Curriculum (Designing Instruction)

True empowerment in a high performing PLC involves taking ownership for WHAT is taught, as well as for HOW it is taught. The purpose of using Understanding by Design is to document exactly how that ownership manifests in a PLCs work, stage by stage and cycle by cycle. Equally important, our Rigorous and Relevant Framework develops a common curriculum understanding that allows the team to inquire about instruction on common ground when considering student progress, in order to identify common areas of need. Instructional content which is agreed upon by the team should be explicitly described, including appropriate reading selections and strategies, other resources, as well as calendar pace. This does not mean that team members lose autonomy over their instruction. Rather, it means that some (if not considerable) instructional content is committed to by each member of the team. Much of this content will already be viewed as commitment, by virtue of state standards and district intended curriculums. Additionally, a high performing PLC will also commit to certain agreed upon common pedagogies and practices, in an effort to focus learning on the Essential Standards or Learning Outcomes.

A curriculum is GUARANTEED when it can be found in every team member's classroom and VIABLE when it is focused on identified student needs.

## Teaching and Learning

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

Our staff uses standard-aligned curriculum, instruction and materials to meet content and performance standards. Additionally, our staff uses results from regular common formative assessments as the coherent foundation for rigorous curriculum and instruction. The standards clearly demonstrate what students are expected to learn at each grade level, so that every parent and teacher can understand and support their learning. The PreK-12 STEM project links and integrates multiple disciplines within the core curriculum. PreK-12 STEM's strategy is to engage all students in meaningful STEM learning aligned horizontally (across curriculum, instruction and assessment at all grade levels) and vertically (across the PreK-12 span) through the appropriate CA standards. For TUSD, STEM is focused on science, engineering and computer science standards.

This emphasis places STEM in the core fabric of the schools and district. It necessitates rethinking the school curriculum and instruction. PreK-12 STEM fundamentally changes the curriculum and prepares TUSD teachers to guide every student through project-based, interdisciplinary instruction that integrates engineering, computer science, math, science, and English language arts for all students, including English learners (ELs).

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

We ensure that Bohn Elementary staff provides all the mandated instructional minutes for both PE instruction, as well as, EL designated support minutes. Our Kindergarten through Fifth Grade Students are guaranteed:

- PE Instructional Minutes 200 minutes every two weeks for our K-5 students (averaging 20 minutes of PE per day). Due to students being on distance learning, these numbers have changed as the state has waived the guidelines for this school year. We believe that Physical Education is a staple in a students development and have prioritized time for all students. Every Student still provided two weeks of synchronous physical education activities every 3 months as well as daily asynchronous activities.
- Designated 30 minutes of ELD instructional minutes each day or 150 minutes per week. The intent of Designated ELD as a core subject area is to accelerate English language learning in strategic ways by interacting in meaningful ways and learning about how English works, through robust and contextualized instruction, guided by the CA ELD standards Integrated ELD instruction – including small-group ELA instruction for ELs –does not replace Designated ELD instruction for English Learners.

According to literacy research, recommended guidelines for K-2 students dictates that students should be provided with a minimum of 45 minutes each day of foundational reading skills. The areas need to include comprehension strategies, phonology/phonics, practice and decodables, and print concepts.

Literacy Research Recommends the following minutes:

Grade Level Comprehension Strategies Phonology/Phonics Practice and Decodables Print Concept

Kindergarten 25 minutes 30 minutes 20 minutes 15 minutes

First Grade 25 minutes 30 minutes 25 minutes 10 minutes

Second Grade 30 minutes 30 minutes 25 minutes 5 minutes

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

We use State Board of Education (SBE) adopted English language arts and mathematics instructional materials, including intervention materials. Our elementary school and district provides the most recent SBE-adopted core instructional programs, including accelerated interventions, for reading/language arts and mathematics, documented to be in daily use in every classroom with materials for every student.

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

All students have access to standards based materials.

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

All students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with fully credentialed teachers and paraprofessionals to support students' needs. Students are also offered after school intervention during asynchronous learning time.

## Opportunity and Equal Educational Access



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

Intervention is provided to struggling students a minimum of forty minutes, 4 days a week. The intervention is built into the master schedule as well as after school. The intervention is provided both in person and virtually. We have flexible schedules that provide recommended and required instructional minutes for core academic classes and accelerated interventions. We schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families.

Evidence-based educational practices to raise student achievement

Utilizing Rigor, Relevance, Engagement, and Relationships, PLCs, RCD units, STEM/ELA project based learning, and designated and integrated ELD are all part of our school and work toward meeting the needs of our students.

## Parental Engagement

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

Bohn Elementary School is a Title I school that uses its resources to fund paraprofessionals (EL paraprofessional and four general paraprofessionals) to help provide intervention and English Learners support. The funds allow us to give targeted intervention for students and professional development for staff. We created a Bilingual Parent/Community Lending Library.

Additionally we have partnered with Axis Community Health to support our students social-emotional needs. The City of Tracy After School Program is offered to families who are interested in these community resources.

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 Liaison support/education/outreach, Student Success Team, ELAC/SSC, Title I Parent Reps, PTO

## Funding

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

All students have access to daily intervention and ELD support. Intervention is push-in and pull-out model. Additionally, we were able to offer STEM In-house Field Study Trips for all students, in-house family resource center for EL families, professional development training, 4 three hours para professionals to assist teacher led interventions for at-risk students, ELPAC/EL Coordinator, Student Incentives and activities to increase student attendance for students at-risk for chronic absenteeism, an additional day of counseling, and parent communication and translation services

Fiscal support (EPC)

We have Title I, Targeted (SES/EL/FY), Targeted EL supports.

## 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

Stakeholders were involved in a collaborative process in the development of the SPSA. Stakeholders were involved in the 2020-2021 budget development process via meeting opportunities to dialogue and to solicit input. These included SSC/ELAC, PTO, Staff Meetings and Bohn's Leadership Team. Our ELAC is embedded within our SSC per bylaws and election process via August 2020. We include review of our School Plan and diving into our site's data as a standing item at our SSC/ELAC, PTO, Staff Meetings, and Leadership Meetings. Due to the pandemic and

social distancing guidelines, we were unable to hold parent cafes and formalized parent information nights in person.

The SPSA goals and budget were discussed on the following dates via Microsoft Teams:

SSC/ELAC - 9/2/2020, 11/17/2020, 1/26/2021, 3/30/2021, 5/4/2021

Leadership - 8/20/2020, 9/22/2020, 9/29/2020, 11/16/2020, 2/16/2021, 3/2/2021, 3/16/2021, 4/20/2021, 4/28/2021

Staff Meetings - Every Wednesday throughout the 2020-2021 school year

## Resource Inequities

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

Paraprofessional/SPED paraprofessional training (not equitable for our classified staff as they are not regularly included in our Monday ERM professional development trainings)

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	%	0%	1		0
African American	5.92%	7.38%	6.74%	25	31	26
Asian	7.11%	7.62%	8.03%	30	32	31
Filipino	5.21%	5.24%	3.89%	22	22	15
Hispanic/Latino	52.37%	52.86%	55.44%	221	222	214
Pacific Islander	0.47%	0.71%	1.04%	2	3	4
White	23.70%	20.71%	19.69%	100	87	76
Multiple/No Response	%	%	5.18%			0
Total Enrollment				422	420	386

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	45	70	56
Grade 1	88	50	59
Grade 2	65	94	46
Grade3	73	63	89
Grade 4	75	64	65
Grade 5	76	79	71
Total Enrollment	422	420	386

### Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian, and African-American students.
2. We have a higher number of third graders last year compared to other grades. This group is our current fourth graders which has increase how many homerooms we have in that grade level.
3. Overall, we have a steadily declining enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	126	110	87	29.9%	26.2%	22.5%
Fluent English Proficient (FEP)	14	22	19	3.3%	5.2%	4.9%
Reclassified Fluent English Proficient (RFEP)	1	16	6	0.7%	12.7%	5.5%

### Conclusions based on this data:

1. Our number of identified English Learners has steadily decreased over the last three years.
2. Our number of FEP (Fluent English Proficient) has fluctuated.
3. Our number of RFEP (Reclassified Fluent English Proficient) has fluctuated.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	74	67	74	73	66	74	73	66	98.7	98.6	98.5
Grade 4	82	80	64	81	77	63	81	77	63	98.8	96.3	98.4
Grade 5	92	78	82	90	76	80	90	76	80	97.8	97.4	97.6
All Grades	249	232	213	245	226	209	245	226	209	98.4	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2384.	2409.	2406.	9.46	15.07	16.67	22.97	26.03	28.79	25.68	31.51	25.76	41.89	27.40	28.79
Grade 4	2391.	2434.	2433.	2.47	16.88	11.11	14.81	22.08	20.63	16.05	10.39	28.57	66.67	50.65	39.68
Grade 5	2442.	2414.	2425.	3.33	5.26	6.25	26.67	9.21	21.25	22.22	23.68	18.75	47.78	61.84	53.75
All Grades	N/A	N/A	N/A	4.90	12.39	11.00	21.63	19.03	23.44	21.22	21.68	23.92	52.24	46.90	41.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.50	21.92	28.79	43.06	54.79	36.36	44.44	23.29	34.85
Grade 4	7.41	20.78	17.74	40.74	36.36	53.23	51.85	42.86	29.03
Grade 5	7.78	6.58	12.50	44.44	35.53	37.50	47.78	57.89	50.00
All Grades	9.05	16.37	19.23	42.80	42.04	41.83	48.15	41.59	38.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.62	6.85	10.61	33.78	56.16	59.09	44.59	36.99	30.30
Grade 4	1.25	15.79	9.68	43.75	38.16	53.23	55.00	46.05	37.10
Grade 5	11.11	5.26	10.00	46.67	27.63	36.25	42.22	67.11	53.75
All Grades	11.07	9.33	10.10	41.80	40.44	48.56	47.13	50.22	41.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	6.85	10.61	52.78	72.60	68.18	38.89	20.55	21.21
Grade 4	3.70	16.88	6.35	49.38	55.84	71.43	46.91	27.27	22.22
Grade 5	4.44	5.26	7.50	56.67	53.95	52.50	38.89	40.79	40.00
All Grades	5.35	9.73	8.13	53.09	60.62	63.16	41.56	29.65	28.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.27	20.55	21.21	43.66	54.79	46.97	45.07	24.66	31.82
Grade 4	2.47	19.48	12.90	49.38	46.75	54.84	48.15	33.77	32.26
Grade 5	11.11	6.58	12.50	46.67	39.47	30.00	42.22	53.95	57.50
All Grades	8.26	15.49	15.38	46.69	46.90	42.79	45.04	37.61	41.83

**Conclusions based on this data:**

1. Our third and fourth students showed overall increase in meeting or exceeding the standards from 16-17 to 18-19 while our fifth grade students showed an overall decrease of 2.5%.
2. Our reading, writing, and research all show similar results to our overall data. Third and fourth grade had the highest percentage of students scoring at or near standard while fifth grade had their highest percentage of students scoring below standard.
3. In listening, all three grades had the highest percentage of students scoring at or near standard for last school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	74	67	74	73	67	74	73	67	98.7	98.6	100
Grade 4	83	80	64	80	76	63	80	76	63	96.4	95	98.4
Grade 5	92	78	82	90	76	80	90	76	80	97.8	97.4	97.6
All Grades	250	232	213	244	225	210	244	225	210	97.6	97	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2423.	2395.	5.41	17.81	10.45	27.03	31.51	26.87	31.08	24.66	23.88	36.49	26.03	38.81
Grade 4	2411.	2432.	2448.	3.75	10.53	4.76	7.50	18.42	30.16	40.00	39.47	39.68	48.75	31.58	25.40
Grade 5	2446.	2417.	2433.	11.11	5.26	5.00	5.56	1.32	11.25	30.00	17.11	18.75	53.33	76.32	65.00
All Grades	N/A	N/A	N/A	6.97	11.11	6.67	12.70	16.89	21.90	33.61	27.11	26.67	46.72	44.89	44.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.66	30.14	22.39	31.51	34.25	29.85	43.84	35.62	47.76
Grade 4	7.50	18.42	17.46	22.50	32.89	46.03	70.00	48.68	36.51
Grade 5	13.33	5.26	10.00	20.00	19.74	18.75	66.67	75.00	71.25
All Grades	14.81	17.78	16.19	24.28	28.89	30.48	60.91	53.33	53.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.51	26.03	16.42	44.59	45.21	47.76	41.89	28.77	35.82
Grade 4	2.50	13.16	14.29	35.00	52.63	55.56	62.50	34.21	30.16
Grade 5	13.33	5.26	3.75	32.22	22.37	31.25	54.44	72.37	65.00
All Grades	9.84	14.67	10.95	36.89	40.00	43.81	53.28	45.33	45.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.59	23.29	17.91	54.79	60.27	53.73	35.62	16.44	28.36
Grade 4	3.75	22.37	17.46	38.75	32.89	46.03	57.50	44.74	36.51
Grade 5	5.56	3.95	6.25	44.44	26.32	38.75	50.00	69.74	55.00
All Grades	6.17	16.44	13.33	45.68	39.56	45.71	48.15	44.00	40.95

**Conclusions based on this data:**

1. Overall, the percentage of students who met or exceeded the math standards increased from the previous year with fifth grade showing greatest gains.
2. Overall, our students earned the highest scores in the area of Communicating Reasoning.
3. Overall, our fourth grade students earned the highest scores in the areas of Concepts and Procedures/Problem Solving, while our third grade students earned the highest scores in the area of Communicating Reasoning.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.6	1418.7	1437.7	1427.4	1387.0	1398.3	15	12
Grade 1	1424.3	1456.9	1426.4	1465.6	1421.8	1447.7	23	18
Grade 2	1465.9	1465.1	1451.1	1466.3	1480.1	1463.4	18	24
Grade 3	1501.2	1476.4	1504.5	1464.7	1497.5	1487.7	17	15
Grade 4	1493.6	1528.4	1483.6	1531.1	1503.1	1525.4	27	14
Grade 5	1508.0	1527.9	1507.3	1526.8	1508.2	1528.5	23	24
All Grades							123	107

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	58.33	*	25.00	*	16.67	15	12
1	*	0.00	*	55.56	*	27.78	*	16.67	23	18
2	*	4.17	*	41.67	*	41.67	*	12.50	18	24
3	*	6.67	*	40.00	*	6.67	*	46.67	17	15
4	*	35.71	59.26	42.86	*	7.14	*	14.29	27	14
5	*	29.17	52.17	41.67	*	8.33	*	20.83	23	24
All Grades	20.33	13.08	41.46	45.79	21.14	20.56	17.07	20.56	123	107

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	50.00	*	25.00	*	16.67	15	12
1	*	27.78	*	44.44	*	22.22	*	5.56	23	18
2	*	12.50	*	50.00	*	25.00	*	12.50	18	24
3	*	26.67	*	20.00	*	20.00	*	33.33	17	15
4	*	50.00	51.85	35.71	*	7.14	*	7.14	27	14
5	47.83	54.17	*	16.67	*	12.50	*	16.67	23	24
All Grades	34.15	30.84	36.59	35.51	13.01	18.69	16.26	14.95	123	107

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00	*	41.67	*	50.00	*	8.33	15	12
1	*	5.56	*	38.89	*	27.78	*	27.78	23	18
2	*	0.00	*	37.50		45.83	*	16.67	18	24
3		0.00	*	33.33	*	33.33	*	33.33	17	15
4	*	14.29	*	42.86	*	21.43	*	21.43	27	14
5	*	8.33	*	25.00	*	41.67	*	25.00	23	24
All Grades	13.82	4.67	29.27	35.51	30.08	37.38	26.83	22.43	123	107

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	58.33		25.00	15	12
1	*	55.56	*	38.89	*	5.56	23	18
2	*	12.50	*	75.00	*	12.50	18	24
3	*	13.33	*	60.00	*	26.67	17	15
4	*	42.86	55.56	42.86	*	14.29	27	14
5	47.83	12.50	52.17	66.67		20.83	23	24
All Grades	41.46	24.30	47.97	58.88	10.57	16.82	123	107

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	*	66.67	*	16.67	15	12
1	*	5.56	*	77.78	*	16.67	23	18
2	*	20.83	66.67	66.67	*	12.50	18	24
3	*	26.67	*	46.67		26.67	17	15
4	55.56	64.29	*	21.43	*	14.29	27	14
5	56.52	66.67	*	16.67	*	16.67	23	24
All Grades	41.46	34.58	39.84	48.60	18.70	16.82	123	107

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	91.67	*	8.33	15	12
1	*	22.22	*	50.00	47.83	27.78	23	18
2	*	0.00	*	70.83	*	29.17	18	24
3	*	0.00	*	60.00	*	40.00	17	15
4	*	7.14	51.85	57.14	*	35.71	27	14
5	*	12.50	65.22	62.50	*	25.00	23	24
All Grades	21.95	7.48	43.09	64.49	34.96	28.04	123	107

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	58.33	*	33.33	*	8.33	15	12
1	*	5.56	52.17	77.78	*	16.67	23	18
2	*	4.17	*	83.33	*	12.50	18	24
3	*	6.67	64.71	80.00	*	13.33	17	15
4	*	21.43	55.56	64.29	*	14.29	27	14
5	*	12.50	69.57	75.00	*	12.50	23	24
All Grades	21.95	14.95	57.72	71.96	20.33	13.08	123	107

#### Conclusions based on this data:

1. Overall, we have the highest percentage of EL students performing at Level 3. We have nearly half of our EL students, at every grade level, performing at Level 3. Levels 1, 2, and 4 revealed a slight decrease in the percentage of EL students, but Level 3 revealed an increase in the percentage of EL students.
2. Overall, we had a significantly higher number of EL students performing at Level 3 and Level 4 for Oral Language than we did for Written Language.
3. Overall, the number of EL students who performed at the Somewhat/Moderately level increased most significantly for the Reading domain, while the number of EL students performed at the Well Developed level decreased the most for the Listening domain.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
420	62.9	26.2	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	26.2
Homeless	9	2.1
Socioeconomically Disadvantaged	264	62.9
Students with Disabilities	91	21.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	7.4
Asian	32	7.6
Filipino	22	5.2
Hispanic	222	52.9
Two or More Races	23	5.5
Pacific Islander	3	0.7
White	87	20.7





### Conclusions based on this data:

1. Our Hispanic students comprise 52.9% of the student population. Our White students comprise the second largest student group at 20.7% of the student population.
2. Our socioeconomically disadvantage students comprise 62.9% of the student population. We need to use the resources we have to meet the needs of these students.
3. Our English Learners comprise 26.2% of the student population.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Overall, our Suspension Rate is in the 'Orange' range, for the Condition and Climate category.
2. Overall, our Chronic Absenteeism is in the 'Orange' range, for the Academic Engagement category.
3. Overall, our English Language Arts scores are in the 'Orange' range and our Mathematics scores are in the 'Yellow' range for the Academic Performance category.

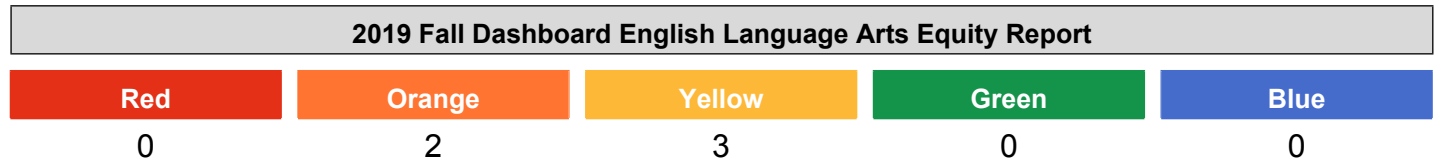
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
<div>All Students</div> <div></div> <div>Orange</div> <div>45.2 points below standard</div> <div>Maintained ++1.8 points</div> <div>190</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>46.6 points below standard</div> <div>Increased Significantly ++15.2 points</div> <div>67</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>		
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>8</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>60.4 points below standard</div> <div>Increased ++4.7 points</div> <div>133</div>	<div>Students with Disabilities</div> <div></div> <div>Orange</div> <div>101.1 points below standard</div> <div>Increased ++13.9 points</div> <div>55</div>		

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

<b>African American</b>  No Performance Color 70.7 points below standard Declined Significantly -22 points 15	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 40.4 points below standard Increased ++8.5 points 11	<b>Filipino</b>  No Performance Color 25.3 points above standard 12
<b>Hispanic</b>  Yellow 51.8 points below standard Increased ++6.7 points 102	<b>Two or More Races</b>  No Performance Color 19.9 points below standard Declined -3.7 points 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange 48.9 points below standard Declined -10.6 points 36

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

<b>Current English Learner</b> 77.5 points below standard Increased Significantly ++17.4 points 46	<b>Reclassified English Learners</b> 21.1 points above standard Maintained ++1.6 points 21	<b>English Only</b> 43.9 points below standard Declined -5 points 119
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#### Conclusions based on this data:

1. All of our Student Groups performed below grade level in English Language Arts, but they all improved their scores from the previous year; with our English Learners demonstrating the most growth.
2. All of our Race/Ethnicity student groups performed below grade level except our Filipino students. Our Hispanic and Asian student groups improved their scores from the previous year. Our African American students significantly decreased their scores from the previous year.
3. Our Current English Learners and Socioeconomic Disadvantaged students demonstrated a significant increase in their scores, but they are still performing below grade level.

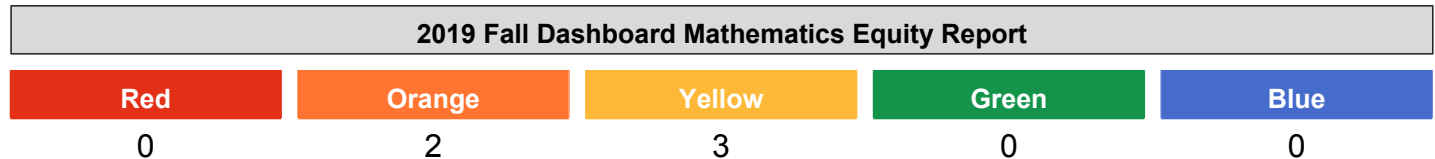
# School and Student Performance Data

## Academic Performance Mathematics






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



This section provides number of student groups in each color.










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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 54.4 points below standard Increased ++3.8 points 191	<b>English Learners</b>  Yellow 63.8 points below standard Increased ++10.2 points 68	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  Yellow 68.1 points below standard Increased ++8 points 133	<b>Students with Disabilities</b>  Orange 107.6 points below standard Increased ++4.5 points 55



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

<b>African American</b>  No Performance Color 83.4 points below standard Increased ++12.6 points 15	<b>American Indian</b> 	<b>Asian</b>  No Performance Color 37.5 points below standard Increased Significantly ++22.9 points 11	<b>Filipino</b>  No Performance Color 8.4 points below standard 12
<b>Hispanic</b>  Yellow 60.1 points below standard Increased ++8.8 points 102	<b>Two or More Races</b>  No Performance Color 37 points below standard Declined -14.9 points 13	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>White</b>  Orange 46.6 points below standard Declined -9.4 points 36

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 93.5 points below standard Increased ++7.5 points 47	<b>Reclassified English Learners</b> 2.6 points above standard Increased ++10.3 points 21	<b>English Only</b> 49.3 points below standard Maintained ++0.1 points 119
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#### Conclusions based on this data:

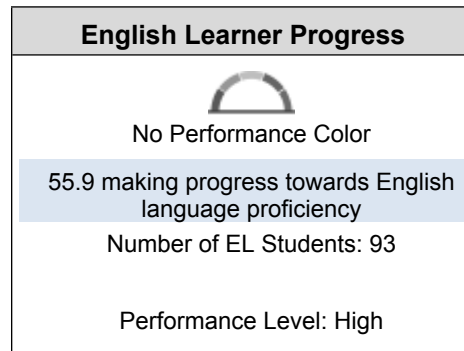
1. All of our Student Groups performed below grade level in mathematics, but they all improved their scores from the previous year; with the English Learners Student Group demonstrating the most growth.
2. Our Asian students demonstrated a significant increase in their scores, our African American students and our Hispanic students demonstrated an increase in their scores, while our White students and our students of Two or More Races declined in their math scores, from the previous school year.
3. Our Reclassified English Learners demonstrated the greatest increase in their math scores, from the previous year.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.8	32.2	2.1	53.7

#### Conclusions based on this data:

1. Slightly more than half of our English Learners are making progress towards English Language proficiency. They demonstrated this by progressing at least one ELPI level from the previous year.
2. Slightly more than 30% of our English Learners maintained their ELPI Level from the previous year, at Level 1, Level 2L, Level 2H, Level 3L, or Level 3H.
3. About 12% of our English Learners decreased one ELPI level from the previous year.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

### Conclusions based on this data:

1. Bohn Elementary School is a K-5 school, therefore we have no data for the Academic Performance College / Career category.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	7	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		
<b>All Students</b>  Orange 13.3 Increased +2.4 450	<b>English Learners</b>  Orange 10.3 Maintained -0.2 117	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 11.8 Declined -9.7 17	<b>Socioeconomically Disadvantaged</b>  Orange 15.1 Increased +1.4 299	<b>Students with Disabilities</b>  Orange 13.4 Increased +7.9 112

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

<b>African American</b>  Orange 18.2 Increased +8.2 33	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Orange 11.8 Increased +2.4 34	<b>Filipino</b>  No Performance Color 0 Declined -10.7 22
<b>Hispanic</b>  Orange 13.3 Increased +0.7 241	<b>Two or More Races</b>  No Performance Color 25 Increased +20.2 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Orange 10.9 Increased +2.2 92

#### Conclusions based on this data:

- Overall, our school is at the 'Orange' performance level for Chronic Absenteeism, with all of our reported Student Groups and Race/Ethnicity groups reported in the 'Orange' range. Our kindergarten students have the greatest rate of chronic absenteeism according to Dataquest.
- The Student Group identified as Socioeconomically Disadvantaged represented 66% of our population. This group slightly increased their chronic absenteeism, as did Students with Disabilities. Students identified as Homeless decreased their rate of chronic absenteeism by nearly 10%.
- All of the Race/Ethnicity groups increase their rates of chronic absenteeism, from the previous year, except for students identified as Filipino. Students of Two or More Races significantly increased their rate of chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. Bohn Elementary School is a K-5 school, therefore we have no data for the Academic Engagement Graduation Rate category.

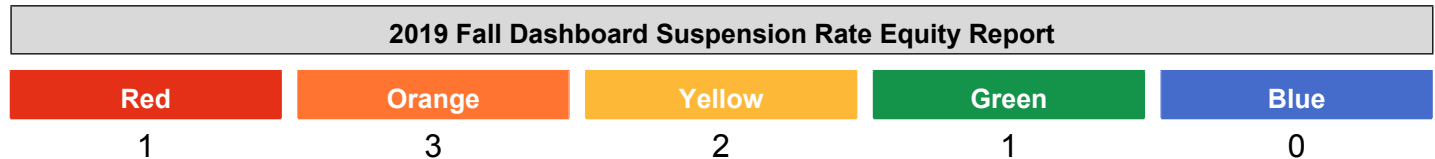
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 2.7 Increased +0.9 474	<b>English Learners</b>  Orange 1.6 Increased +1 123	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color 11.1 Increased +11.1 18	<b>Socioeconomically Disadvantaged</b>  Red 4.2 Increased Significantly +2.7 309	<b>Students with Disabilities</b>  Yellow 1.8 Maintained 0 113

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

<b>African American</b>  Green 2.9 Declined -0.3 35	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Orange 2.8 Increased +2.8 36	<b>Filipino</b>  No Performance Color 0 Maintained 0 23
<b>Hispanic</b>  Orange 2.4 Increased +2 252	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Yellow 5 Declined -0.7 100

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	2.7

#### Conclusions based on this data:

- Overall, we have the greatest number of student groups at the 'Orange' level for their suspension rate. Our suspension rate increased by 1.1% from the previous year. Of our 18 suspensions, 76.9% of students were suspended once compared to 23.1% of students with multiple suspensions.
- Our Homeless students represent 4% of our population, but they experienced the greatest increase in their suspension rate, from the previous year. English Learners and Socioeconomically Disadvantaged students also experienced an increase in their suspension rates from the previous year. Our students with disabilities maintained their suspension rate.
- Our Asian students and our Hispanic students both increased their suspension rates from the previous year. Our White students and our African American students both slightly decreased their suspension rates from the previous year. Our Filipino students and our students identified as Two or More Races maintained their suspension rates from the previous 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Goal 1

Prepare all of our students for college and career readiness and ensure that all students meet grade level standards with a focus on closing the achievement gap between all student groups. At least 50% of our third-fifth grade students will demonstrate an increase in growth by at least 5 or more points, across subgroups, as measured on their ELA and Math CAASPP benchmark targets by the end of the 2022-2023 school year.

## Identified Need

Students' reading and math scores on the CAASPP assessment are below grade level standard across all grade levels and along racial and socioeconomic lines as reflected in the 18-19 state testing data. Particularly, our whites subgroup declined further from standard in both ELA and Math from the previous school year. Our English Learners showed the greatest overall growth in ELA and Math, but remain below standard. Longitudinal student performance data indicates that ELA/literacy and math are priority areas across all grade-levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA - All Students (Grades 3-5)	Orange (45.2 Points Below Standard) - Maintained 1.8 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - Students with Disabilities (Grades 3-5)	Orange (101.1 Points Below Standard) - Increased 13.9 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; ELA - Socioeconomic Disadvantaged (Grades 3-5)	Yellow (60.4 Points Below Standard) - Increased by 4.7 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - English Learners (Grades 3-5)	Yellow (46.6 Points Below Standard) - Increased by 15.2 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; ELA - Whites (Grades 3-5)	Orange (48.9 Points Below Standard) - Declined 10.6 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; ELA - Hispanics (Grades 3-5)	Yellow (51.8 Points Below Standard) - Increased 6.7 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - All Students (Grade 3-5)	Yellow (54.4 Points Below Standard) - Increased 3.8 points	Green or higher - increase by 5.0 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; Math - Students with Disabilities (Grades 3-5)	Orange (107.6 Points Below Standard) - Increased 4.5 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Socioeconomic Disadvantaged (Grades 3-5)	Yellow (68.1 Points Below Standard) - Increased 8.0 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - English Learners (Grades 3-5)	Yellow (63.8 Points Below Standard) - Increase 10.2 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - Whites (Grades 3-5)	Orange (46.6 Points Below Standard) - Declined 9.4 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Hispanics (Grades 3-5)	Yellow (60.1 Points Below Standard) - Increased 8.8 points	Yellow or higher - increase by 5.0 points or more

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of multiple measures of assessment (i.e. common formative assessments, universal screeners, district assessment results, Fastbridge and school adopted common formative assessments) to plan instruction, monitor student progress, adjust instruction accordingly. They will use the results to plan additional small flexible group interventions as well as small group intervention during school wide Flex Intervention Time (FIT) two days/week. This time will be used to address specific needs in literacy and math.

Grade level teams will develop and monitor four to six-week SMART goals. Progress monitoring will be implemented through the cycle of Professional Learning Communities, Instructional Leadership Team, and common grade level planning using data collected from the Rigor, Relevance, and Engagement rubrics, and Fastbridge assessments. Students who require additional intervention may be referred to the Student Support Team to further examine a student's academic, behavioral, and social-emotional progress and assist in proposing additional interventions for the 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)

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Bohn Elementary is committed to providing support for students through a push in model utilizing paraprofessionals. Every student who is at risk will have at least four days of intervention as well as two days of Flex Intervention Time each week. This time will allow for differentiation and increased support on specific standards targeting ELA and/or 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)

49,576

11,045

Source(s)

Title I

LCFF - Supplemental

## Strategy/Activity 3

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

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

All

### Strategy/Activity

Teachers will have a spending account to use to purchase materials and supplies they need to benefit their students in accessing 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)

3800

Source(s)

LCFF

## Strategy/Activity 4

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

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

All

### Strategy/Activity

Extended learning opportunities will be offered for all students including field trips and in house assemblies that supplement the learning standards of the curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I

## Strategy/Activity 5

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

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

All

### Strategy/Activity

Teachers will participate in on site and district professional development to strengthen literacy, STEM, and math instruction as a community of learners. TUSD PLC experts, ELD Steering Committee, and teacher leaders will also provide model lessons and in house professional development to improve student use of academic English in questioning, retelling, and writing. We will also have our technology department experts continue to present professional development on ways to integrate technology into instruction to accelerate, remediate, and reteach concepts and support student learning of complex 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)

774

LCFF

629

Title I

## Strategy/Activity 6

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

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

English Learners

### Strategy/Activity

Every English Learner will receive 30 minutes of Designated ELD instruction (Kindergarten - 15 minutes of Designated ELD), five times a week, based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day. Our EL para will assist teachers with additional push-in support to help foster development of English language.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21196

LCFF - Supplemental

## Strategy/Activity 7

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

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

All

### Strategy/Activity

Every student grades 1-5 will be provided with an Accelerated Reader account to enhance their reading skills and comprehension. Data from the program will be utilized to assist teachers in assessing their students and reading comprehension.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3285

Source(s)

Title I

## Strategy/Activity 8

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

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

All

### Strategy/Activity

Provide additional supplies for Physical Education programs to support student gross motor and team work 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)

200

Source(s)

LCFF

## Strategy/Activity 9

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

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

4th and 5th grade students

### Strategy/Activity

4th and 5th grade students will use daily agendas to help organize the different learning activities taking place during each class period. The agendas will be given to students in order to create organization and better communication. With these planners being a part of the classroom experience, students are more likely to keep track of their assignments, set personal goals, and enhance communication between teachers, students and parents.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	LCFF

**Strategy/Activity 10**

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

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

All
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**Strategy/Activity**

We will use Fastbridge Assessments and District RCD Assessments once each trimester to monitor students' performance growth as on the RCD ELA/STEM and RCD Math Post assessments results to compare growth of students from the previous year's data results and/or across cohorts to review with grade level teams, administration, and leadership team. Our benchmark will be to see at least 75% of our students increase by 3% on RCD ELA/STEM and Math Units of study post assessments from previous years. Teachers in grades 3-5 will use the SBAC Interim Assessment Blocks for ELA and Math at least once each trimester to determine strengths and needs for all students and to provide interventions for students who do not master the standards when they are taught. Our teachers can use results to determine next steps for instruction and support developing students' test taking 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)
0	

**Strategy/Activity 11**

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

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

All
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**Strategy/Activity**

Provide Subs for PLC Meetings and Professional Development for Targeted Planning for Intervention and support for at-risk and 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)
4590	Title I

## Strategy/Activity 12

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

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

All

### Strategy/Activity

Purchase library supplies to support a well rounded, diverse literature collection available to all of our students. In addition, we will bring a bi-annual book fair to our school to expose our students to the newest literature available to support their love of 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	Title I
250	LCFF
1000	LCFF - Supplemental

## Strategy/Activity 13

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

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

All

### Strategy/Activity

Formative Loop will be utilized to assess students math progress daily and provide additional practice for students needing additional exposure and advanced coursework for students progressing at a more rapid rate. Grades K-5 will utilize the assessments and make informed decisions based on data to evaluate student 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)
2450	Title I

## Strategy/Activity 14

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

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

All

### Strategy/Activity

Teachers and staff will receive professional development on the purpose and implementation of Multiple Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL). This will continue to be a focus as we address the diverse learning needs of all of our students. Teachers



will be trained on the use of Flex Intervention Time (FIT) which will occur two days/week for 30 minutes. This time will be used for intervention only with no new instruction being introduced. The teachers will agree on the days and time frame where everyone can commit to 30 minutes of intervention (60 minutes total/week).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF
	None Specified
	None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The 2020-2021 school year has been one that has tested both students, families and teachers. Since students have been unable to participate in classroom instruction for over a year, there has been large inequities in the learning students are able to receive. The staff at Bohn Elementary have done an exceptional job at ensuring our students are receiving quality education every day while remaining engaged in their learning. There have been challenges with technology, support at home, material pickup and students logging in online consistently. Our efforts will continue to be focused on ensuring all students are able to learn at high levels, but we do understand that the pandemic has widened the achievement gap for many of our students. We will concentrate our efforts on high quality teaching, engagement, support and intervention, and offering students a universal approach to learning new material.

Our longitudinal student performance data indicates that our students are behind where they need to be for reading and math, so it is our job to close the achievement gap through using our professional learning community as our top priority to meet our students' needs. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals.



Our collective goal is to shift to a student-centered model focus on students' working and thinking about their learning by using our Rigor, Relevance, and Engagement rubrics to design rigorous and relevant learning opportunities. This past year our data collected from walk-throughs affirms we have collectively increased our rigor and engagement across classrooms, while building strong relationships with our students. The relationships that were built among the classes were a focus all year which allowed students to remain engaged while learning from home. Our leadership team and staff analyzed data from our walk-throughs to plan site-specific professional learning to support implementation of our ELA/STEM units. Our teachers participated in STEM activities which included 5E lesson design/phenomena focused inquiry and oral language/science talks to support student's academic growth. We will continue with incorporating sense making notebooks as we implement more STEM activities into the curriculum. We need to continue learning about utilizing most effective instructional practices to use in our daily teaching. Professional learning is embedded into our school's vision by communicating that it is a core function for improvement. With this understanding, professional development time is provided within the structure of Professional Learning Communities. We will continue in our PLC journey with in-house training, utilizing TUSD's Professional Learning and Curriculum Department experts, and utilizing the Global PD platform. This is essential for us to close the achievement gap among all students as a true Professional Learning Community (PLCs) to analyze student data in order to plan and deliver responsive instruction.

Collectively, Bohn staff will continue focusing on building positive and trusting relationships between all students, staff and families. Real progress for change comes from true commitment to a shared vision and through a culture built on trust and relationships which purpose equals action. This past year, we built clarity and capacity around our shared mission to be clear to explain our "why" of everything. Collectively, we will forge on through our hard work with a growth mindset as we build our community of SHARKS (self-disciplined, honorable, ambitious, resourceful, kindhearted, and successful) members.

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

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

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment (including decreasing chronic absenteeism and reducing suspension rates) for all students, teachers, and staff where students' social-emotional welfare is our top priority. Foster positive parent, student, and community involvement and engagement to promote and support student success. Increase regular school attendance (95% or above daily attendance) across all student subgroups to support academic engagement. Provide a healthy and welcoming environment that will meet students' social-emotional learning needs, and provide the mental health counseling and resources that students need in order to decrease suspension rates by at least 0.7%. Increase our outreach efforts to gain more parental involvement in discussions regarding student progress and ways to work together to support improved student outcomes.

## Identified Need

Our Bohn community is committed to supporting high levels of student engagement and wellness by emphasizing strong student choice, parent involvement, and social emotional support. Social-emotional Learning (SEL), focusing on mindsets, skills, attitudes, and feelings that help student succeed in school, career and life, is our driving force behind all we do at our site (i.e. Second Step Lessons, Restorative Practice Focus, Positive Behavior Interventions and Support, and Counseling). From a growth mindset to a sense of belonging to self-management, SEL plays a critical role in student achievement. Developing and supporting our students' social-emotional skills are essential in their own right, as we work hard to develop students as individuals and as learners.

As a site we need to continue to support and teach our students how to focus on emotional regulation and positive self-efficacy through a process of changing the focus to address the underlying emotions driving the behavior, instead of just focusing on the observed behavior. By focusing on the emotions driving the behavior, students are able to understand the source of their actions and choose new, on-target behavior for the situation. This puts the power of change with the student. Through an equity lens, responsible decision-making skills can help adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity. We are going to focus on investing more attention on SEL and teacher-student relationships which research shows will foster a better learning environment and decrease discipline referrals (including the need to suspended students). When students are equipped to deal with social/emotional challenges of school, they feel safer and attendance rates increase. When students feel safer, they are better able to focus on their learning. As educators we know we must focus on meeting our students' social, emotional, safety needs. The key is developing a school-wide culture that promotes a sense of respect, safety, and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they miss school. Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to school each day.

We will continue to work towards implementing Tier 2 and Tier 3 supports for students not advancing in their social-emotional, behavioral, and academic development. We will review this process during our PLC meetings in order to bring students of concern to the SST process for support, in an effort to narrow the achievement gap. Students will be referred to individual and/or group counseling with our Axis counselor, to support social-emotional health and well-being. A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. We will use our Fastbridge MySABERS SEL Assessment to regularly assess students socio emotional learning.

We believe that students respond better to being rewarded for positive behaviors as opposed to corrected when they make mistakes. We will implement a Positive Behavior Intervention System to reward students for making good choices. Students will receive "Shark Bucks" for demonstrating behaviors such as good attendance, picking up trash, setting examples for other students, and turning work in on time. Students can save their Shark Bucks and turn them into the office for incentives. The more Shark Bucks the students earn, the bigger the reward becomes. This will be a school wide approach to increase morale, culture and positive student behavior.

Parents and families play a critical role as partners in our children's education. We need to increase our parent/community involvement and educational outreach to support the SEL needs of our students (i.e. curriculum nights, Parent Cafés, bilingual communication, counseling, etc.). The current emphasis on successful strategies for school turnaround necessitates research-based information and practices on effective family and community engagement approaches that support student achievement and school improvement. The research shows that family and community engagement strategies that are most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their child's education, and providing families with opportunities to engage with their children's education at home and at school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (All Students K-5)	Orange (13.3% chronically absent) - Increased 2.4% ; 450 students	Yellow or higher - Decreased Overall by 5% or greater (8.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Students with Disabilities)	Orange (13.4% chronically absent) - Increased 7.9%; 112 students	Yellow or higher - Decreased Overall by 5% or greater (8.4% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Socioeconomic Disadvantaged)	Orange (15.1% chronically absent) - Increased 1.4%; 299 students	Yellow or higher - Decreased overall by 5% or greater (10.1% or less chronically absent)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Chronic Absenteeism (English Learners)	Orange (10.3% chronically absent) - Maintained -0.2 %; 117 students	Yellow or higher - Decreased overall by 5% or greater (5.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Whites)	Orange (10.9% chronically absent) - Increased 2.2%; 92 students	Yellow or higher - Decreased overall by 5% or greater (5.9% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Hispanics)	Orange (13.3% chronically absent) - Increased 0.7%; 241 students	Yellow or higher - Decreased overall by 5% or greater (8.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Asians)	Orange (11.8% chronically absent) - Increased 2.4%; 34 students	Yellow or higher - Decreased overall by 5% or greater (6.8% or less chronically absent)
CA Dashboard: Chronic Absenteeism (African Americans)	Orange (18.2% chronically absent) - Increased 8.2%; 33 students	Yellow or higher - Decreased overall by 5% or greater (13.2% or less chronically absent)
CA Dashboard: Suspension Rate (All Students K-5)	Orange (2.7% suspended at least once) - Increased 0.9%; 474 students	Yellow or higher - Decreased overall by 1.0% or greater (1.7% or less of students suspended)
CA Dashboard: Suspension Rate (Students with Disabilities)	Yellow (1.8% suspended at least once) - Maintained 0.00%; 113 students	Yellow or higher - Decreased overall by 1.0% or greater (0.8% or less of students suspended)
CA Dashboard: Suspension Rate (Socioeconomic Disadvantaged)	Red (4.2% suspended at least once) - Increased 2.7%; 309 students	Yellow or higher - Decreased overall by 1.0% or greater (3.2% or less of students suspended)
CA Dashboard: Suspension Rate (English Learners)	Orange (1.6% suspended at least once) - Increased 1.0%; 123 students	Yellow or higher - Decreased overall by 1.0% or greater (0.6% or less of students suspended)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspension Rate (Whites)	Yellow (5.0% suspended at least once) - Declined 0.7%; 100 students	Yellow or higher - Decreased overall by 1.0% or greater (4.0% or less of students suspended)
CA Dashboard: Suspension Rate (Hispanics)	Orange (2.4% suspended at least once) - Increased 2.0%; 252 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)
CA Dashboard: Suspension Rate (Asians)	Orange (2.8% suspended at least once) - Increased 2.8%; 36 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)
CA Dashboard: Suspension Rate (African Americans)	Green (2.9% suspended at least once) - Declined 0.3%; 35 students	Yellow or higher - Decreased overall by 1.0% or greater (1.9% or less of students suspended)
ADA Monthly Reports	We have on average 95.23% daily attendance during the 2020-2021 school year with our goal of 95% or better daily attendance.	Have 95% or higher daily attendance rate as measured by our ADA reports
SSC/ELAC Attendance	Average parent attendance during the 2020-2021 school year for SSC/ELAC was 4 parents.	Average parent attendance in 2021-2022 SSC/ELAC will increase by 20% (1 parent).
Back to School Night, Parent Teacher Conference Participation, and Open House-Sign in sheets	We averaged 80% parent attendance (virtual) for Back to School Night and 85% attendance for Parent Teacher conferences (virtual) for the 2020-2021 school year. Our Open House was cancelled due to COVID-19.	Average parent attendance at Back to School Night and Parent Teacher Conferences will increase by at least 1% as measured by sign-in sheets. We will establish a baseline for Open House with 85% or greater attendance as our goal.
Family Curricular Events-Sign in sheets	We averaged 35% of our families attending our Family Curricular Events (32% Science, 43% Math, and 30% Literacy) during the 2019-2020 school year.	Average family attendance at Family Curricular Events will increase by at least 5% as measured by our sign-in sheets.

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Continue to help students build their SEL skills

- During our Welcome Back all staff meeting, review the benefits of having a growth mindset and emotional regulation and how it can be modeled for students and families.
- Dedicate the first week of school, across all grade levels, on building relationships with the students and social connections between classmates.
- Use mySABERS SEL assessment results to identify at risk students at least 3 times each year.
- Utilize Second Step, social emotional curriculum school-wide, from the first day of school. Teachers will submit their schedule to the office of when they will be conducting Second Step lessons. The administrator will visit and engage in a lesson with each class during one of their first Second Step lessons of the school year. We will integrate our Second Step, evidence-based SEL program and practices with student-centered instruction, curriculum, and assessments that are standards-based during grade level planning. Collectively, we will use the assessment tools for measuring Second Step lessons to monitor SEL implementation, processes and student outcomes on a monthly basis with Leadership Team. The data will be used to improve practice focused on school climate and student social and emotional competence to start a cycle of inquiry to enhance practice and guide school decisions to support students SEL.
- Our staff will focus on professional development to implement morning meetings across grade levels by participating in a book study. The morning meeting is an engaging way to start each day, build a strong sense of community, make personal connections, and set children up for success socially and academically.
- Counseling services and social skills groups will be provided for students who need additional support regarding SEL development.
- Students work with peers in other classrooms (in same grade and across grade levels) to assist them in their academic progress.
- Celebrate student celebrations, growth, and work on school site social media
- Students participate in our SHARKS' Character Counts, Red Ribbon Week, and Dare to support their social emotional growth and development.
- Introduce trauma informed practices throughout the ERM schedule to inform staff on how to help students who have experienced trauma.
- Mr. Burstein's Weekly Announcements to encourage school spirit, build community, and inform students and parents about what is happening at Bohn Elementary.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)


Source(s)

None Specified
None Specified



## Strategy/Activity 2

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

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

All

### Strategy/Activity

#### Behavior/Discipline

\*All students in each class contribute to developing the classroom agreements that they will follow for the entire school year.

\*Student leadership is encouraged in class and school-wide. Our Student Leadership team will be serving as role models for all students with school wide design community events and monthly assembly skits.

\*Each student sets personal goals that are revisited each trimester (academic, social, behavioral, vocational).

\*Principal and counselor will meet monthly with any student receiving two or more referrals for additional SEL supports to help respond to challenging behavior using restorative questions and practices.

\*Communicate the behavioral expectations to students and parents at the beginning of the school year. Principal will visit each classroom at the start of the year to review with classes expectations of Bohn Sharks. As a staff, we will be consistent with the behavioral expectation and messaging throughout the year.

\*Behavior agreements are established for students who need more structure and support with behavioral issues.

\*We will engage in professional development on instructional strategies for trauma effected students.

\*We will use a portion of our PLC time devoted to reviewing specific subgroups of students (including those who are acting out, withdrawn, chronically absent/tardy, ELD, homeless, foster youth, etc.). Within our PLC teams, review current strategies and consideration for which student should be referred to the SST process.

\*Provide a sensory rooms for students to take a break from learning before returning to class.

\*Time is dedicated to physical fitness each week/day. Healthy habits are encouraged.

\*Every classroom posts photos of all of the students in the classroom to promote a positive class community environment. Display photos and artifacts that students can make personal connections to including their cultural backgrounds.

\*Positive Behavior Intervention System to encourage students to make good choices and reward positive behaviors.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

## Strategy/Activity 3

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

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

All

## Strategy/Activity

### Attendance

- Regularly communicate attendance expectations and the importance of good attendance at school to students and parents through a variety of formats including newsletter, office displays, Facebook posts, school messenger posts, etc. in English and Spanish.
- Each school newsletter we will publish attendance information celebrating students with increased and/or perfect attendance. Celebrate individual, class, and school-wide attendance rates.
- Recognize student progress and increased attendance at monthly assemblies with brag tags and incentives to recognize the importance of coming to school.
- Each month, classes with 95% or higher attendance rates will receive recognition and class award.
- Each trimester invite students with 95% or above to a special school celebration (i.e. popsicle party, movie event, kickball game, etc.).
- Each class will have an attendance poster to display when everyone in their class is at school to celebrate and recognize across campus. Our Louie mascot (shark) will visit the homeroom with the highest attendance rate each week. Classes with best attendance each week will get to feed the "office sharks" everyday as added incentive.
- During Back to School Night share with families the parent/community educational video about attendance from Attendance Works website and reinforce messaging about the importance of good attendance.
- Regularly monitor weekly attendance (Administration/Office Staff/Parent Liaison). Make phone calls home to check on students who have been absent for two or more days and have not contacted the office staff to see if family needs any information, resources, or supports.
- Set up monthly meetings with parents of students who have attendance issues to review the importance of good attendance, discuss the student's situation, address barriers, help with community resources, set goals, and create an Attendance Success Action Plan.
- Attendance team will maintain updated lists to track students who are chronically absent or truant. Students will receive follow-up phone calls, letters, and home visits if attendance does not improve and SART and SARB referral procedures will be followed.
- Tardy students are greeted positively and welcomed with a "Glad You are Here!" slip.
- Celebrate successful attendance rates on school marquee with the 95% or above goal-based incentive.
- Participate in the annual Every Day Counts Attendance Challenge during September's National Attendance Awareness Month. Celebrate all students who meet his challenge during a special assembly to honor them and their families and present the attendance incentives to students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)



## Strategy/Activity 4

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

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

All

### Strategy/Activity

#### Parent Engagement

- Teacher and school site establish a positive connection with each family at the beginning of the school year. Confirm methods of communication, let parents know that a translator will be available, let parents know when to expect certain communications. Teacher offers multiple forms of communication. Translate communications into home language of student using translator or electronic translation platforms.
- Teachers provide regular communication (i.e. class website, newsletter, Remind App, etc.) with families and updates information about current academics, projects, events, resources, celebrations, calendar of events, etc. Communication should also provide regular updates on student progress.
- Encourage teachers to make positive phone calls to parents, about student successes. Calling even one student's family a day to celebrate a success with them would help build teacher/family relationships. Encourage teachers to send home a positive note about one student each school day.
- Bohn School's website post monthly information to support parents (how to promote reading at home, on-line resources for student learning, successful report card conferences, etc.)
- Review ways that teachers can stay in contact with parents who are not available during school hours, or who do not have internet, etc.
- Share resources information which is available through the school district and in the local community (food, health care, homelessness, transportation, counseling, etc.). Help foster the communication connection between family and any district or community person.
- Teachers/principal regularly discuss the importance of having healthy routines at school and at home. Review examples of how this is accomplished in both settings.
- At Back to School Night, each parent will complete a form where they answer specific questions about their child, and can let the teacher know important information about their child.
- Plan motivational, fun, educational Family Nights when students, parents, and teachers can interact – multi-cultural events, Game Night, Open House, Literacy Night, Math Night, Science Night, etc.
- Tell parents about all of the opportunities for them to volunteer in the classroom and on campus (including our scholarship program for fingerprinting fees from PTO).
- Encourage parents to join School Site, ELAC, PTO, and district committees. Have volunteer students create invitations to send out to these different committees.
- Ask parents to complete occasional surveys in order to find out about their concerns and possible discussion topics that they would be interested in for monthly Parent Café. Invite parents to monthly Parent Café hosted by the principal. Address topics that the parents have indicated an interest in, as part of the discussion.
- Teachers occasionally provides homework assignments that require family involvement. This does not need to be graded. Perhaps the family will take a walk around the neighborhood and draw and write about plants/animals that they see or play a family board game together.

- Administration and office staff will recognize, celebrate, and thank parents for their involvement through various school communication forms (website, Facebook, newsletters, posts, personal thank you notes, etc.).
- Advertise and encourage our families to visit our bilingual parent/family resource lending library in the library.
- Students write weekly letter to parents about what they are learning/doing at school.
- Invite parents, family members, and/or community members to come to class and read to the students.
- Our bilingual parent liaison will be available 2 1/2 days each week, to assist Spanish and English families in order to increase parent involvement, assist families with their needs, and ensure a cohesive school community.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Supplemental
500	LCFF - Supplemental
500	LCFF
750	LCFF
6000	Title I
4500	LCFF
1000	Title I
750	Title I
500	Title I

### Strategy/Activity 5

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

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

All

#### Strategy/Activity

Before/After School Intervention for students will be offered for students who need additional intervention. These will be staffed by certificated and classified staff to meet student demand.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

Targeted students (including SES/FY/EL)

**Strategy/Activity**

Offer professional development for paras regarding intervention for at risk ELD 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)

668

LCFF - Supplemental

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

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

All

**Strategy/Activity**

We will provide ongoing parent/family education and outreach regarding meeting students' achievement needs through newsletters, Parent Cafes, PTO, Family Curricular Nights, and SSC/ELAC 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)

5000

Title I

**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**

Teachers will use GLAD strategies to support their EL's language development.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Bohn Elementary School's suspension rate received a score of orange on the 2019 Fall Dashboard which reflects an area in need of improvement with 2.7% of our students being suspended at least once which is a slight increase of 0.9% from the previous year. While our overall suspension rate is very low, our subgroup of socioeconomically disadvantaged are suspended at a higher rate than their counterparts. A review, revision, and training regarding the use of Second Step information and restorative practices will help address this need. Additionally, the school site administration and leadership team will design and implement strategic alternatives to suspension with input from the grade level teams.

The California School Dashboard identified Chronic Absenteeism as an area of need for improvement for all students with a status of orange with an overall increase of 2.4% from the previous school year. Our students have a chronic absenteeism rate of 13.3% (meaning that they were absent for 10% or more of the instructional days that they were enrolled). Students who miss too much school in kindergarten and first grade often struggle to read proficiently by the end of third grade. Our attendance data from CA Data Quest shows our kindergarten students have the highest percentage of chronic absenteeism rates compared to all of our other elementary grade levels. We need to educate families on the importance of regular school attendance and find ways to inspire our school community to improve our students' overall attendance rate through universal/preventive programs and early outreach efforts.

Our goal for our families, from our last SPSA, was that 80% of Bohn Elementary Parents/Guardians would participate in Fall Back to School and Spring Open House, Parent Conferences, and Family Curriculum Nights as measured by our sign-in sheets. We met the goal for Back to School Night, Parent Conferences, and two out of three of our Family Curriculum Nights, as measure by our sign-in sheets. Due to Distance Learning, we were unable to track this data for the current school year. We will be focusing on increasing this goal to 85% or above for family attendance at community events for the upcoming school year. Incentives will be used to increase families attendance. Additionally our Stakeholders Survey results shows 87.54% of parents, students, and staff agree or strongly agree that our school is safe. The Stakeholder Survey results shows that 85.46% of stakeholders feel our school's climate is engaging, motivating, and encouraging. Based on our SPSA plan, we will be setting Stakeholder Survey goal results to be 90% or more with a favorable response.

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

Due to the pandemic, outreach efforts were hindered preventing face to face meetings, gatherings and social events. Due to Distance Learning, we were unable to track this data for the current school year but will continue with these goals for the 2021-2022 School Year.

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

# Goals, 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

Prepare all students to meet grade level California Next Generation Science Standards (NGSS), which focuses on understanding the scientific concepts found in the Sciences integrating the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts in the natural world.

## Goal 3

Prepare all students to meet grade level standards in the areas of STEM.

## Identified Need

With our focus on STEM, we have found academic performance in the area of natural sciences to be an issue based on our needs assessment. More than half of our 5th grade students are performing 'below standards' in Science, as reported on the 2018-2019 CAST assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Life Sciences portion of the CAST Assessment	65.00% performed at the Below Standard level, 32.50% performed at the Near Standard level	Increase performance at the Near Standard level by 15%
CA Dashboard Physical Sciences portion of the CAST Assessment	62.03% performed at the Below Standard level, 35.44% performed at the Near Standard level	Increase performance at the Near Standard level by 15%
CA Dashboard Earth and Space Sciences portion of the CAST Assessment	58.75% performed at the Below Standard level, 38.75% performed at the Near Standard level	Increase performance at the Near Standard level by 15%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA 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)
	None Specified

**Strategy/Activity 2**

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

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

All Students

**Strategy/Activity**

Increase focus on science instruction, during ERM time, at least 3 times during the school year. (This would include discussions about instructional strategies, curriculum, and relying on our teacher leaders to share best science practices, etc.) We will continue building and implementing that all classes use sense making notebooks, science talks, and 5-E lesson planning to support improvement to curricular and instructional practices. Our ERW time will include inviting Jennifer Kassel, Del Pabalan, and Debra Schneider, who have been trained at SJCOE STEM office to work with our site to teach teachers about the CAST assessment, how it works and what it measures, as well as how to create classroom assessments that focus on the essential dimensions of NGSS instruction and CAST assessment. Additionally, at least one of the ERM times will focus on professional learning provided by the district technology department and our PreK-12 STEM Coordinator, for teachers, regarding the ways that technology may be used to enhance science instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance, one time per month. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.

**Proposed Expenditures for this Strategy/Activity**

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

Focus on science instruction monthly with the Site Leadership Team throughout the school year. Leadership team will review monthly data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Supply the STEM Classroom with additional materials/supplies as needed for student use.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I

## Strategy/Activity 6

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

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

All

### Strategy/Activity

Continue to incorporate ELA/STEM into our daily curriculum by support teachers with off site PD 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)
500	Title I

**Strategy/Activity 7**

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

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

All
-----

**Strategy/Activity**

Our site's STEM Leadership team will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

Based on our CAST results, our students need to be better prepared with science instruction across disciplines. Student learning of science depends on our elementary teachers having adequate knowledge of science. Currently, many of our elementary teachers have limited knowledge of science and had limited opportunities to learn strands of scientific proficiency in their undergraduate course work. In order for our teachers to teach science as practice, we see the need for sustained science-specific professional development that supports student learning which is rooted in the science that teachers teach and includes opportunities to learn and engage about science, about current research on how children learn science, and how to teach science. We are far from our students being scientifically proficient which will require us to have coherent system that aligns standards, curriculum, instruction, assessment, teacher preparation, and ongoing professional development for our teachers across elementary grade levels. Quality scientific instruction entails strategically designing student encounters with real life scientific experiences that take place over a period of months and years through learning progressions. We are doing a

disservice to our students if we do not give our teachers the support they need to continue scientific pedagogy to plan and enact instruction. Thus, in addition to understanding the science content itself, effective teachers need to understand learners and pedagogy design and need to monitor students' science learning experiences.

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

Based on our monthly STEM Leadership team and data collected using our Rigor, Relevance, and Engagement rubrics for our walk-throughs, we have seen science instruction being implemented this past school year on a more consistent basis. We have had ongoing professional development using sense making notebooks, science talks, and 5E lesson designs this past year, but would like to continue building upon this work this coming school year as we have seen an increase in positive growth mindsets, as our students view themselves talking and thinking like scientists and engineers. We have not fully planned and implemented the integration of technology to support students' critical thinking, communication, collaboration, and creativity skills necessary for STEM integration, so we are making this a targeted focus for the upcoming school year.

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

# Goals, 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,373.00

## 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	\$79,290.00

Subtotal of additional federal funds included for this school: \$79,290.00

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
LCFF	\$14,174.00
LCFF - Supplemental	\$35,909.00

Subtotal of state or local funds included for this school: \$50,083.00

Total of federal, state, and/or local funds for this school: \$129,373.00

# 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
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Michael Burstein	Principal
Leslie Wilkinson	Classroom Teacher
Raney Shimozone	Classroom Teacher
Kyle Link	Classroom Teacher
Carmen Serrato	Other School Staff
Farron Moore	Parent or Community Member
Tanika Fitzgerald Cain	
Joelle Martin	Parent or Community Member
Farron Moore	Parent or Community Member
Nelly Beteta	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
	English Learner Advisory Committee
	Other: Bohn Staff during ERWs, Bohn's Leadership Team; SPSA/Budget Presented, Voted, and Approved on 5/4/2021

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

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

This SPSA was adopted by the SSC at a public meeting on 05/04/2021.

Attested:

	Principal, Michael Burstein on 05/04/2021
	SSC Chairperson, Leslie Wilkinson on 05/04/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
Central School	39-75499-6042832	May 11,2020	

## Purpose and Description

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

Schoolwide Program

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

Our plan has been developed with input from all appropriate stakeholders groups. The stakeholders involved in the development of this plan included the School Site Council (including the English Learner Advisory Committee representatives), the site Leadership Team, STEM Implementation Team and all Central teachers. The site teachers all provided input and feedback on the plan. The development is based upon the needs and interests expressed by the stakeholders they represent and alignment to LCAP and Title 1 requirements.

# 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).

### Stakeholders Survey for students, parents and teachers

#### Safety:

##### Parents-

88.07 % The buildings and grounds at this school are well maintained.

89.01 % My child is safe on school grounds during the day.

89.01 % My child is safe on school grounds in the classroom.

92.59 % The rules of this school are clearly communicated to parents.

86.05 % Total average score

##### Staff-

100 % My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.

100 % My workplace is safe.

100 % The buildings and grounds at this school are well maintained.

100 % Total average score

##### Students-

78.82 % The buildings and grounds at this school are well maintained.

87.36 % I feel safe while attending school virtually and/or in person

70.45 % I feel safe from gang activity and gang violence at school

91.95 % I know the school rules.

82.13 % Total average score

#### Climate:

##### Parents-

70.16 % This school motivates students to learn.

73.17 % This school encourages all students to do challenging school work regardless of their gender, race, ethnicity or nationality.

88.07 % The buildings and grounds at this school are clean and well maintained.

84.26 % This school communicates the importance of respecting all cultural beliefs and practices.

95.10% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s).

71.43% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal.

92.59 % The school staff responds to me in a timely manner.

93.58 % The school office staff is friendly and professional.

83.49 % Total

##### Staff-

94.12 % This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

90.63 % Members of the school/department collaborate to achieve our school goals.

100 % The buildings and grounds at this school are clean.

90.63 % This school/department communicates the importance of respecting all cultural beliefs and practices.

93.75 % I am treated with respect by my colleagues at work.

87.50 % Staff members at this school are recognized appropriately for their efforts and accomplishments.

81.25 % Our district ensures effective communication across the organization.

91.15 % Total

##### Students-

77.32 % This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

79.07 % This school communicates the importance of respecting all cultural beliefs and practices.

83.53 % My teachers recognize the work I am doing.

94.25 % This school motivates students to learn.

80.46 % The buildings and grounds at this school are clean.

93.18 % I feel comfortable working with classmates and participating in class.

81.82 % This school has a climate that fosters a feeling of safety, security, and support at school.

84.14% Total

#### Staff Survey on Evaluation of 2019-2020 and Goals for 2020-2021

##### Goal for 2020-2021:

85% - All students reading at or above grade level and developing a love of reading / PIR / Improve reading levels

55% - Support for students needing to catch up ( help with DL learning loss)

40% - Implementation and understanding of STEM

95% - Planning time to integrate STEM, ELA and assessments

20% - Mathematics

##### Professional Development ( each listed several)

80% - Planning days for STEM and RCD units

70 % - ELA integration with STEM

80% - Reading / Comprehension

Read Alouds

65% - STEM Lesson studies

30% - Technology

- Catch up for DL learning loss

##### Most important expenditures

40% - Planning time for teachers

- Interventions

30% - Paraprofessionals

10% - Supplies for classrooms

Technology and tech programs

10% - Books for library, classrooms and students

15% - Art program

## Classroom Observations

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

Teachers are observed every two years, except those on the five year plan due to positive evaluations and longevity in the district. Non-tenured teachers are evaluated every year. The Principal does walk-throughs getting into over 100 percent of the classrooms every month. Many classrooms were also observed using the ICLE Rigor and Relevance site rubric by the Principal. The NGSS/STEM Implementation team with the administrative team planned to go into every classroom using this same rubric while watching STEM lessons. Due to COVID-19 school closures, this did not happen. These classroom observations show there are some excellent engagement strategies and standards based instruction in place in the classrooms

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Central teachers use summative and formative data, to improve and modify instruction to meet the needs of all our students, especially those who are low performing.

Central teachers also use STAR reading scores, district assessments and iRead scores to determine differentiated groups and student needs for reading.

Central teacher use district assessment data, Fastbridge and common formative assessment data to look at trends during their PLCs.

Central administration develops professional development based on many factors including state and district assessment scores. Our STEM RCD units integrate NGSS and ELA standards and have assessments for these state and national standards.

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

Teachers use RCD units of study that are aligned to the state standards. Student assessment scores from RCD units are discussed as a site and in grade level teams. Teachers also analyze student assessment data and common formative assessments in PLCs and modify instruction based on this data. Teachers and use many forms of checking for understanding during lessons to modify instruction.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Central School has twenty fully credentialed teachers, and two Special Education teachers are interns teaching outside of their credentials.

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

All teaching staff have access to standards aligned materials.

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

Professional Development at Central School has focused on:

- Teams and Distance Learning
- Technology
- Rigor, Relevance and Relationships
- Interactive Read Alouds
- STEM

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

Instructional assistance for teachers at Central School are:

- ICLE Rigor, Relevance and Relationships
- District STEM TOSA
- County Office of Education STEM presenter
- Science Implementation Team

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

Teachers collaborate in PLC grade level teams that meet at least one Wednesday a month and also once a week after school. Teams also collaborate at site staff meetings weekly and at district staff meetings.

## Teaching and Learning

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

Central teachers use our district RCD units of study which are aligned to state standards. State adopted materials are used and supplemented with teacher materials.

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

All Central students receive the recommended synchronous and asynchronous instructional minutes for reading/language art and mathematics.

All EL students receive 30 minutes of designated leveled instruction of ELD daily.

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

The core program with identified supporting materials are used.

Interventions happen during the day in leveled rotations in all grade levels.

Based upon student need grade levels provide interventions before and after school

All K-2 students receive at least 20 minutes reading intervention daily on iRead.

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

All students have access to appropriate standards-based instructional materials.

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

All students have access to standards -based instruction and curriculum materials, including intervention materials. K-2 students also use iRead daily.

## Opportunity and Equal Educational Access

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

Reading small groups by teachers

Math small group by teachers

iRead

Interventions after or before school

Reading paraprofessional support

Kindergarten paraprofessional support

EL paraprofessional support

#### Evidence-based educational practices to raise student achievement

PLCs

Formative assessments in RCD units of study

Rigor, Relevance and Relationships

STEM/ NGSS Sense Making Notebooks

## Parental Engagement

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

VCC counseling

Parent liaison

Coats for Kids

Boys and Girls Club

Grants written to provide books to build home libraries



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)

Teachers, parents and community members help with Central's plan for Title 1 programs. The School Site Council helps plan, evaluate and follow the continuous implementation of the plan throughout the school year. Teachers work together in meetings to evaluate and plan Title 1 programs. Usually this is shared to other parents at Parent Club and Back to School events but due to Covid-19 this did not happen this year.

### Funding

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

EL paraprofessional  
Reading paraprofessional  
Before and after school tutoring  
Kinder paraprofessional  
EL before and after school classes  
AR  
Differentiated reading time  
Teacher professional development

Fiscal support (EPC)

Title 1 funds to the school site have increased for the 2021-2022 school year.

## 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**

Central School's school plan has been developed with input from all appropriate stakeholders groups.

ELAC - November 20, 2019

School Site Council - September 30, 2020 and November 18, 2020, February 24, 2021 and April 24, 2021

School staff - Staff meetings, August 2020, October 2020, March 2021

School staff - Emails and surveys on priorities, goals and expenditures March and April 2021

## Resource Inequities

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

Needs as identified by data analysis needs assessment:

Reading/ Literacy support

EL support

Behavior intervention

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.24%	0.23%	1	1	1
African American	2.83%	2.82%	2.52%	13	12	11
Asian	5.00%	6.12%	6.65%	23	26	29
Filipino	3.48%	2.82%	2.06%	16	12	9
Hispanic/Latino	76.74%	79.53%	76.83%	353	338	335
Pacific Islander	%	%	0.23%			1
White	9.13%	6.12%	7.34%	42	26	32
Multiple/No Response	%	%	4.13%			0
Total Enrollment				460	425	436

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	67	68	73
Grade 1	85	65	74
Grade 2	69	79	65
Grade3	74	61	79
Grade 4	73	75	69
Grade 5	92	77	76
Total Enrollment	460	425	436

### Conclusions based on this data:

1. Central School's Hispanic/Latino subgroup is about 77%.
2. Central School's subgroup numbers have stayed fairly consistent the past three years.
3. Enrollment at Central School has increased. We had to displace students this school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	246	223	216	53.5%	52.5%	49.5%
Fluent English Proficient (FEP)	23	21	27	5.0%	4.9%	6.2%
Reclassified Fluent English Proficient (RFEP)	26	13	9	9.6%	5.3%	4.0%

### Conclusions based on this data:

1. The percentage of EL students has decreased slightly.
2. The number of EL students reclassified decreased last 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	60	79	78	60	79	78	60	100	98.7	100
Grade 4	95	76	77	91	74	76	91	74	76	95.8	97.4	98.7
Grade 5	84	91	79	82	89	79	82	89	79	97.6	97.8	100
All Grades	258	246	216	252	241	215	252	241	215	97.7	98	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2358.	2397.	2384.	5.06	19.23	15.00	16.46	20.51	18.33	27.85	25.64	18.33	50.63	34.62	48.33
Grade 4	2406.	2411.	2434.	7.69	12.16	19.74	20.88	18.92	17.11	18.68	20.27	23.68	52.75	48.65	39.47
Grade 5	2422.	2436.	2444.	1.22	5.62	5.06	12.20	19.10	26.58	30.49	21.35	22.78	56.10	53.93	45.57
All Grades	N/A	N/A	N/A	4.76	12.03	13.02	16.67	19.50	20.93	25.40	22.41	21.86	53.17	46.06	44.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.80	15.38	16.67	36.71	42.31	38.33	59.49	42.31	45.00
Grade 4	9.89	6.76	14.47	47.25	51.35	46.05	42.86	41.89	39.47
Grade 5	3.66	5.62	12.66	37.80	46.07	36.71	58.54	48.31	50.63
All Grades	5.95	9.13	14.42	40.87	46.47	40.47	53.17	44.40	45.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.13	23.08	18.33	43.04	43.59	41.67	46.84	33.33	40.00
Grade 4	8.79	20.27	14.47	37.36	35.14	53.95	53.85	44.59	31.58
Grade 5	3.66	13.48	10.13	42.68	37.08	48.10	53.66	49.44	41.77
All Grades	7.54	18.67	13.95	40.87	38.59	48.37	51.59	42.74	37.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.06	10.26	10.00	51.90	53.85	60.00	43.04	35.90	30.00
Grade 4	6.59	8.11	7.89	45.05	58.11	60.53	48.35	33.78	31.58
Grade 5	3.66	2.25	5.06	48.78	56.18	51.90	47.56	41.57	43.04
All Grades	5.16	6.64	7.44	48.41	56.02	57.21	46.43	37.34	35.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.92	25.64	16.67	36.71	39.74	40.00	49.37	34.62	43.33
Grade 4	10.99	8.11	19.74	46.15	44.59	46.05	42.86	47.30	34.21
Grade 5	6.10	8.99	15.19	41.46	43.82	37.97	52.44	47.19	46.84
All Grades	10.32	14.11	17.21	41.67	42.74	41.40	48.02	43.15	41.40

**Conclusions based on this data:**

1. Overall scores in ELA/Literacy (except writing) show the percent students exceeding standard and percent students meeting standard increased from 17-18 to 18-19.
2. In all subcategory areas (Reading, Listening, and Research/Inquiry) the percent of students above standard increased over the three years time.
3. In the 18-19 scores, fourth grade is the only grade to show an increase in students at or above standard in all areas. Third grade showed a decrease in students at or above standard in all areas. Fifth grade showed a decrease in students at or above standard in all areas except writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	60	79	79	60	79	79	60	100	100	100
Grade 4	95	76	77	93	75	77	93	75	77	97.9	98.7	100
Grade 5	85	91	79	84	90	79	84	90	79	98.8	98.9	100
All Grades	259	246	216	256	244	216	256	244	216	98.8	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2392.	2393.	7.59	11.39	13.33	29.11	29.11	20.00	13.92	21.52	21.67	49.37	37.97	45.00
Grade 4	2412.	2413.	2423.	2.15	9.33	5.19	20.43	17.33	25.97	29.03	25.33	28.57	48.39	48.00	40.26
Grade 5	2425.	2427.	2429.	3.57	1.11	6.33	3.57	8.89	8.86	23.81	28.89	27.85	69.05	61.11	56.96
All Grades	N/A	N/A	N/A	4.30	6.97	7.87	17.58	18.03	18.06	22.66	25.41	26.39	55.47	49.59	47.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.58	25.32	28.33	21.52	31.65	23.33	51.90	43.04	48.33
Grade 4	7.53	17.33	15.58	29.03	25.33	29.87	63.44	57.33	54.55
Grade 5	4.76	4.44	7.59	19.05	20.00	29.11	76.19	75.56	63.29
All Grades	12.50	15.16	16.20	23.44	25.41	27.78	64.06	59.43	56.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.86	8.86	13.33	43.04	45.57	43.33	48.10	45.57	43.33
Grade 4	4.30	9.33	12.99	40.86	33.33	40.26	54.84	57.33	46.75
Grade 5	3.57	3.33	5.06	28.57	31.11	40.51	67.86	65.56	54.43
All Grades	5.47	6.97	10.19	37.50	36.48	41.20	57.03	56.56	48.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.39	24.05	10.00	49.37	44.30	50.00	39.24	31.65	40.00
Grade 4	5.38	12.00	11.69	36.56	32.00	44.16	58.06	56.00	44.16
Grade 5	3.57	4.44	2.53	30.95	35.56	36.71	65.48	60.00	60.76
All Grades	6.64	13.11	7.87	38.67	37.30	43.06	54.69	49.59	49.07

**Conclusions based on this data:**

1. Overall scores in Mathematics show the percent students exceeding standard, meeting standard and nearly meeting standard increased from 17-18 to 18-19.
2. In all subcategories of Mathematics the percent students below standard declined over the three years time.
3. In all subcategories all grade levels increased in the number of students at or above standard except for in the area of communicating reasoning from 17-18 to 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.9	1421.9	1430.6	1431.0	1388.4	1400.6	35	32
Grade 1	1457.6	1449.4	1462.6	1457.3	1452.1	1441.0	50	35
Grade 2	1462.9	1479.2	1461.3	1478.7	1464.2	1479.1	40	50
Grade 3	1471.1	1475.2	1465.3	1468.1	1476.3	1481.7	37	29
Grade 4	1490.2	1496.8	1488.9	1486.7	1491.0	1506.3	40	38
Grade 5	1497.1	1504.0	1490.5	1500.8	1503.2	1506.7	30	41
All Grades							232	225

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	40.00	43.75	*	46.88	*	6.25	35	32
1	42.00	2.86	28.00	48.57	*	31.43	*	17.14	50	35
2	27.50	14.00	35.00	46.00	*	26.00	*	14.00	40	50
3	*	6.90	*	31.03	35.14	37.93	35.14	24.14	37	29
4	*	21.05	37.50	31.58	30.00	21.05	*	26.32	40	38
5	*	12.20	46.67	29.27	*	36.59	*	21.95	30	41
All Grades	22.41	10.67	34.48	38.67	23.71	32.44	19.40	18.22	232	225

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.14	6.25	37.14	53.13	*	31.25	*	9.38	35	32
1	58.00	17.14	24.00	37.14	*	37.14	*	8.57	50	35
2	40.00	22.00	27.50	54.00	*	16.00	*	8.00	40	50
3	*	13.79	*	41.38	32.43	24.14	*	20.69	37	29
4	*	34.21	40.00	21.05	*	13.16	*	31.58	40	38
5	*	29.27	46.67	26.83	*	34.15	*	9.76	30	41
All Grades	36.21	21.33	32.76	39.11	17.24	25.33	13.79	14.22	232	225



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.13	*	31.25	40.00	62.50	*	3.13	35	32
1	32.00	2.86	30.00	37.14	*	37.14	*	22.86	50	35
2	*	12.00	37.50	34.00	*	30.00	27.50	24.00	40	50
3		3.45	*	13.79	35.14	51.72	54.05	31.03	37	29
4	*	10.53	*	31.58	32.50	26.32	45.00	31.58	40	38
5	*	0.00	*	17.07	36.67	43.90	*	39.02	30	41
All Grades	15.09	5.78	22.84	28.00	28.88	40.44	33.19	25.78	232	225

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	65.71	6.25	31.43	90.63	*	3.13	35	32	
1	66.00	40.00	24.00	48.57	*	11.43	50	35	
2	40.00	26.00	42.50	62.00	*	12.00	40	50	
3	*	0.00	56.76	62.07	29.73	37.93	37	29	
4	27.50	31.58	60.00	42.11	*	26.32	40	38	
5	*	7.32	70.00	73.17	*	19.51	30	41	
All Grades	40.09	19.56	45.69	62.67	14.22	17.78	232	225	

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	34.29	6.25	40.00	71.88	*	21.88	35	32	
1	36.00	8.57	50.00	77.14	*	14.29	50	35	
2	45.00	28.00	42.50	66.00	*	6.00	40	50	
3	37.84	51.72	45.95	34.48	*	13.79	37	29	
4	42.50	39.47	47.50	39.47	*	21.05	40	38	
5	60.00	56.10	36.67	31.71	*	12.20	30	41	
All Grades	41.81	32.00	44.40	53.78	13.79	14.22	232	225	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	71.43	100.00	*	0.00	35	32
1	40.00	22.86	26.00	48.57	34.00	28.57	50	35
2	27.50	8.00	45.00	66.00	27.50	26.00	40	50
3	*	3.45	*	58.62	67.57	37.93	37	29
4	*	5.26	37.50	52.63	55.00	42.11	40	38
5	*	7.32	56.67	56.10	40.00	36.59	30	41
All Grades	17.67	8.00	41.81	63.11	40.52	28.89	232	225

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.14	53.13	34.29	37.50	*	9.38	35	32
1	24.00	0.00	60.00	77.14	*	22.86	50	35
2	*	14.00	60.00	64.00	*	22.00	40	50
3	*	0.00	62.16	82.76	35.14	17.24	37	29
4	*	18.42	67.50	60.53	*	21.05	40	38
5	*	4.88	63.33	75.61	*	19.51	30	41
All Grades	18.53	14.67	58.19	66.22	23.28	19.11	232	225

**Conclusions based on this data:**

1. The overall score for language shows a decline in the number of students with level 4 scores from 17-18 to 18-19.
2. In both Oral and Written language the number of students with level 4 scores dropped but the number of students with level 3 scores increased from 17-18 to 18-19.
3. In every domain the students with well developed scores dropped, somewhat developed scores increased and beginning scores decreased from 17-18 to 18-19.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	85.9	52.5	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	223	52.5
Foster Youth	1	0.2
Homeless	43	10.1
Socioeconomically Disadvantaged	365	85.9
Students with Disabilities	92	21.6





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.8
American Indian	1	0.2
Asian	26	6.1
Filipino	12	2.8
Hispanic	338	79.5
Two or More Races	10	2.4
White	26	6.1

### Conclusions based on this data:

1. Central School has high poverty with almost 86% SES and over 10% homeless.
2. Almost 22% of the students at Central School are Students with Disabilities.
3. Central School is almost 80% Hispanic and about 53% English Learners.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Orange</div>		

**Conclusions based on this data:**

1. ELA scores were an overall color of yellow which is the same as it was the prior year.
2. Mathematics scores dropped from yellow to orange.
3. Suspension and chronic absenteeism are both yellow, which is the same as the prior year.

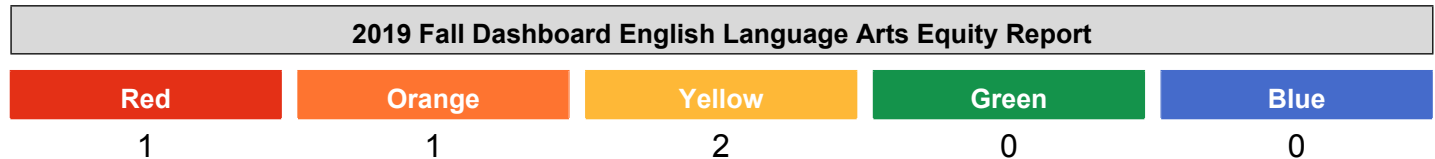
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 46.2 points below standard Increased ++6.1 points 200		 Yellow 59.2 points below standard Increased ++4 points 127		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 62 points below standard Increased Significantly ++20.7 points 13		 Orange 55.1 points below standard Maintained ++2.1 points 176		 Red 145.2 points below standard Declined -10.4 points 61	

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 41 points below standard 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Yellow 51.5 points below standard Increased ++3.9 points 157	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 34.8 points below standard Declined -5.2 points 13

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

<b>Current English Learner</b> 89.3 points below standard Maintained ++2.6 points 102	<b>Reclassified English Learners</b> 63.4 points above standard Increased Significantly ++42.3 points 25	<b>English Only</b> 26.3 points below standard Increased ++10.1 points 71
--	--	--

#### Conclusions based on this data:

1. All subgroups gained a performance color for ELA except for Students with Disabilities which remained red.
2. EL and Hispanic subgroups maintained at yellow in ELA with an increase of 4 points and 3.9 points respectively. Reclassified students significantly increased by 42.3 points.
3. Socioeconomically Disadvantaged subgroup gained 2.1 points and Homeless subgroup gained over 20 points.

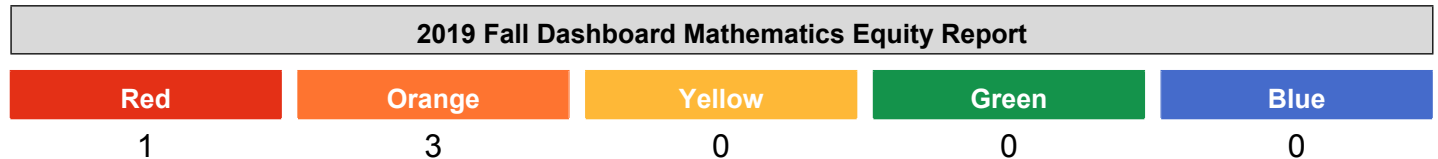
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 67.1 points below standard Maintained ++1 points 199	<b>English Learners</b>  Orange 80 points below standard Declined -8.4 points 126	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 69.2 points below standard Increased Significantly ++28.6 points 13	<b>Socioeconomically Disadvantaged</b>  Orange 74.1 points below standard Maintained -0.4 points 175	<b>Students with Disabilities</b>  Red 167 points below standard Declined Significantly -15.3 points 61

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color 29.8 points below standard 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Orange 73.1 points below standard Declined -3.9 points 156	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 60.6 points below standard Maintained -1.9 points 13	<b>White</b>  No Performance Color 60.6 points below standard Maintained -1.9 points 13

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 107.3 points below standard Declined -13.6 points 101	<b>Reclassified English Learners</b> 30.1 points above standard Increased Significantly ++37 points 25	<b>English Only</b> 47 points below standard Increased Significantly ++15.9 points 71
---	--	---

#### Conclusions based on this data:

1. All subgroups are orange in Mathematics except the Students with Disabilities subgroup is red. The English Learners and Hispanic subgroups declined from yellow to orange.
2. English Only and Reclassified Learners increased significantly in Mathematics, while current English Learners declined 13.6 points.
3. Students with Disabilities showed a significant decline of 15.3 points staying red.

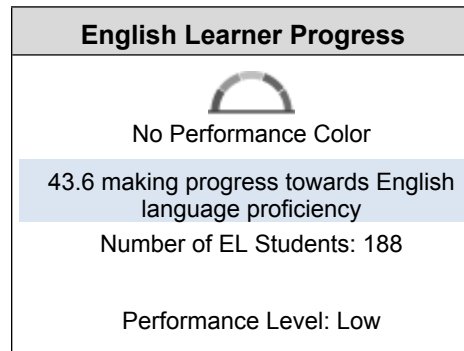


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.4	39.8	1.5	42.0

#### Conclusions based on this data:

1. 31 students decreased one ELPI level and 75 only maintained their ELPI level.
2. 79 students progressed at least one ELPI level.
3. Of the 188 English Learner students assessed, only 43.6% are making progress towards English language proficiency.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

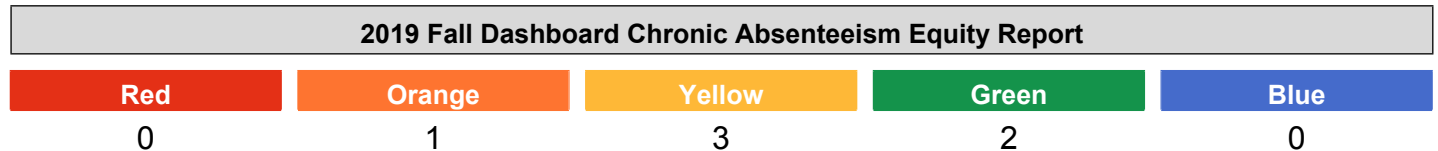
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 11.6 Declined Significantly -3.1 464	<b>English Learners</b>  Green 6.7 Declined Significantly -5.5 240	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  Orange 23.1 Declined -3.2 65	<b>Socioeconomically Disadvantaged</b>  Yellow 11.4 Declined Significantly -3.2 404	<b>Students with Disabilities</b>  Yellow 11.7 Declined -10.5 111

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <b>23.1</b> Declined -1.9 13	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color <b>0</b> Declined -8 29	<b>Filipino</b>  No Performance Color <b>7.7</b> Increased +1 13
<b>Hispanic</b>  Yellow <b>11.1</b> Declined -2.7 359	<b>Two or More Races</b>  No Performance Color <b>28.6</b> Increased +21.9 14	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Green <b>9.4</b> Declined -18.3 32

### Conclusions based on this data:

1. There was a significant decline of 3.1% in overall chronic absenteeism
2. 23.1% of our Homeless subgroup have chronic absenteeism, placing them as our lowest subgroup in orange.
3. All significant student groups showed a decline in chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

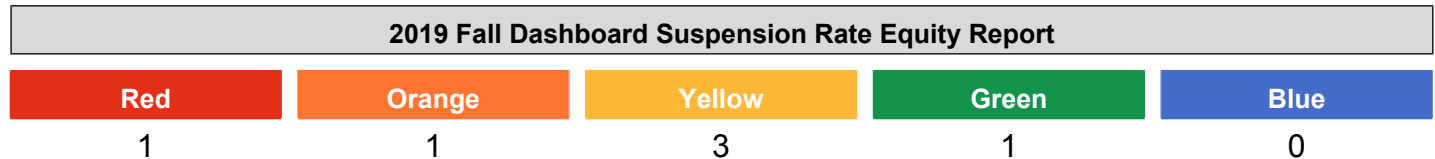
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 4.8 Declined Significantly -1.2 503	<b>English Learners</b>  Yellow 3.9 Declined Significantly -1.5 255	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 4
<b>Homeless</b>  Red 6.3 Increased +1.7 80	<b>Socioeconomically Disadvantaged</b>  Yellow 4.1 Declined Significantly -1.5 439	<b>Students with Disabilities</b>  Orange 9.2 Declined -2.1 119

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

<b>African American</b>  No Performance Color 5.9 Increased +0.9 17	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color 3.1 Increased +3.1 32	<b>Filipino</b>  No Performance Color 0 Declined -5.3 13
<b>Hispanic</b>  Yellow 5.2 Declined -0.7 385	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 15	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Green 2.7 Declined -9.3 37

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	4.8

#### Conclusions based on this data:

1. Our overall suspension rate significantly declined by 1.2%
2. All significant subgroups decreased in suspensions with the exception of the Homeless subgroup.
3. The Homeless subgroup increased in suspensions by 1.7%, placing them in red.

# 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

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated and tiered supports.

## Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

## Identified Need

In looking at current district unit assessments in ELA and Math, we see a need to continue our strong focus on literacy and math.

A focus on relationships is an identified need based on teacher self assessment of the R and R rubric.

From our past SBAC data we saw substantial growth but students were below standard. We see a need for all students to become more proficient in their ELA and Mathematics skills.

Less than 45% of our EL students were making progress towards proficiency according to the 2018-2019 ELPAC.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge ELA and Math	Reading 43% in college pathways and low risk groups 57% in some and high risk groups  Math 58% in college pathways and low risk groups 42% in some and high risk groups	Fastbridge data will show a 5 % growth in college pathways and low risk groups and a 5% decrease in the some and high risk groups for ELA and Math
Rigor, Relevance and Relationships Rubric	By teacher self assessment the majority of staff are "developed" in the Relationships and Engagement rubrics	We will see an increase of at least one level in the rubrics by teacher self assessment, as these are a focus for us.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Professional Development attendance	Most teachers participated in after school technology and STEM workshops	All teachers will participate in 2 lesson studies, and 2 professional development events outside of ERMs
2018-2019 SBAC scores for ELA and Math by subgroups	<p>ELA (in 2018-2019)</p> <p>EL - 59.2 points below standard</p> <p>SES - 55.1 points below standard</p> <p>SwD - 145.2 points below standard</p> <p>Hispanic - 51.5 points below standard</p> <p>Mathematics (in 2018-2019)</p> <p>EL - 80 points below standard</p> <p>SES - 74.1 below standard</p> <p>SWD - 167 points below standard</p> <p>Hispanic - 73.1 points below standard</p>	Each subgroup will improve at least 5 points in ELA and Math
Percent of students showing one year of EL proficiency growth on ELPAC	43.6 % of students made one year of EL proficiency growth on the 2018-2019 ELPAC	5 % increase in percent of students making one year of EL proficiency growth
District unit assessments trimester 2	<p>ELA (% proficient and progressing)</p> <p>K letter identification - 44%</p> <p>1 decoding - 47%</p> <p>2 fluency - 38%</p> <p>3 fluency - 83%</p> <p>4 fluency - 83%</p> <p>5 fluency - 85%</p> <p>Mathematics (% proficient and progressing)</p> <p>K #0-10 - 72%</p> <p>1 fluency- 78%</p> <p>2 2 digit addition - 40%</p> <p>3 fluency - 47%</p> <p>4 place value - 44%</p> <p>5 # sense/place value - 42%</p>	5 % increase in percent student proficient and progressing in ELA and Math
K-2 student use of iRead by iRead data	K-2 students use iRead at least 20 minutes 4 days a week	100% K-2 teachers will use iRead at least 20 minutes a every day
Reclassification of EI students	3 students reclassified	15 students reclassified

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

Classroom support, materials and supplies

#### Proposed Expenditures for this Strategy/Activity

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

##### Amount(s)

8,000

2,000

4,000

##### Source(s)

Title I

LCFF - Supplemental

LCFF

### Strategy/Activity 2

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

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

EL students

#### Strategy/Activity

Consumables and intervention/classroom 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)

5,500

##### Source(s)

LCFF - Supplemental

### 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

Planning days

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,600

Source(s)

Title I

#### **Strategy/Activity 4**

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

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

All students

Strategy/Activity

Teacher time - planning curriculum, assessments, interventions, lessons

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

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

Amount(s)

5,000

Source(s)

Title I

#### **Strategy/Activity 5**

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

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

All students

Strategy/Activity

Stem lesson studies, teacher subs and planning teacher time

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

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

Amount(s)

7140

Source(s)

Title I

#### **Strategy/Activity 6**

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

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

All students

Strategy/Activity

STEM Implementation Team planning professional development and lesson studies

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

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

Amount(s)

1,575

Source(s)

Title I

### Strategy/Activity 7

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

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

All students

Strategy/Activity

Real world and extension experiences including field trips and enrichment magazines

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,800

Source(s)

Title I

None Specified

### 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

AVID strategies for student organization including agendas, folders and materials

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

Title I

### 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

Teacher professional development and book study

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

450

Source(s)

Title I

**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

Teacher Walk throughs

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

4,200

Source(s)

Title I

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

First grade students

Strategy/Activity

Assessment subs

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,800

Source(s)

Title I

**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

Salaried paraprofessionals

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
21644	Title I
13668	LCFF - Supplemental
15946	LCFF - Supplemental

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

EL students

**Strategy/Activity**

EL workbooks

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
8500	LCFF - Supplemental
	LCFF - Supplemental

**Strategy/Activity 14****Students to be Served by this Strategy/Activity**

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

EL students

**Strategy/Activity**

Assessments 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)
3,200	LCFF - Supplemental

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

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

EL students

Strategy/Activity

ELL morning/after school English classes

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6,000

Source(s)

LCFF - Supplemental

**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

After school/extended day 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)

5,000

Source(s)

Title I

**Strategy/Activity 17**

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

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

Boys and Girls Club members

Strategy/Activity

Boys and Girls Club 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)

5,000

Source(s)

Title I

**Strategy/Activity 18**

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

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

All students needing SST

Strategy/Activity

SST 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)

3,200

Source(s)

Title I

**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

Technology

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,000

Source(s)

Title I

7,000

LCFF - Supplemental

1,000

LCFF

**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

Technology 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)

5,400

Source(s)

Title I

5000

LCFF - Supplemental



# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Due to Covid 19 school closures some activities and planned professional development were changed to meet the immediate needs of the new learning environment.

Almost all Central teachers started the year having spent the last week of summer doing online workshops on distance learning and technology from the County Office of Education. Our TSAs did many professional development workshops for teachers throughout the year and at ERW staff meetings. Staff meetings became a place to share what was working, new technology ideas and programs, and to learn about the new changes occurring for our district. Teachers also had time to met and work in their PLCs.

Our STEM implementation team provided professional development on doing remote STEM activities and in May there are remote lesson studies planned for each grade level. The district TOSA and County Office of Education worked with staff on STEM and ways to increase student engagement during distance learning.

Central teachers made relationships a focus this year and on the R and R rubric they self assessed that they felt they are developed in this but hope to become well developed.

Administration did virtual walk throughs with documentation using the focus portions of the Engagement and Relationship rubrics. Positive notes were left multiple times for all teachers.

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

Due to Covid-19 school closures, many of our planned expenditures did not occur. We could not have outside programs or consultants come on campus. This meant, among others, no Nancy Fetzer or Artist in Residence. No travel was allowed so our UC Davis work with Dr. Many did not continue. We did not do lessons studies as we had planned, but we did have several STEM online workshops for all teachers and a modified lesson study of a STEM lesson will happen in May. We switched our professional development to be focused on the immediate needs of technology and engaging disconnected students. We also worked with the district presenters on relationships and continued our rigor and engagement work. Almost all the laptops on campus were taken for distance learning. We knew we needed to purchase some replacements and also purchased document cameras for paraprofessionals who now were also working with students online. We also purchased special tablets and pens for teachers to write on (which appears on their screen for the students to see virtually). Training on the this new technology also happened.

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

Due to distance learning we see a need for increasing interventions to mitigate learning loss. Teachers feel ( by survey and discussion) that this is a top priority for Central students next year. We will increase before and after school intervention times and work to get professional development to assist in differentiation strategies for literacy in class remediation. We will do STEM lesson studies and dig into interactive read alouds to further integrate STEM and literacy.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

Disengaged students during distance learning averaged 3 to 7 students per class by teacher assessment. We will need to engage all students.

Knowing there are emotional issues with children going through a pandemic, we see a need for counseling and continuing Second Step to help students.

Even though Central's suspensions declined significantly, we feel there will be a great need to reeducate our students in proper school behaviors as over one-third of them have not been in school for well over a year. We will continue with incentives to students for attendance and good behaviors and work on positive redirections. The Principal will follow up thoroughly on every incident reported to ensure safety for students and staff.

With so many student home for over a year, we feel it will be important to stress to families and students that all students are to attend school every day.

Building relationships is a continued area of need to ensure students want to come to school and feel safe and cared for at school.

Communication with parents greatly increased this year and teachers see the benefit of it so we would like to see this continue.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	96.11%	96.5%
Suspension rates	4 suspensions - all of 1 child who was soon placed at a county behavior program.	Suspension numbers to remain below 2%
Parent attendance taken at parent and family events	Zero family events this year due to Covid.  Zero parent education events this year due to Covid.	At least fifty parents will attend family events.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		At least twenty parents will attend parent education events.

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 programs and incentives for students for attendance and 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)
900	LCFF
2300	Title I

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Student recognition

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I
500	LCFF

### 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 communication and translations

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500

700

Source(s)

LCFF - Supplemental

Title I

#### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

Parent education

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

1,400

Source(s)

LCFF - Supplemental

Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Due to Covid 19 school closures most planned activities were changed to meet the immediate needs of the new learning environment.

Safety was a number one concern. The School Covid Safety Reopening Plan was presented to all staff as well as online Covid safety modules done by all staff. The Central Site Safety and Operations Plan was sent to all parents and reposted every time there were updates to it.

We did have Valley Community Counseling continue with student counseling and added Sow A Seed for group counseling twice a week.

We continued with SARB as we had in the past. This year we have sent out 182 Letter 1's, 91 Letter 2's, 50 Letter 3's and the Principals had 141 attendance parent meetings. All teachers emailed the Principal names of students not online and these students were called and parents were talked to to increase online student engagement.

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

Due to Covid-19 school closures, many of our planned expenditures did not occur. We were not able to have assemblies to pass out rewards and incentives as we had intended. We did do drive by Student of the Trimester and Honor Roll events. Almost all students who earned these certificates and special "paws" were driven by parents past a crowd of cheering staff.

We did not do any parent education programs but we noticed an incredible increase in the numbers of parents attending Back to School, IEP, SSTs and online conferences. Transitioning to online meetings apparently was very convenient for parents and we loved the increased attendance.

All parent meetings were virtual or on the telephone.

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

We do see a need for increased counseling for students due to Covid 19. We hope attendance will go back up as students get to (hopefully) all come back to in person at the school site. We will continue our incentives and rewards for positive behavior and good attendance. We will follow SARB guidelines, sending letters and having meetings with parents. If allowed, we will attempt parent education programs.

# 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

All Central Students will read at or above grade level and develop a love of reading.

## Goal 3

All Central students will read at or above grade level and develop a love of reading.

## Identified Need

Teacher's assessments for reading show fluency and letter recognition are below expected levels.

We need students to be excited about reading and see the need to encourage this with rewards, incentives, prizes, assemblies, read-alouds and reading activities.

Growing libraries and increasing classroom libraries are needed to ensure students can find books they want to read.

One of the best ways to get students to become life long readers is to get books in their hands. The principal will need to continue to write grants for this.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Reading	The 2018-2019 CAASPP reading score percent above is 14.42 and the percent at or near is 46.47	CAASPP percent above and percent at or near will increase
STAR reading results	No data this year due to distance learning	Growth of .4 average instructional levels every trimester.
Library books checked out "for fun", not during class time.	In 2019-2020 we had about 20 students per week checking out books aside from the mandatory class library time	25 students per week will check out books on their own time (outside of the mandatory class library time)
Read aloud time	Some classes have read aloud time	All classrooms will do read alouds daily.

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**

Reading/Literacy Professional Development and teacher subs

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

11,400

LCFF - Supplemental

Title I

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Read Across America day/evening event and books

**Proposed Expenditures for this Strategy/Activity**

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

1000

LCFF - Supplemental

**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**

Increase classroom libraries with fiction and non-fiction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)



2,100	Title I
	None Specified

#### **Strategy/Activity 4**

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

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

All students

##### **Strategy/Activity**

Increase library with fiction and non-fiction books

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

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

2000

Title I

#### **Strategy/Activity 5**

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

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

All students

##### **Strategy/Activity**

Real life classroom periodicals

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

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

##### **Amount(s)**

##### **Source(s)**

2800

Title I

#### **Strategy/Activity 6**

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

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

All students

##### **Strategy/Activity**

Priority Individualized Reading (PIR) books for differentiated reading groups

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

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

Amount(s)	Source(s)
1000	Title I

**Strategy/Activity 7**

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

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

All students
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**Strategy/Activity**

Promote love of reading and summer reading with books and promote a culture of 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)
2500	Title I
200	LCFF

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

Due to Covid 19 school closures some activities were changed to meet the immediate needs of the students in a new learning environment.
Reading is a focus at Central School. Teachers used data to differentiate reading instruction for students. Due to distance learning this was not able to happen every day.
Reading professional development did not happen as in the past.
Students who came to pick up materials did receive several books for their home libraries.

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

Due to Covid-19 school closures, many of our planned expenditures did not occur. We were not able to do differentiated Priority Individualized Reading (PIR) reading time as we had planned, however most teachers did do small reading groups with their student in the afternoons. This was a benefit of online teaching and office hours. Teachers were able to meet with small groups of students, work on leveled reading instruction, and the rest of the class was offline doing asynchronous work. After school reading intervention did happen for many grade levels.

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

Due to distance learning we see a even greater need for all students to read at or above grade level . Teachers feel (by survey and discussion) that this is a top priority for Central students next year. We will continue with differentiated reading time, reading interventions, and professional development on differentiated instructional strategies and STEM interactive read alouds. Interventions will increase for all grade levels.

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$212,423.00

## 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	\$130,009.00

Subtotal of additional federal funds included for this school: \$130,009.00

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	\$6,600.00
LCFF - Supplemental	\$75,814.00

Subtotal of state or local funds included for this school: \$82,414.00

Total of federal, state, and/or local funds for this school: \$212,423.00

# 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
Nancy Morgan Link	Principal
Janet Somogyi	Classroom Teacher
Janis Green	Classroom Teacher
Nelly Beteta	Other School Staff
Tatiana Gomez	Parent or Community Member
Christina Ortiz	Parent or Community Member
Julia Soto	Parent or Community Member
Viridiana Acencio	Parent or Community Member
Lisa Frymeyer	Parent or Community Member
Sheri Hoerth	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



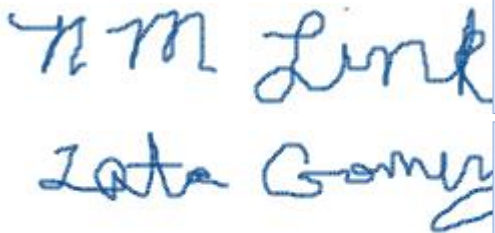
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2020.

Attested:



Principal, Nancy Morgan Link on April 28, 2021

SSC Chairperson, Tatiana Gomez on April 28, 2021



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# 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
Duncan Russell Community Day School	39 75499 3930393	May 6, 2021	

## Purpose and Description

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

Schoolwide Program

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

Our plan has been developed with input from all appropriate stakeholder groups. The groups used to develop our plan are School Site Council, classified and certificated employees, parents and community members. Duncan-Russell Community Day School will provide a variety of ways for parents and guardians to be active in their student’s education. The opportunities range from serving on School Site Council, School Safety Committee, and Parent Education Workshops. Previously known as Willow Community Day School, Duncan-Russell Community Day School is an innovative, individualized and technologically progressive school site. We provide a blended model of direct instruction and online curriculum in a positive and safe learning environment. It will emphasize communication and use of technology. Duncan-Russell will provide an opportunity for all

students to overcome barriers through GRIT, in order to be productive in meeting tomorrow's challenges.

# 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).

### ~ TUSD 2021 Stakeholder Survey - School Safety

Students: 76.92% know the school rules and they feel safe at school. 69.23% report they believe buildings and grounds at this school are well maintained.

Parents: 75% of Parents believe that the school and grounds at this school are clean and well maintained.

Staff: 100% reports the buildings and grounds at school are well maintained

### ~ TUSD 2021 Stakeholder Survey - School Climate

Students: 93.33% believes the school encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality. 84.62% feels comfortable working with classmates and participating in class. 69.23% believes school communicates the importance of respecting all cultural beliefs and practices, 76.92% Strongly Agree or Agree the school has a climate that fosters a feeling of safety, security, and support at school. 92.31% believe teachers recognize the work they are doing, 84.62% believes school motivates students to learn.

Parents: 50% believe this school motivates students to learn, 100% feel that the school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality, 75% feel that the school communicates the importance of respecting all cultural beliefs and practices, 75% feel comfortable talking with their teacher, 33% feel comfortable talking with the school's Principal, 50% feel comfortable talking to the counselor, 100% of the staff responds in a timely manner, and 100% of the office staff is friendly and professional.

Staff: 100% believe the school/department communicates the importance of respecting all cultural beliefs and practices. 100% believe colleagues at work treat them with respect and the school/department collaborate to achieve our school goals. 100% feels the staff members are recognized appropriately for their efforts and accomplishments. 100% believes Duncan Russell encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality, 100% feel that they are treated with respect by colleagues at work, and 100% feel that our district ensures effective communication across the organization.

### Summary

Overall, the percentages rose significantly from the previous year. The community day school moved to a new location which improved the percentages on the clean and well-maintained buildings and grounds, Students have been involved in distance learning and have been provided with motivating curriculum in a manner that keeps them engaged.

## Classroom Observations

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

~ All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. there is a focus on learner engagement. Teachers are encouraged to reflect on their practices, teaching strategies and collaboration with colleagues.

~ Instructional Rounds: 30% of time during the week in the classrooms. Observe learner engagement, relevance & building of relationships with students.

~ Evaluation Observations: There were no certificated evaluations, para-educators evaluated this year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers, para educators, administrative staff and School Site Council have analyzed assessment data from Renaissance STAR in the areas of reading and math. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards nor are we able to use the California Dashboard data due to no available data. Fastbridge assessments are done at the beginning and end of the school year. Teachers are utilizing assessment tools in Study Sync and Edgenuity. ELPAC assessments and previous State assessments.

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

Renaissance STAR Reading Data

~ increase in Grade Equivalent reading scores: 0.5%

Renaissance STAR Math Data

~ increase in Grade Equivalent reading scores: 0.5%

~ Edgenuity My Path is providing individual modifications to increase student learning via Assessments and Learning Paths.

~ ELPAC assessments are used to provide accommodations in Study Sync

Summary

Duncan Russell Community Day School continues to consistently implement quarterly assessments on student progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

~ 1 Single subject Clear English with a mathematics authorization

~ 1 Single subject Social Studies and one Multiple subject teaching credential

~ 1 Special education teacher with multiple subject teaching Clear Teaching Credential and Learning Handicapped Clear Credential

~ 1 Para-Educator

~ 1 Special Education Para-Educator



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

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of preservice and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers participate in District Departmental Meetings on a regular basis. Duncan Russell's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap. Teachers participate in Professional Learning Communities (PLC) planning cross-curricular lessons and activities.

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

- ~ 5 District school days dedicated to staff development and continuous improvement
- ~ 14 Site days dedicated to staff development and continuous improvement

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

- ~ Teachers who are in the TTIP receive additional support in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Induction Program to clear their preliminary credentials are assigned a support provider for the program.
- ~ Teachers new to the community day school program are assigned a mentor teacher/advisor.
- ~ Peer coaching is utilized within the community day school on a consistent basis.

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

- ~ Early Release Wednesdays are provided for teachers to participate in site professional development, district staff development and teacher collaboration time.
- ~ District participation on ELA, Math and Social Science Groups.

## Teaching and Learning

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

- ~ All textbooks adopted from the most recent state approved and local governing board approved list.
- ~ All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
- ~ All students, including English Learners have access to their own textbooks, instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and at home.

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

- ~ All students attend the community day 360 minutes a day. Duncan Russell adheres to the recommended instructional minutes.

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

- ~ In most classes, the maximum enrollment is 20 students per class.

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

- ~ All students have access to class materials.
- ~ All students have access to textbooks and instructional materials to use at home.
- ~ All students have online/technology access in classrooms and at home.

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

- ~ Study Sync
- ~ Edgenuity online curriculum including MyPath ELA and Math
- ~ Renaissance

## Opportunity and Equal Educational Access

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

- ~ Students receive individualized attention to meet their academic and personal needs.
- ~ Students receive credit recovery via direct instruction.
- ~ Students receive credit recovery via online platforms.
- ~ General Education para educator: push-in.
- ~ Opportunities for after school support and intervention.
- ~ Opportunity for students to meet with outside counselors.

Evidence-based educational practices to raise student achievement

- ~ STAR Reading and Math Pretest
- ~ English language Proficiency Assessments for California (ELPAC) for English Language Learners
- ~ SDAIE support and instructional strategies
- ~ MyPath in Edgenuity
- ~ AVID strategies involving Cornell Notes
- ~ Questioning, summarizing, check for understanding
- ~ Breaking assignments down into smaller chunks
- ~ Activating prior Knowledge
- ~ Cross-Curricular Planning and Instruction
- ~ Project based learning

## Parental Engagement

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

Duncan Russell provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:

- ~ Intake process
- ~ Serving on School Site Council
- ~ Safety Committee
- ~ ELAC Committee
- ~ Academic Progress Reports
- ~ Parent/Teacher Conferences
- ~ Student Achievement Assemblies
- ~ Individualized Education Plan Meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- ~ School Site Council
- ~ Site and District ELAC
- ~ Parent/teacher conferences
- ~ Quarterly Meetings with administrator

## Funding

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

- ~ Renaissance Learning - Reading and Math
- ~ Edgenuity MyPath
- ~ Power Up

Fiscal support (EPC)

LCFF

## **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**

Duncan Russell works together to create a SPSA that is representative of overall goals, instruction, and growth. Teachers, administrators, para-educators and members of School Site Council evaluate data and listen to student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from STAR scores and Stakeholder survey is discussed.

## **Resource Inequities**

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

- ~ Increase parent engagement.
- ~ We have a high percentage of long-term English Learners.
- ~ A need to analyze and monitor their academic language growth supporting the ability to reclassify as English Proficient.
- ~ Additional support, such as AVID strategies and engaging reading support, allowing access to grade level content.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	8.82%	16.13%	13.33%	3	5	4
Asian	%	%	3.33%			1
Filipino	2.94%	6.45%	0%	1	2	0
Hispanic/Latino	67.65%	58.06%	66.67%	23	18	20
Pacific Islander	%	3.23%	0%		1	0
White	17.65%	16.13%	13.33%	6	5	4
Multiple/No Response	%	%	0%			0
Total Enrollment				34	31	30

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	1	2	4
Grade 8	1	4	2
Grade 9	2	1	5
Grade 10	9	15	11
Grade 11	17	7	6
Grade 12	4	2	2
Total Enrollment	34	31	30

### Conclusions based on this data:

1. Hispanic sub group remain consistent at +50%.
2. Student population has increased for grades level 7th-10th.
3. African American population has double on a yearly basis.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	11	7	9	32.4%	22.6%	30.0%
Fluent English Proficient (FEP)	3	6	3	8.8%	19.4%	10.0%
Reclassified Fluent English Proficient (RFEP)	1	0	0	16.7%	0.0%	0.0%

### Conclusions based on this data:

1. Averaging 40% of population are English Learners.
2. Students are not 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	7		*	6		*	6			85.7
Grade 8	*	*	5	*	*	4	*	*	4			80
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	15	14	*	15	12	*	15	12		100	85.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	8.33	*	20.00	8.33	*	26.67	50.00	*	53.33	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	13.33	16.67	*	26.67	58.33	*	60.00	25.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.33	*	35.71	50.00	*	64.29	41.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	6.67	8.33	*	53.33	66.67	*	40.00	25.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.33	*	53.33	75.00	*	46.67	16.67

**Conclusions based on this data:**

1. Student population is fluid, meaning we do not keep the same students two consecutive years.
2. Improvement in student population % at or near standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	7		*	6		*	6			85.7
Grade 8	*	*	5	*	*	4	*	*	4			80
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	16	14	*	16	12	*	16	12		100	85.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	0.00	8.33	*	0.00	0.00	*	12.50	25.00	*	87.50	66.67

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.33	*	0.00	16.67	*	100.0	75.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.33	*	13.33	25.00	*	86.67	66.67



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	8.33	*	40.00	33.33	*	60.00	58.33

**Conclusions based on this data:**

1. Increase in students moving up from one level to another.
2. Overall student achievement 20% decrease of students who did not meet standards.
3. Overall student achievement doubled in % Nearly Met.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3		*		*		*		*
Grade 7	*	*	*	*	*	*	*	*
Grade 9	*		*		*		*	
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							12	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*	*	*	12	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*	*	*	12	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*		*	*	*
11	*	*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	12	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	12	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	12	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	12	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	12	*

**Conclusions based on this data:**

1. Did not have enough students to record testing results.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
31	96.8	22.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	22.6
Socioeconomically Disadvantaged	30	96.8
Students with Disabilities	3	9.7





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	16.1
Filipino	2	6.5
Hispanic	18	58.1
Pacific Islander	1	3.2
White	5	16.1

### Conclusions based on this data:

1. Socioeconomically disadvantaged is at 96.8%.
2. More than half of student population is Hispanic.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1.

Suspension rate in orange, in-spite of enrollment due to suspension.
2.

Not enough student population to qualify for performance ranking in other areas.

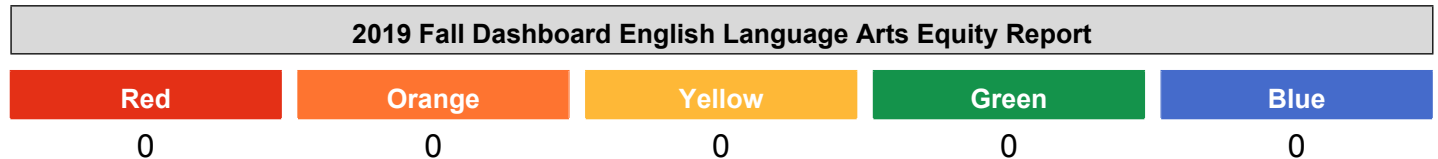
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>0 Students</p>

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

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0 Students

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

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 1	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 2
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#### Conclusions based on this data:

1. Less than 11 students therefore data is not displayed.

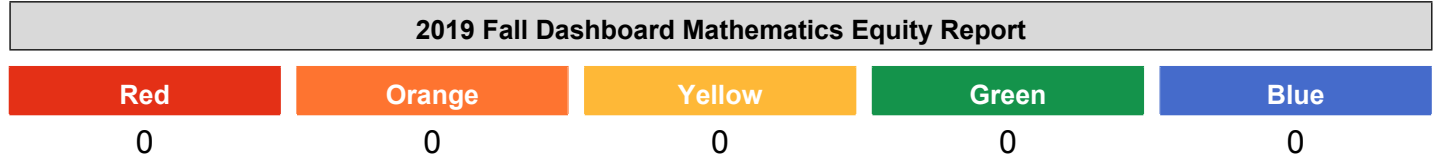
# School and Student Performance Data

## Academic Performance Mathematics




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



This section provides number of student groups in each color.




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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</div>	<div>English Learners</div> <div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</div>	<div>Students with Disabilities</div>



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

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 2

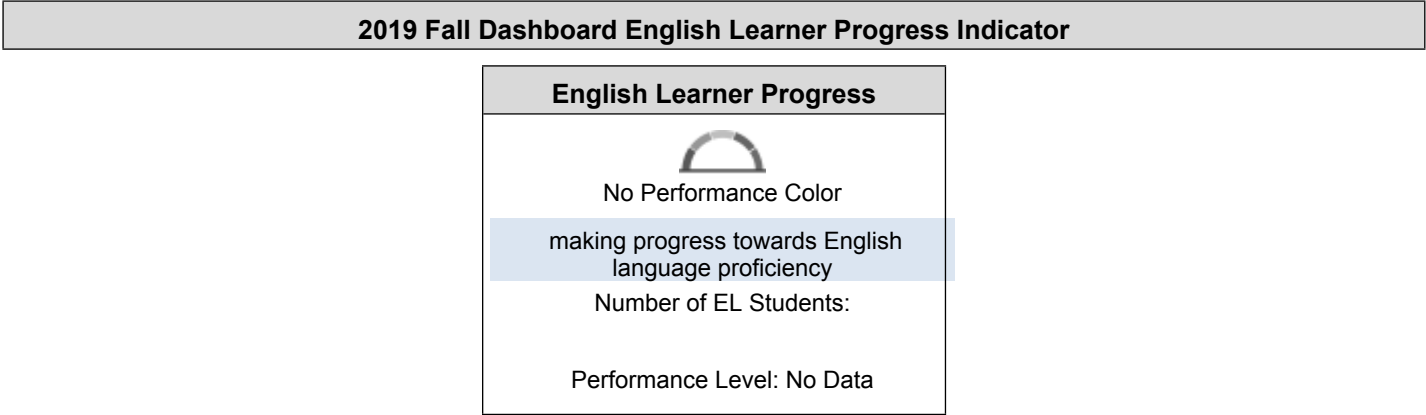
#### Conclusions based on this data:

1. Less than 11 students, therefore data is not displayed.

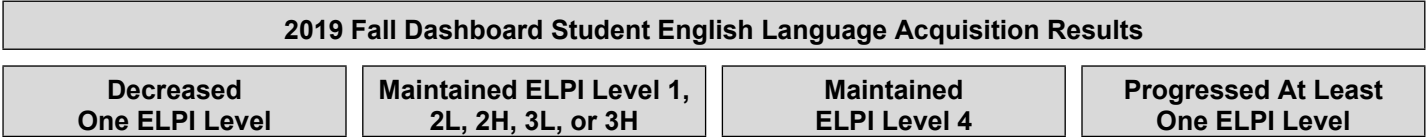
# School and Student Performance Data

## Academic Performance English Learner Progress

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



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



Conclusions based on this data:

1. No data available.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

### Conclusions based on this data:

1. No Data Available.

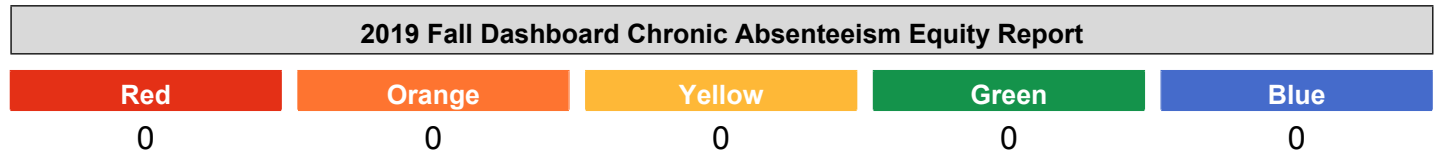
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  No Performance Color <div>6.7</div> 15	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Socioeconomically Disadvantaged</b>  No Performance Color <div>7.7</div> 13	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

#### Conclusions based on this data:

1. No Data Available.
2. At least 40% of students enrolled at community day school have been placed due to lack of attendance at other school (SARB).

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. No data available.

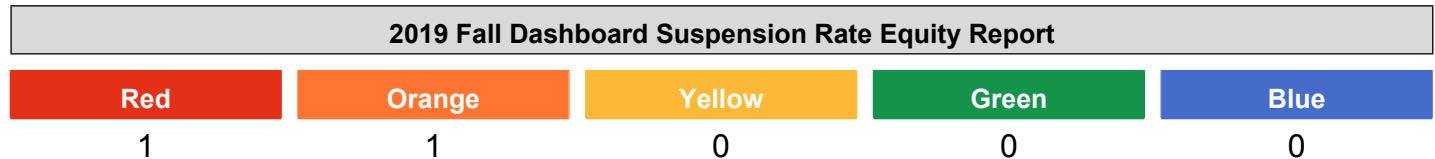
# School and Student Performance Data

## Conditions & Climate Suspension Rate






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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 33.8 Declined -2.1 80	<b>English Learners</b>  No Performance Color 31.3 Increased +2.1 16	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  Orange 34.8 Declined -0.5 66	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not 7

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

<b>African American</b>  No Performance Color Less than 11 Students - Data 10	<b>American Indian</b>	<b>Asian</b>  No Performance Color Less than 11 Students - Data 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3
<b>Hispanic</b>  Red 30 Increased +2.2 50	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 2	<b>White</b>  No Performance Color 36.4 Declined -6.5 11

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	35.8	33.8

#### Conclusions based on this data:

1. Decrease of 2% suspension rate.
2. Hispanic suspension rate increase which directly correlates to Hispanic population increase.



# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

## Identified Need

- ~ improvement in reading and math scores/grade levels
- ~ access to curriculum that meets students where they are academically
- ~ focus on English Learners
- ~ Professional Development updating data in SIS

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Assessment Power Up - Lexia	Quarterly Assessment	All students improve one grade level a semester.
STEM Implementation	Baseline 2021-2022	Increase number of STEM lessons, activities incorporated in Core subjects by 5%.
Staff Planning Days	Baseline 2021-2022	Team Planning and Professional Development-STEM Implementation

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

Assessment upon enrollment and quarterly  
Renaissance STAR  
AR Reading Books  
Reading Plus  
Learning Loss intervention 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)

2300

Source(s)

LCFF

2400

Title I

### Strategy/Activity 2

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

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

EL Students

Strategy/Activity

Consumables and intervention/classroom 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)

300

Source(s)

LCFF - Supplemental

300

LCFF

### 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

Planning Days

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

LCFF

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Technology programs for student use

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

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

Amount(s)

2000

Source(s)

Title I

### **Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Social emotional and learning loss support/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)

1000

Source(s)

Title I

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

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

## **ANALYSIS**

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

Students are assessed upon enrollment and placed in appropriate courses. This enabled the students to raise their reading and math levels This can be attributed to distance learning and the fluidity of the population and students not staying for two semesters.

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

Distance learning has impacted the fluidity of the students in the program. Re-evaluation of students' progress is ongoing.

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.

2020-2021 school year teachers were not able to record data into the SIS (Aeries). This part of the goal will continue. Additional strategy involving social emotional and learning loss support will be added.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

- ~ Skills to utilize and access the technology
- ~ Parent involvement
- ~ Improve school climate
- ~ Counseling Services
- ~ Support materials and curriculum

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
~ Completion of coursework: Strategies for Academic Success	Continue with Edgenuity	100% of students will have a positive rating of strategies
~ Technology in the classroom	No baseline-first year of implementation.	All student will be proficient in use of technology within the classroom and at home
~ Parent attendance at Alt Ed parent education workshops	No baseline-first year of face to face implementation	1% of parents in attendance
~ Stakeholder Survey	No Baseline - first year of implementation	Parent involvement at 75%

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

Edgenuity Online Learning Platform

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

Student Survey of Technology 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)

0

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

Alt Ed Parent Education 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)

1300

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

Due to the pandemic, 100% of students received their own device and Wi-Fi hot spot. All students were able to work independently at home and during hybrid instruction. All students at the school have been enrolled in Strategies for Academic Success in Edgenuity. 100% of students are enrolled in NGSS courses.

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

Parent workshops were limited to SSC and LPAC meetings however parents participation was greater than 1%.

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.

Continue with utilizing a dedicated employee to assist with positive recognition of attendance and academic improvement.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

## Goal 3

Increase overall school climate among students

## Identified Need

- ~ GRIT student activities
- ~ Provide mental health services
- ~ Parent involvement

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Response on LCAP Climate Survey	75% of students believe the school building and grounds are well maintained	Increase overall rating on condition of facility to 90%
Completion of GRIT Activities Student GRIT Awards ~ Percentages of students participating in mental health activities	75% of students supported at school - Master Schedule change to include course in daily schedule address mental health concerns	Increase rating of a climate that fosters safety, security and support at school to 90%

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

## Strategy/Activity 1

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

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

All students

### Strategy/Activity

- ~GRIT Activities for teens
- ~Student celebrations for attendance, & GRIT
- ~Group and individual counseling services
- ~Quarterly Activities for students to have positive interactions

## Proposed Expenditures for this Strategy/Activity



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

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

The stakeholder survey indicates an increase in a positive school climate.

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

Student celebrations have been limited this year. GRIT activities have not occurred during designated study hall period.

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.

Percentages have been raised on this goal and changes to include GRIT activities will be implemented.

# 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	\$12,200.00

## 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	\$5,400.00

Subtotal of additional federal funds included for this school: \$5,400.00

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
District Funded	\$0.00
LCFF	\$4,450.00
LCFF - Supplemental	\$2,350.00

Subtotal of state or local funds included for this school: \$6,800.00

Total of federal, state, and/or local funds for this school: \$12,200.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Traci L Mitchell	Principal
Cyndi White	Classroom Teacher
Maribel Manzo	Classroom Teacher
Naseem Yousouf	Secondary Student
Giovanni Cabral	Parent or Community Member
Rebecca Cabral	Parent or Community Member
James White	Parent or Community Member
Robert James	Other School Staff
Ranvir Gill	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**



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 5/6/2021.

Attested:


Principal, Traci L Mitchell on 5/6/2021

SSC Chairperson, Cyndi White on 5/6/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019





# 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
Art Freiler School	39-75499-6118699		

## 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.

Our plan has been created with input from all appropriate stakeholder groups. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each grade level. During this review additional input was provided as well. School Site Council and the Freiler Staff Parent Association also provided input that served to shape the goals outlined in this document.

# 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).

Winter 2020 MySAEBRS Survey - Students in grades 2-8 are surveyed on social-emotional learning. General categories are academics, emotions, and behavior.

### Areas of Strength

- more than 70% of students in grades 2, 3, 4, 5, and 8 report a strong perception of their academic ability
- more than 85% of students in grades 7 and 8 report a strong ability to maintain age appropriate relationships with peers and adults

### Areas for Growth

- less than 70% of students in grades 2 and 3 report a strong ability to maintain age appropriate relationships with peers and adults

2019 Panorama Survey - Students in grades 3-8 are surveyed on social-emotional learning. General categories are social awareness, growth mindset, and emotion regulation.

### Areas of Strength

- Students in grades 3-5 showed a 3% increase in favorable perception of growth mindset
- Students in grades 3-8 ranked in the 80th percentile nationally for growth mindset
- 91% of students in grades 3-5 and 84% of students in grades 6-8 report caring a great deal about the feelings of others

### Areas for Growth

- Students in grades 6-8 ranked in the 30th percentile nationally for social awareness
- 36% of students in grades 6-8 and 54% of students in grades 3-5 report being able to clearly describe their feelings
- Students in grades 3-5 showed an 8% decrease in the perceived ability to disagree without starting an argument

2019 California Healthy Kids Survey - Students in grade 7 are surveyed on healthy choices. General categories are school connectedness, school climate and culture, school safety, social-emotional learning, and student supports.

### Areas of Strength

- 81% of students report having high academic motivation
- 80% of students report adults at the school have high expectations for them
- 97% of students report never using marijuana

### Areas for Growth

- 48% of students report having mean rumors or lies spread about them in the last 12 months
- 39% of students report having experienced chronic sadness or hopelessness in the last 12 months
- 18% of students report considering suicide in the last 12 months

2020 Local Control Accountability Plan Survey - Students in grades 4-8, staff, and families are surveyed on school climate and safety.

### Areas of Strength

- 91% of parents report being comfortable speaking to their child's teacher about concerns
- 97% of staff report the school collaborates to achieve goals
- 93% of students report they know the school rules
- 89% of parents report the school responds to them in a timely manner

### Areas for Growth

- 80% of parents report their child is safe on school grounds before and after school
- 56% of staff report Tracy Unified ensures effective communication
- 73% of parents state they are comfortable speaking to the school principal with comments or concerns

## Classroom Observations

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

Site administration works to complete non-evaluative observations in 30% of classrooms weekly. During these observations the "Rigor, Relevance, Relationships" rubric is used to provide feedback to teachers designed to support continuous improvement of instruction. During distance learning these observations a rigorous learning environment showed to be the greatest strength and learner engagement showed to be the greatest area for growth.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and staff engaged in target and claim analysis based on 2019 California Assessment of Student Performance and Progress (CAASPP) results. This analysis aligned targets and claims from state assessments to specific standards and units of study in English Language Arts (ELA) and Mathematics. Notable findings from this analysis includes:

### Areas of Strength

- over 80% of students scored above or near standard for ELA Research and Inquiry in grades 4, 7, and 8
- over 80% of students scored above or near standard for ELA Listening in grades 4, 7, and 8
- more than 33% of students scored above standard for Mathematics Concepts and Procedures in grades 4 and 5
- nearly 80% of students scored above or near standard for Mathematics Communicating Reasoning in grades 4 and 7

### Areas for Growth

- more than 20% of students scored below standard for ELA Writing in grades 3, 4, 6, 7, and 8
- more than 25% of students scored below standard for ELA Reading in all grades
- nearly 60% of all students did not meet or exceed standards for Mathematics in all grades
- more than 40% of students scored below standard for Mathematics Concepts and Procedures in grades 6, 7, and 8

Teachers and staff also engaged in analysis of 2020 English Language Proficiency Assessments for California (ELPAC). This analysis focused on measuring individual student growth when compared to 2019 ELPAC results.

### Areas of Strength

- 11% of English Learner students met ELPAC performance criteria to qualify for reclassification
- 0.71 Effect Size for student learning from 2019 assessment to 2020 assessment

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

Rigorous Curriculum Design assessment data is regularly reviewed within Professional Learning Communities and grade level teams. These assessments are standardized across Tracy Unified School District and are used to inform about student proficiency and progress. Results from these assessments are used to identify instructional strengths and areas for focus.

Professional Learning Communities and grade level teams began using Hattie's Effect Size to measure student learning with the intent of identifying instructional practices that lead to the greatest gains in student achievement. Grade level teams collaborate to create formative assessments, intervention, and enrichment based on assessment results, and to re-assess to measure growth.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 2020-2021 school year Art Freiler School employed 36 fully credentialed teachers.

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

Teachers engage in continuous professional development throughout the year. Weekly Early Release Wednesday meetings allow for teachers to collaborate within their Professional Learning Communities and participate in activities to improve the quality of instruction, including professional development focused on English Language Development teaching strategies, Kagan cooperative learning structures, and Advancement Via Individual Determination (AVID) strategies.

Teachers also participate in professional development provided by the Professional Learning and Curriculum department of Tracy Unified School District. During district-wide Early Release Monday activities teachers in grades K-5 reviewed assessment data and shared instructional practices with teachers at Jacobson Elementary School. In grades 6-8 teachers took part in professional development with teachers from other sites that focused on their subject area.

All teachers have access to print and digital instructional materials. Materials are also provided for all students in compliance with California's Williams Act that ensures equitable access to educational materials for all students.

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

All professional development is carefully planned and delivered with consideration for Common Core State Standards, Next Generation Science Standards, student performance data, and individual or collective professional needs.

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

Teachers new to the profession participate in the Tracy Teacher Induction Program (TTIP), where they are partnered with a peer coach, meet weekly to discuss progress, and participate in ongoing professional development together. Monthly workshops are held by Tracy Unified's Professional Learning and Curriculum department that focus on instructional practices centered around writing, inquiry, collaboration, organization, and research. Teachers may volunteer or be referred to the Peer Assistance and Review program where tenured teachers work collaboratively to improve the quality of instruction. In addition, Tracy Unified has partnered with the International Center for Leadership in Education and leadership academies are provided with a focus on increasing the level of rigor, relevance, and student engagement evident in lesson design and execution.

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

Teachers collaborate within their grade level regularly to plan lessons, review data, and share instructional strategies. Teachers also engage in cooperative meetings where they are homogeneously grouped based on grade level and regularly share ideas, viewpoints, and strategies. These cooperative meetings ensure that all voices are heard and a variety of diverse viewpoints are shared about site-wide decisions.

## Teaching and Learning

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

Curricular materials are adopted through a volunteer committee from a variety of school sites and balanced by grade band (K-2, 3-5, and 6-8). The committee receives ongoing training in standards related to the content area. After extensive review and piloting, the curriculum committee members vote recommend one set of curricular materials to the Curriculum Council. The council, which consists of teachers or administrators from each school site reviews the recommendation and makes a final recommendation to the school board. Teachers receive ongoing professional development in instructional practices that integrate the use of curriculum and materials.

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

Daily schedules for classes in K-5 are structured in a manner that guarantee all students engage with reading, language arts, and mathematics for at least the minimum number of recommended instructional minutes daily. For grades 6-8 students attend classes for English Language Arts and Mathematics that are 56 minutes Tuesday - Friday and 44 minutes on Monday's. During distance learning students engaged in 230 instructional minutes in grades K-3 and 240 instructional minutes in grades 4 - 8 through a combination of synchronous and asynchronous activities.

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

Teachers from various sites have used the Rigorous Curriculum Design model to create units of study that allow for re-teaching and intervention as a part of the cycle of instruction. Intervention is embedded into the day for all grade levels and students in grades 6-8 have access to an additional intervention elective where they receive intensive support in English Language Arts or Mathematics.

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

Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

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

All curriculum adopted by Tracy Unified School District is in accordance with the State Board of Education's recommendations. These materials are aligned to Common Core State Standards and provide opportunities for enrichment and intervention based on the individual needs of students.

## Opportunity and Equal Educational Access

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

Students display their prior knowledge through formative pre-assessments before the start of each unit in English Language Arts and Mathematics. These pre-assessments are used to identify knowledge gaps and remediation is built into the foundation of lessons based on these results. Students also regularly participate in a variety of formal and informal formative assessments and teachers design intervention and enrichment opportunities based on these results.

Students who are English Learners receive daily Designated English Language Development instruction. Students in kindergarten receive 15 minutes of explicit language development instruction daily, while students in grades 1-5 receive 30 minutes daily. In grades 6-8 students who are English Learners enroll in the English Language Development elective course.

Students with learning disabilities receive resource support consistent with their Individual Educational Plan (IEP). This support allows for students to address specific goals to improve their educational outcomes. A resource teacher and resource paraprofessional either push into classrooms to support student learning or pull students out of class to work individually or in small groups.

Also, students have access to mental health counseling through Community Medical Centers. When students struggle with emotions or decision making that has a measurable negative impact on their education they are eligible to meet with a counselor with the goal of developing social-emotional skills to improve their academic success.

## Evidence-based educational practices to raise student achievement

Students regularly engage in learning experiences through the use of cooperative learning structures. These structures are designed for students to display positive interdependence, individual accountability, equal participation, and simultaneous interaction.

In science lessons and activities students are led through the 5E process: Engage, Explore, Explain, Extend, and Evaluate. This lesson design allows students to engage in a hands-on science approach with their questions answered as they explore phenomena.

Students who are English Learners regularly sentence patterning charts, text deconstruction, and text reconstruction to develop academic vocabulary and language proficiency.

In all classes students routinely display their thinking and knowledge through the use of graphic organizers. In grades 6-8 students use a process termed "focused note-taking" to annotate, review, and analyze their classroom activities and learning.

## Parental Engagement

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

Students have access to after school support through multiple means. Grades K-5 regularly hold homework and reading clubs where students can receive help in completing assignments or read books to earn Accelerated Reader points. Grades 6-8 hold weekly tutoring sessions in all subjects for students. Across all grades students have computer lab access after school. During distance learning students have also had access to virtual tutoring and support sessions through Microsoft Teams.

Informational videos are routinely shared with families to inform about academic and social events on campus. These videos are shared via text message and social media. District-wide information sessions are also held monthly with the opportunity for community questions and statements.

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)

Art Freiler staff has provided regular input on the School Plan for Student Achievement and allocation of site, categorical, and Title 1 funds. Formal feedback has also been provided through School Site Council, Freiler Staff Parent Association, and English Learner Advisory Council.

## Funding

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

Services provided by categorical funds to address the needs of underperforming students includes BrainPop digital library, MobyMax online intervention, Accelerated Reader, Student Study Team (SST) teacher release days, English Language Development instructional strategies training, and the purchase of library materials that intentionally support diversity and inclusion.

### Fiscal support (EPC)

# 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 following stakeholders were consulted with as a part of the planning process for the SPSA review and development:

- Art Freiler School staff (April 21, 2021 and May 5, 2021)
- School Site Council (April 22, 2021)
- Freiler Staff Parent Association (April 13, 2021)
- School Site Leadership Team (April 19, 2021)

## Resource Inequities

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

There are no resource inequities as a result of the needs assessment.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.46%	0.37%	0.13%	4	3	1
African American	4.60%	4.43%	4.24%	40	36	33
Asian	20.60%	21.77%	21.72%	179	177	169
Filipino	7.83%	7.38%	7.07%	68	60	55
Hispanic/Latino	38.43%	39.98%	42.16%	334	325	328
Pacific Islander	1.04%	0.86%	0.64%	9	7	5
White	23.36%	21.03%	19.41%	203	171	151
Multiple/No Response	%	0.12%	4.63%		1	0
Total Enrollment				869	813	778

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	81	58	81
Grade 1	75	85	62
Grade 2	109	72	81
Grade3	87	108	81
Grade 4	95	87	102
Grade 5	102	86	84
Grade 6	100	102	91
Grade 7	115	97	101
Grade 8	105	118	95
Total Enrollment	869	813	778

### Conclusions based on this data:

- Overall student enrollment has decreased by 91 students from 2017-18 to 2019-20.
- The percent of students who are Hispanic/Latino has increased by 3.8% from 2017-18 to 2019-20 while the percent of students who are white has decreased by 3.9%.
- Major student ethnicities at Art Freiler School are Hispanic/Latino (42.2%), Asian (21.7%), and White (19.4%).



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	273	225	221	31.4%	27.7%	28.4%
Fluent English Proficient (FEP)	93	120	108	10.7%	14.8%	13.9%
Reclassified Fluent English Proficient (RFEP)	23	53	26	8.3%	19.4%	11.6%

### Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient has nearly doubled from 2016-17 (9.8%) to 2018-19 (19.4%).
2. The overall percentage of students who live in multi-language households has risen from 52.4% in 2016-17 to 61.9% in 2018-19.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	87	107	94	86	104	94	86	104	97.9	98.9	97.2
Grade 4	107	93	87	104	92	87	104	92	87	97.2	98.9	100
Grade 5	103	104	85	103	104	85	103	104	85	100	100	100
Grade 6	122	104	106	121	103	105	121	103	105	99.2	99	99.1
Grade 7	105	117	98	104	117	98	104	117	98	99	100	100
Grade 8	112	106	119	111	104	119	111	104	119	99.1	98.1	100
All Grades	645	611	602	637	606	598	637	606	598	98.8	99.2	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2411.	2410.	8.51	16.28	14.42	22.34	24.42	25.96	34.04	34.88	29.81	35.11	24.42	29.81
Grade 4	2435.	2433.	2460.	16.35	11.96	16.09	18.27	21.74	32.18	23.08	22.83	19.54	42.31	43.48	32.18
Grade 5	2483.	2481.	2496.	12.62	13.46	15.29	30.10	33.65	30.59	23.30	16.35	32.94	33.98	36.54	21.18
Grade 6	2523.	2508.	2504.	15.70	7.77	12.38	28.93	37.86	28.57	32.23	26.21	28.57	23.14	28.16	30.48
Grade 7	2559.	2538.	2541.	17.31	13.68	12.24	33.65	29.91	35.71	31.73	23.08	25.51	17.31	33.33	26.53
Grade 8	2546.	2568.	2579.	9.01	14.42	21.85	34.23	36.54	33.61	29.73	28.85	27.73	27.03	20.19	16.81
All Grades	N/A	N/A	N/A	13.34	12.87	15.55	28.10	31.02	31.10	29.04	25.08	27.42	29.51	31.02	25.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.77	15.12	25.96	43.62	51.16	45.19	43.62	33.72	28.85
Grade 4	18.27	13.04	21.84	46.15	46.74	51.72	35.58	40.22	26.44
Grade 5	16.50	18.27	16.47	47.57	48.08	57.65	35.92	33.65	25.88
Grade 6	22.31	10.68	21.90	47.93	59.22	38.10	29.75	30.10	40.00
Grade 7	25.96	23.08	19.39	50.96	37.61	46.94	23.08	39.32	33.67
Grade 8	18.92	25.00	31.09	49.55	49.04	40.34	31.53	25.96	28.57
All Grades	19.31	17.82	23.24	47.72	48.35	45.99	32.97	33.83	30.77

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.70	13.95	12.50	52.13	60.47	57.69	36.17	25.58	29.81
Grade 4	20.19	7.61	16.09	33.65	48.91	52.87	46.15	43.48	31.03
Grade 5	28.16	26.92	24.71	42.72	36.54	60.00	29.13	36.54	15.29
Grade 6	22.31	16.50	18.10	46.28	50.49	46.67	31.40	33.01	35.24
Grade 7	28.85	23.93	17.35	49.04	46.15	55.10	22.12	29.91	27.55
Grade 8	20.72	21.15	26.05	47.75	51.92	52.10	31.53	26.92	21.85
All Grades	22.14	18.81	19.23	45.21	48.68	53.85	32.65	32.51	26.92

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.45	11.63	12.50	68.09	70.93	61.54	24.47	17.44	25.96
Grade 4	7.69	10.87	11.49	63.46	68.48	72.41	28.85	20.65	16.09
Grade 5	12.62	10.58	11.76	59.22	64.42	60.00	28.16	25.00	28.24
Grade 6	11.57	6.80	18.10	74.38	67.96	55.24	14.05	25.24	26.67
Grade 7	11.54	8.55	11.22	71.15	65.81	69.39	17.31	25.64	19.39
Grade 8	9.91	16.35	15.97	74.77	71.15	65.55	15.32	12.50	18.49
All Grades	10.20	10.73	13.71	68.76	67.99	63.88	21.04	21.29	22.41

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.96	19.77	15.38	53.19	58.14	57.69	30.85	22.09	26.92
Grade 4	14.42	16.30	19.54	54.81	48.91	60.92	30.77	34.78	19.54
Grade 5	13.59	25.00	22.35	54.37	43.27	56.47	32.04	31.73	21.18
Grade 6	19.83	28.16	20.95	60.33	50.49	50.48	19.83	21.36	28.57
Grade 7	26.92	28.21	26.53	55.77	45.30	54.08	17.31	26.50	19.39
Grade 8	21.62	31.73	35.29	48.65	49.04	50.42	29.73	19.23	14.29
All Grades	18.84	25.25	23.75	54.63	48.84	54.68	26.53	25.91	21.57

#### Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has risen from 41.44% in 2016-17 to 46.32% in 2018-19.
2. The 2018-19 Grade 8 cohort moved from 44.63% of students meeting or exceeding standards in 2016-17 to 55.46% meeting or exceeding standards in 2018-19.
3. Nearly 1/3 of students in grades 3-8 (30.77%) have scored below standard in English Language Arts reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	96	86	107	93	84	104	93	84	104	96.9	97.7	97.2
Grade 4	107	93	87	106	92	87	106	92	87	99.1	98.9	100
Grade 5	102	103	85	101	103	85	101	103	85	99	100	100
Grade 6	122	104	105	120	103	104	120	103	104	98.4	99	99
Grade 7	104	117	98	101	117	98	101	117	98	97.1	100	100
Grade 8	111	106	118	111	100	118	111	100	118	100	94.3	100
All Grades	642	609	600	632	599	596	632	599	596	98.4	98.4	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.	2430.	2416.	7.53	13.10	7.69	35.48	39.29	32.69	30.11	29.76	31.73	26.88	17.86	27.88
Grade 4	2446.	2468.	2479.	11.32	16.30	13.79	21.70	20.65	35.63	29.25	42.39	35.63	37.74	20.65	14.94
Grade 5	2500.	2509.	2530.	16.83	23.30	30.59	14.85	17.48	24.71	36.63	32.04	23.53	31.68	27.18	21.18
Grade 6	2531.	2509.	2500.	21.67	12.62	13.46	23.33	21.36	21.15	29.17	33.98	27.88	25.83	32.04	37.50
Grade 7	2526.	2545.	2518.	11.88	22.22	11.22	26.73	17.95	15.31	29.70	29.91	42.86	31.68	29.91	30.61
Grade 8	2541.	2553.	2555.	8.11	17.00	22.88	22.52	19.00	16.95	35.14	32.00	23.73	34.23	32.00	36.44
All Grades	N/A	N/A	N/A	13.13	17.70	16.44	23.89	22.04	23.99	31.65	33.22	30.70	31.33	27.05	28.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.66	27.38	22.12	41.94	40.48	42.31	34.41	32.14	35.58
Grade 4	21.70	26.09	33.33	28.30	31.52	34.48	50.00	42.39	32.18
Grade 5	25.74	34.95	42.35	35.64	28.16	31.76	38.61	36.89	25.88
Grade 6	30.83	20.39	25.00	30.83	40.78	24.04	38.33	38.83	50.96
Grade 7	20.79	29.91	15.31	37.62	34.19	37.76	41.58	35.90	46.94
Grade 8	16.22	19.00	27.97	42.34	40.00	27.12	41.44	41.00	44.92
All Grades	23.26	26.38	27.18	35.92	35.73	32.72	40.82	37.90	40.10

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.90	25.00	9.62	64.52	52.38	57.69	22.58	22.62	32.69
Grade 4	15.09	22.83	18.39	37.74	45.65	57.47	47.17	31.52	24.14
Grade 5	12.87	22.33	24.71	48.51	37.86	48.24	38.61	39.81	27.06
Grade 6	21.67	17.48	12.50	48.33	44.66	41.35	30.00	37.86	46.15
Grade 7	13.86	23.93	9.18	52.48	52.14	54.08	33.66	23.93	36.73
Grade 8	16.22	20.00	25.42	54.95	60.00	44.07	28.83	20.00	30.51
All Grades	15.66	21.87	16.61	50.79	48.75	50.17	33.54	29.38	33.22

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.05	28.57	18.27	69.89	55.95	57.69	15.05	15.48	24.04
Grade 4	15.09	22.83	20.69	39.62	46.74	58.62	45.28	30.43	20.69
Grade 5	13.86	18.45	22.35	48.51	42.72	50.59	37.62	38.83	27.06
Grade 6	20.83	14.56	14.42	50.00	47.57	46.15	29.17	37.86	39.42
Grade 7	16.83	20.51	20.41	56.44	59.83	57.14	26.73	19.66	22.45
Grade 8	11.71	14.00	22.03	61.26	67.00	48.31	27.03	19.00	29.66
All Grades	15.66	19.53	19.63	53.96	53.42	52.85	30.38	27.05	27.52

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding Mathematics standards has risen from 37.02% in 2016-17 to 40.43% in 2018-19.
2. There is a consistent trend of approximately 40% of students each year scoring below standard in Applying Mathematical Concepts and Standards.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1429.9	1447.6	1438.0	1455.7	1410.7	1428.5	34	18
Grade 1	1473.8	1475.2	1466.8	1473.5	1480.4	1476.5	16	33
Grade 2	1502.6	1510.7	1499.6	1500.9	1505.0	1519.9	40	18
Grade 3	1495.0	1502.7	1486.1	1500.5	1503.3	1504.5	31	31
Grade 4	1502.3	1522.4	1489.6	1522.5	1514.2	1521.9	31	26
Grade 5	1521.1	1527.2	1514.3	1525.6	1527.6	1528.3	29	26
Grade 6	1544.5	1561.4	1533.0	1575.6	1555.6	1546.8	26	25
Grade 7	1535.2	1556.3	1513.4	1558.6	1556.5	1553.5	15	20
Grade 8	1566.9	1562.2	1539.4	1544.0	1593.6	1579.9	14	14
All Grades							236	211

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	41.18	33.33	*	38.89	*	11.11	34	18
1	*	9.09	*	63.64	*	21.21		6.06	16	33
2	65.00	27.78	32.50	50.00	*	22.22		0.00	40	18
3	*	16.13	61.29	48.39	*	29.03	*	6.45	31	31
4	*	23.08	54.84	57.69	*	15.38	*	3.85	31	26
5	37.93	23.08	37.93	50.00	*	15.38	*	11.54	29	26
6	*	32.00	*	40.00	*	24.00		4.00	26	25
7	*	40.00	*	20.00	*	30.00	*	10.00	15	20
8	78.57	28.57	*	50.00	*	14.29		7.14	14	14
All Grades	37.71	22.75	41.53	47.39	15.68	23.22	5.08	6.64	236	211

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.22	50.00	33.33	*	33.33	*	11.11	34	18
1	*	27.27	*	51.52	*	18.18	*	3.03	16	33
2	75.00	44.44	*	50.00	*	5.56		0.00	40	18
3	*	38.71	45.16	45.16	*	6.45	*	9.68	31	31
4	*	61.54	58.06	34.62	*	0.00	*	3.85	31	26
5	44.83	50.00	44.83	34.62	*	3.85	*	11.54	29	26
6	46.15	48.00	46.15	36.00	*	12.00		4.00	26	25
7	*	45.00	*	30.00	*	25.00		0.00	15	20
8	*	35.71	*	35.71		21.43		7.14	14	14
All Grades	45.76	41.71	40.25	39.81	9.75	12.80	*	5.69	236	211

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.11	*	16.67	38.24	66.67	*	5.56	34	18
1	75.00	15.15	*	30.30	*	51.52		3.03	16	33
2	45.00	16.67	42.50	50.00	*	27.78	*	5.56	40	18
3		9.68	*	38.71	45.16	32.26	*	19.35	31	31
4	*	7.69	*	34.62	38.71	46.15	*	11.54	31	26
5	*	3.85	41.38	34.62	*	46.15	*	15.38	29	26
6	*	16.00	*	16.00	*	48.00	*	20.00	26	25
7	*	20.00	*	20.00	*	50.00	*	10.00	15	20
8	78.57	21.43	*	57.14	*	0.00		21.43	14	14
All Grades	30.51	12.80	31.36	32.23	28.39	42.65	9.75	12.32	236	211

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.65	27.78	*	72.22	*	0.00	34	18
1	81.25	54.55	*	39.39		6.06	16	33
2	72.50	38.89	27.50	61.11		0.00	40	18
3	*	22.58	61.29	64.52	*	12.90	31	31
4	35.48	46.15	54.84	50.00	*	3.85	31	26
5	51.72	7.69	44.83	84.62	*	7.69	29	26
6	*	44.00	57.69	40.00	*	16.00	26	25
7	*	30.00	*	45.00	*	25.00	15	20
8	*	7.14	*	85.71		7.14	14	14
All Grades	52.12	32.70	42.80	58.29	5.08	9.00	236	211

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	16.67	76.47	61.11	*	22.22	34	18
1	*	6.06	*	90.91	*	3.03	16	33
2	80.00	44.44	*	55.56	*	0.00	40	18
3	41.94	54.84	48.39	35.48	*	9.68	31	31
4	45.16	50.00	48.39	50.00	*	0.00	31	26
5	55.17	69.23	44.83	19.23		11.54	29	26
6	57.69	64.00	42.31	32.00		4.00	26	25
7	*	60.00	*	40.00		0.00	15	20
8	*	50.00	*	42.86		7.14	14	14
All Grades	49.58	45.50	46.19	48.34	*	6.16	236	211



Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.11	70.59	83.33	*	5.56	34	18
1	81.25	24.24	*	60.61		15.15	16	33
2	55.00	16.67	37.50	83.33	*	0.00	40	18
3	*	9.68	70.97	64.52	*	25.81	31	31
4	*	3.85	64.52	69.23	*	26.92	31	26
5	*	11.54	58.62	65.38	*	23.08	29	26
6	*	12.00	*	36.00	42.31	52.00	26	25
7	*	20.00	*	45.00	*	35.00	15	20
8	85.71	35.71		42.86	*	21.43	14	14
All Grades	33.05	15.17	46.19	61.14	20.76	23.70	236	211

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	64.71	66.67	*	27.78	*	5.56	34	18
1	*	12.12	*	84.85		3.03	16	33
2	55.00	22.22	45.00	72.22		5.56	40	18
3	*	16.13	64.52	80.65	*	3.23	31	31
4	*	19.23	61.29	73.08	*	7.69	31	26
5	*	11.54	62.07	80.77	*	7.69	29	26
6	*	32.00	69.23	68.00		0.00	26	25
7	*	5.00	73.33	90.00		5.00	15	20
8	*	7.14	*	92.86		0.00	14	14
All Grades	41.10	20.38	54.24	75.36	4.66	4.27	236	211

#### Conclusions based on this data:

1. 22.75% of English Learner students performed well enough on the ELPAC during the 2018-19 school year to become Reclassified Fluent English Proficient.
2. 45.5% of students scored "Well Developed" in the speaking domain of the ELPAC exam.
3. Only 15.17% of students scored "Well Developed" in the reading domain of the ELPAC exam.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
813	54.9	27.7	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	225	27.7
Foster Youth	3	0.4
Homeless	9	1.1
Socioeconomically Disadvantaged	446	54.9
Students with Disabilities	53	6.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	4.4
American Indian	3	0.4
Asian	177	21.8
Filipino	60	7.4
Hispanic	325	40.0
Two or More Races	33	4.1
Pacific Islander	7	0.9
White	171	21.0





### Conclusions based on this data:

1. More than 1/2 (54.9%) of Art Freiler School students are considered socio-economically disadvantaged.
2. Approximately 1/4 (27.7%) of Art Freiler School students are English Language Learners.
3. Hispanic/Latino is the largest ethnic group at Art Freiler School (40%).

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Art Freiler School's greatest performance is demonstrated in it's conditions and climate.
2. Adequate academic performance is being achieved in English Language Arts.
3. Areas of growth include Mathematics academic performance and academic engagement.

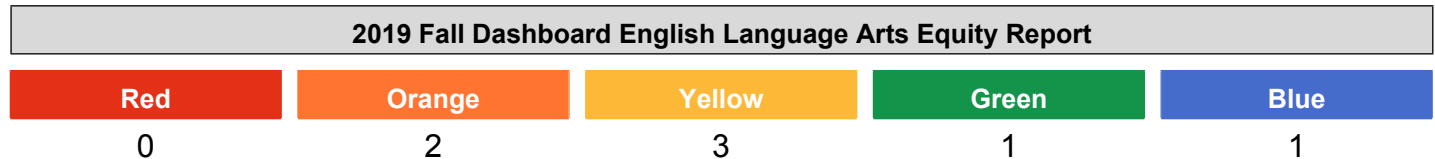
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<div></div> <div>Yellow</div> <div>8.3 points below standard</div> <div>Increased ++9.4 points</div> <div>577</div>	<div></div> <div>Yellow</div> <div>31 points below standard</div> <div>Increased ++10.6 points</div> <div>234</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>2</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>8</div>	<div></div> <div>Yellow</div> <div>24.1 points below standard</div> <div>Increased ++13.6 points</div> <div>322</div>
Students with Disabilities				
<div></div> <div>Orange</div> <div>72.3 points below standard</div> <div>Increased ++11.2 points</div> <div>46</div>				

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

<b>African American</b>  No Performance Color 20 points below standard Increased ++8.3 points 28	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Orange 11.4 points below standard Maintained -0.1 points 124	<b>Filipino</b>  Green 16.2 points above standard Increased ++3.3 points 46
<b>Hispanic</b>  Yellow 21 points below standard Increased ++9.4 points 235	<b>Two or More Races</b>  No Performance Color 8.9 points above standard Increased Significantly ++15.4 points 26	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  Blue 11.2 points above standard Increased Significantly ++10.5 points 109

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

<b>Current English Learner</b> 80.4 points below standard Maintained ++1.5 points 127	<b>Reclassified English Learners</b> 27.6 points above standard Increased Significantly ++17.4 points 107	<b>English Only</b> 1.2 points above standard Increased ++9.4 points 314
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#### Conclusions based on this data:

1. Students who are Reclassified Fluent English Proficient achieved the greatest English Language Arts scores and demonstrated a significant increase from the prior year.
2. Student who are English Learners, socio-economically disadvantaged, or have a learning disability demonstrated greater growth than the general population.
3. White and Filipino students demonstrated the greatest performance in English Language Arts.

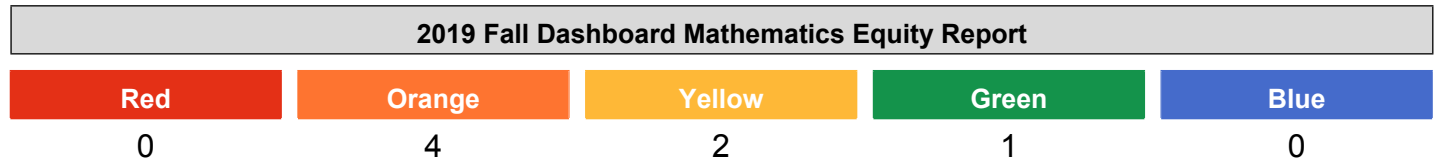
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 25.2 points below standard Maintained -2.6 points 576	<b>English Learners</b>  Orange 40.7 points below standard Maintained -2.2 points 234	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Socioeconomically Disadvantaged</b>  Orange 38.8 points below standard Maintained ++1.7 points 321	<b>Students with Disabilities</b>  Orange 83.1 points below standard Declined -13.6 points 46

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

<b>African American</b>  No Performance Color 50.7 points below standard Declined Significantly -22.5 points 28	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Yellow 14 points below standard Declined -5.1 points 124	<b>Filipino</b>  Yellow 2.8 points below standard Declined -10.4 points 45
<b>Hispanic</b>  Orange 39.1 points below standard Maintained -1.2 points 235	<b>Two or More Races</b>  No Performance Color 29 points below standard Declined -8.6 points 26	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>White</b>  Green 7.5 points below standard Increased ++6.2 points 109

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 84.2 points below standard Declined -9.7 points 127	<b>Reclassified English Learners</b> 11 points above standard Increased ++3.9 points 107	<b>English Only</b> 20.4 points below standard Maintained -2.4 points 313
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#### Conclusions based on this data:

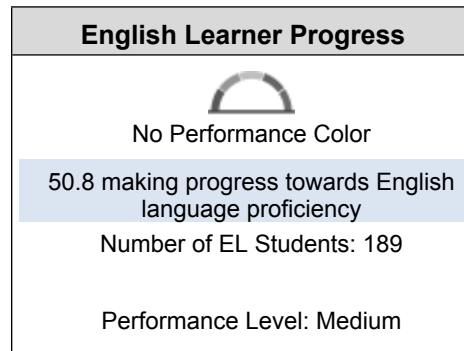
1. Students who are currently English Learners are performing well below standard in Mathematics.
2. Students who have been Reclassified Fluent English Proficient are the highest performing subgroup.
3. Students who are socio-economically disadvantaged are performing below standard in Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0	30.1	4.7	46.0

#### Conclusions based on this data:

1. Approximately 82% of students have either maintained or progressed according to the English Learner Progress Indicator.
2. Many students who decreased one ELPI level moved to a grade level with a more rigorous ELPAC exam.



# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	3	0	3	3

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		
<b>All Students</b>  Orange 5.8 Increased +2 842	<b>English Learners</b>  Blue 1.3 Declined -1.2 231	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color 9.5 Declined -1 21	<b>Socioeconomically Disadvantaged</b>  Orange 7.5 Increased Significantly +3.6 482	<b>Students with Disabilities</b>  Green 7.6 Declined -0.5 66

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

<b>African American</b>  Green 2.6 Declined -8.7 38	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Blue 1.6 Declined -0.5 183	<b>Filipino</b>  Blue 0 Maintained 0 61
<b>Hispanic</b>  Orange 9.9 Increased Significantly +5.5 335	<b>Two or More Races</b>  Orange 11.1 Increased +3 36	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Green 3.9 Maintained +0.1 179

#### Conclusions based on this data:

- Students who are English Learners demonstrate the greatest academic engagement as measured by attendance.
- Students who are socio-economically disadvantaged had a significant increase in chronic absenteeism from 2017-18 to 2018-19.
- Most student sub-groups, including English Learners, Students with Disabilities, African American, Asian, Filipino, and White ethnicities demonstrated strong performance in academic engagement.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
2	1	1	4	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
 Green 2.6 Declined -0.7 857	 Green 1.3 Declined -0.5 234	 No Performance Color Less than 11 Students - Data Not 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 4.8 Declined -5.2 21	 Yellow 3.9 Declined -0.3 491	 Green 3 Declined -7.8 67

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

<b>African American</b>  Orange 7.5 Declined -3.1 40	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 4	<b>Asian</b>  Blue 0.5 Declined Significantly -1.1 186	<b>Filipino</b>  Red 6.6 Increased +2.4 61
<b>Hispanic</b>  Green 1.8 Declined -0.5 338	<b>Two or More Races</b>  Red 12.8 Increased +7.7 39	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 7	<b>White</b>  Green 1.6 Declined Significantly -2.6 182

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.3	2.6

#### Conclusions based on this data:

1. Students who are English Learners or have a learning disability demonstrated strong performance and an improvement in suspension rate from 2017-18 to 2018-19.
2. African American, Filipino, and students who are Two or More Races demonstrated lower performance than other ethnic subgroups.

# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Identified Need

Significantly increase the number of students who are meeting or exceeding proficiency in English Language Arts and Mathematics as measured by a variety of formative and summative assessments.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID Elective courses	21 sixth grade, 15 7th grade, and 5 8th grade students enrolled in AVID Elective courses.	Maintain full student rosters for two AVID Elective courses for the 2021-22 school year.
CAASPP English Language Arts and Mathematics Proficiency Data (specific focus based on WICOR focus)	Writing: 73.1% of students near or above grade level standard as measured by 2019 CAASPP ELA Writing; 69.6% of 6th-8th grade students near or above grade level standard  Collaboration: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement  Research/Inquiry: 78.4% of students near or above grade level standard as measured by CAASPP ELA Research/Inquiry; 79.2% of 6th-8th grade students near or above grade level	Writing: 3% increase in 6th-8th grade students performing near or above standard as measured by CAASPP ELA Writing  Collaboration: 5% increase in developed or well developed evidence of student engagement  Research/Inquiry: 3% increase in 6th-8th grade students performing near or above standard as measured by CAASPP ELA Research/Inquiry
California School Dashboard English Language Arts,	ELA: 46.65% of students met or exceeded expectations as measured by 2019 CAASPP	3% increase in students meeting or exceeding standards as measured by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mathematics, and Science Data	<p>Mathematics: 40.43% of students met or exceeded expectations as measured by 2019 CAASPP</p> <p>Science: 41.87% of students met or exceeded expectations as measured by the 2019 California Science Test</p>	CAASPP ELA, CAASPP Mathematics, and the California Science Test
College Next Career Interest Inventory	90.8% of students in 6th - 8th grades completed career interest inventory	at least 95% of students in 6th - 8th grades complete career interest inventory
FastBridge English Language Arts and Mathematics Data	<p>71% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2020 FastBridge aMath assessment</p> <p>68% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2020 FastBridge aReading assessment</p> <p>57% of students scored "Low Risk" as measured by the Winter 2021 FastBridge AUTOreading assessment</p>	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
STAR Reading Assessment Data	<p>1st Grade: 53.8% of assessed students reading at or above grade level on February 2020 assessment</p> <p>2nd Grade: 61.5% of assessed students reading at or above grade level based on February 2020 assessment</p> <p>3rd Grade: 69.9% of assessed students reading at or above grade level based on February 2020 assessment</p>	100% of 3rd grade students reading at or above grade level at end of school year
CAASPP English Language Arts Reading Data	69.1% of students near or above standard as measured	3% increase in 3rd grade students performing near or



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	by 2019 CAASPP ELA Reading; 74% of 3rd grade students near or above grade level	above standard in CAASPP ELA Reading
Rigor Relevance Engagement Rubric Data	<p>Rigor: 46.7% of classroom walkthroughs showed "developed" or "well developed" evidence of rigor</p> <p>Relevance: 52.5% of classroom walkthroughs showed "developed" or "well developed" evidence of relevance</p> <p>Engagement: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of engagement</p>	<p>5% increase in rigor as measured by the Rigor Relevance Engagement rubric</p> <p>5% increase in relevance as measured by the Rigor Relevance Engagement rubric</p> <p>5% increase in engagement as measured by the Rigor Relevance Engagement rubric</p>
ELPAC Assessment Data	<p>0.71 Effect Size from 2019 ELPAC to 2020 ELPAC</p> <p>11% of students met language proficiency standard for reclassification as measured by the ELPAC</p>	5% increase in Effect Size (0.75)
Intervention Effect Size Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for intervention activities

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 in grades 6-8.

#### Strategy/Activity

Use AVID instructional strategies daily in grades 6-8 with a focus on organization and focused note-taking.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
20018	LCFF - Supplemental

### Strategy/Activity 2

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

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

All students in grades 6-8.

#### Strategy/Activity

Students in grades 6-8 will explore careers, explore interests, and understand A-G college entrance requirements.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 3

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

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

All students in grades K-3.

#### Strategy/Activity

Students in grades K-3 will engage in reading intervention lessons and activities to meet or exceed grade level reading 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)
61688	Title I
1000	LCFF - Supplemental
500	LCFF

### Strategy/Activity 4

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

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

All students.

#### Strategy/Activity

Students will experience rigorous, relevant, and engaging learning activities daily.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

Title I

24016

LCFF

11110

LCFF - Supplemental

#### Strategy/Activity 5

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

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

All students who are English Learners.

#### Strategy/Activity

Students who are English Learners will develop English proficiency through daily engagement in Designated English Language 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)

45251

Source(s)

LCFF - Supplemental

#### Strategy/Activity 6

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

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

All students.

#### Strategy/Activity

Students will use technological tools to engage in differentiated learning, remediate skills, and engage in STEM related projects and 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)

6445

Source(s)

LCFF - Supplemental

2030

LCFF

### Strategy/Activity 7

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

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

Students in grades 4-5.

#### Strategy/Activity

Students will engage in academic readiness activities; including organization, self-advocacy, study skills, and assessment strategies to demonstrate mastery of concepts.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1120

LCFF

### 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

Students will remediate or enrich learning through a Multi-Tiered System of Support that intervenes to address learning gaps and extends learning for students who have already mastered 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)

620

LCFF

6383

Title I

960

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

- Rigorous, relevant, and engaging classroom lessons and activities were supported through the 2020-21 school year through use of the Rigor Relevance Engagement rubric for feedback
- analysis of student progress was primarily accomplished through Professional Learning Communities use of Rigorous Curriculum Design unit assessment data
- Students who are English Learners regularly received Designated English Language Development instruction; the ELPAC exam was administered in February 2021 and results have not yet been received

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

No major differences exist

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.

Measures of goal progress will now include FastBridge English Language Arts and Mathematics data.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

Significantly increase the social-emotional health and well being of students as measured through multiple formal and informal means of assessment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-Emotional Learning (Second Step) Activity Completion Log	100% of scheduled social-emotional learning lessons completed	100% of scheduled social-emotional learning lessons completed
FastBridge MySAEBRS Social-Emotional Learning Survey	72% of students scored "Low Risk" for academic behavioral concerns  76% of students scored "Low Risk" for social behavioral concerns  20% of students scored "Low Risk" for emotional behavioral concerns	Students scoring "Low Risk" will increase by 3% in all categories
California Healthy Kids Survey	62% of students responded positively in total school supports (school connectedness, caring adults, high expectations)  72% of students responded positively to feeling safe at school  39% of students reported feelings of chronic sadness or hopelessness	3% increase in positive responses to total school supports questions  3% increase in positive responses to feeling safe at school  3% decrease in reported feelings of chronic sadness or hopelessness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rigor Relevance Engagement Rubric Data	65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement	5% increase in developed or well developed evidence of student engagement
Learn. Persevere. Excel. Awards	No baseline. New awards for students in 1st - 3rd grades.	80% of students will qualify for a Learn. Persevere. Excel award based on assessment data
Honor Roll Awards	40.1% of students earned Honor Roll or Principal's Honor Roll in 2020-21 for 6th - 8th grades  53.6% of students earned Honor Roll or Principal's Honor Roll in 2020-21 for 4th - 5th grades	5% increase in the number of students who earn Honor Roll or Principal's Honor Roll awards in grades 6-8 3% increase in the number of students who earn Honor Roll or Principal's Honor Roll awards in grades 4-5
Parent engagement in Freiler Staff Parent Association Parent meetings, subject-area nights, Back to School Night, Open House, and other community outreach events	Average attendance of 10 parents/community members at Freiler Staff Parent Association Meetings	3% increase in engagement for all events
California School Dashboard Chronic Absenteeism Student Engagement Data	5.8% of students chronically absent during 2018-19 school year as measured by California School Dashboard	0.5% decrease in number of students chronically absent as measured by California School Dashboard
Local Control Accountability and Planning (LCAP) Survey	84.9% of parents, 78.8% of students, and 88.4% of staff responded favorably to questions regarding school climate  86.5% of parents, 84.9%, and 94.6% of staff responded favorably to questions regarding school safety	3% increase in favorable responses in regards to school climate  3% increase in favorable responses in regards to school safety

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

Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and 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)

#### Strategy/Activity 2

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

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

All students.

#### Strategy/Activity

Students will engage in classroom activities through daily use of cooperative learning structures.

#### Proposed Expenditures for this Strategy/Activity

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

Grades 1-3.

#### Strategy/Activity

Student learning will be celebrated through the use of "Learn. Persevere. Excel." trimester awards.

#### Proposed Expenditures for this Strategy/Activity

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

#### Strategy/Activity 4

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

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



Grades 4-8.

Strategy/Activity

Student achievement will be celebrated through Honor Roll assemblies and awards.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

250

Source(s)

LCFF

**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

Families will be engaged in the school community through focused monthly at Freiler Staff Parent Association (FSPA) meetings, subject-area learning nights, and other parent and community engagement 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)

1500

Source(s)

Title I

**Strategy/Activity 6**

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

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

Students who were chronically absent during the 2019-20 school year and students who have an average of 2 or more absences per month.

Strategy/Activity

Families will receive attendance information 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)

649

Source(s)

LCFF

**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**

Students will be supported in acquiring social-emotional behavioral and coping skills through individual and small group mentorship and mental health services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

37844

Source(s)

Title I

**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**

Parents and the community will learn about supporting college and career readiness through parental engagement 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)

10000

Source(s)

Title I

## Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

- Strategies during the 2020-21 school year focused on improving attendance and engagement during distance learning
- Communication in regards to attendance took place after attendance issues were already present for a student

- a focus on student relationships and consistent visible presence of staff and site administration led to an increase in students coming forward with concerns and issues, in turn leading to an increase in suspensions

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

No major differences in implementation

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.

- Increased focus on social-emotional learning
- Increased focus on mental health education and support
- Increased focus on student engagement in the classroom

# 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

### Goal 3

Utilize Professional Learning Communities to regularly evaluate the effect of instructional practices on student learning.

### Identified Need

Significantly increase student learning demonstrated through formative and summative assessment as measured through Effect Size.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Unit Assessment Effect Size Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for enrichment/extension/intervention activities.
CAASPP English Language Arts Scaled Score Data	Average mean scaled score growth effect size of 0.3 in 5th - 8th grades	Average mean scaled score growth effect size of 0.32 (5% increase)
CAASPP Mathematics Scaled Score Data	Average mean scaled score growth effect size of 0.25 in 5th - 8th grades	Average mean scaled score growth effect size of 0.26 (5% increase)

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 Communities will administer at least one common formative assessment for each selected unit, engage students in enrichment/extension/intervention based on assessment results, administer a common post-assessment, and calculate the Effect Size of the enrichment/extension/intervention 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)
21600	Title I
960	LCFF - Supplemental

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$115679
Total Federal Funds Provided to the School from the LEA for CSI	\$149015
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$264,694.00

## 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	\$149,015.00

Subtotal of additional federal funds included for this school: \$149,015.00

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	\$29,935.00
LCFF - Supplemental	\$85,744.00

Subtotal of state or local funds included for this school: \$115,679.00

Total of federal, state, and/or local funds for this school: \$264,694.00



# 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
Stephen Theall	Principal
Vicki Headley	Classroom Teacher
Cherie Johnston	Classroom Teacher
Joanna Torres	Classroom Teacher
	Other School Staff
Angela Ayo	Parent or Community Member
Nicole Fernandez	Parent or Community Member
Rachel Hartland	Parent or Community Member
Rosa Martinez Ali	Parent or Community Member
Lex Sommers	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
	Other: Freiler Staff Parent Association

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 13, 2021.

Attested:

Principal, Stephen Theall on May 13, 2021

SSC Chairperson, Vicki Headley on May 13, 2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

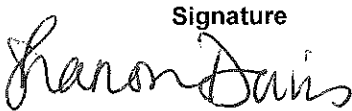
## Recommendations and Assurances

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: Freiler Staff Parent Association

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 13, 2021.

Attested:

  
Principal, Stephen Theall on May 13, 2021

  
SSC Chairperson, Vicki Headley on May 13, 2021



# 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
Wanda Hirsch Elementary School	39-75499-6114490	May 11, 2021	

## Purpose and Description

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

Schoolwide Program

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

Our plan for the 2021-2022 school year has been created with input from all appropriate stakeholder groups, data and surveys compiled during the 2019-2020 and 2020-2021 school years. We are using two years worth of input due to many intentions and actions for the 2020-2021 school plan being placed on hold due to the COVID-19 pandemic and our district having to transition to full time distance learning per state guidelines.

School closures occurred beginning on March 16, 2020 in the 2019-2020 school year due to the COVID-19 Pandemic. During the 2020-2021 school year, we were on a different version of distance learning instructional model than when schools first shut down. TUSD schools remained on distance learning until we reopened in our district on March 22, 2021 on a hybrid/concurrent instructional model.



Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings, School Site Council, and Coffee with the Principal meetings. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, instructional surveys, School Site Council, and staff meetings. During the school closures beginning March 13, 2020 and the majority of the 2020-2021 school year on distance learning due to COVID-19, online meetings and online surveys were utilized to further engage staff, student and parent stakeholders. This plan was approved by Hirsch School Site Council with embedded ELAC representative on May 11, 2021.

# 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).

### LCAP

Districts are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year. Overall Hirsch's climate and safety data is very strong with student being the group with the least percentage of favorable responses.

#### 2021 Hirsch LCAP Climate Results

- 87.1% Favorable among Parents
- 84.4% Favorable among Students
- 93.4% Favorable among Staff

#### 2021 Hirsch LCAP Safety Results

- 82.6% Favorable among Parents
- 88.0% Favorable among Students
- 96.8% Favorable among Staff

### DSEI QUESTIONNAIRE

As part of our work with ICLE on Rigor & Relevance Framework we complete the The Daggett System for Effective Instruction (DSEI). The DSEI facilitates a coherent focus across the entire education organization—organizational leadership, instructional leadership, and teaching—on the development and support of instructional effectiveness to improve student achievement. Hirsch's Continuous Improvement Team completed the questionnaire for the school site in April 2021.

#### Hirsch DSEI April 2021 Results (CIT)

Hirsch rated as Developed or Well Developed Level in nearly all elements except for the following areas; which were rated at the Emerging Level in April 2021:

- Organizational Leadership 6- Data systems have been strategically vetted and selected to fit the district-specific vision and goals.
- Instructional Leadership 4- There is a plan in place to collect varied data about student work to guide instructional decisions.
- Instructional Leadership 6- Multiple strategic and convenient ways for families and the community to engage meaningfully in the student learning process are offered. (As of April 2020, rated at Developed)
- Teaching 5- Proactive collaboration time with teachers is used to select appropriate formative assessment tools that enable the most goal-aligned collection of data to help teachers plan instruction. (April 2020, still rated at Emerging)

### ICLE RIGOR RUBRIC TEACHER SELF ASSESSMENT

Teachers self assessed where the bulk of their instructional falls on the Rigor Rubric at the beginning of the year and at the end of the year. This data is used in conjunction with instructional rounds/classroom observation data to guide professional development and support of our teaching staff. This rubric is comprised of Thoughtful Work, High Level Questioning and Academic Discussion. The numbers below reflect the percentage of teachers that rated the bulk of their instruction falling within the Developed & Well Developed areas of the rubric.

2021 TEACHER CIR SELF ASSESSMENT was not given due to distance learning model of instruction, technology limitations in student collaboration and stress level of teachers in learning technology.

## 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 are done through the DISTRICT EVALUATION PROCESS and well as NON-EVALUATIVE INSTRUCTIONAL ROUNDS using the ICLE Rigor Rubric.

### DISTRICT EVALUATION PROCESS

Evaluation Observations indicate teachers are able to engage students in 21st century teaching and learning. Students were often engaged in collaboration, critical thinking, creativity and communication. Of the 14 teachers evaluated this school year, classroom instruction was predominantly scored in the Meeting or Exceeding Expectations of the TUSD Evaluation Rubric based on the California Standards of the Teaching Profession.

### 2021 NON-EVALUATIVE INSTRUCTIONAL ROUNDS

Instructional Rounds data is collected via the ICLE Rigor Rubric. This rubric is comprised of Thoughtful Work, High Level Questioning and Academic Discussion. The numbers below reflect the percentage of visits that captured students engaged in the Developed & Well Developed areas of the rubric.

- 60.0% Thoughtful Work Student Learning (+6.2%)
- 62.9% Thoughtful Work Instructional Design (+12.2%)
- 58.3% High Level Questioning Student Learning (+6.7%)
- 63.9% High Level Questioning Instructional Design (+5.6%)
- 30.6% Academic Discussion Student Learning (-13.7%)
- 16.7% Academic Discussion Instructional Design (-27.9%)

Academic Discussion scores should be taken with caution due to MS Teams not having a breakout rooms feature until later in the school year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

## Use of state and local assessments to modify instruction and improve student achievement (ESEA)

### 2021 CLASSROOM ASSESSMENTS/REPORT CARD PERFORMANCE IN ENGLISH LANGUAGE ARTS

- 68.7% of Kinder students performing at grade level or above
- 54.2% of Grade 1 students performing at grade level or above
- 52.0% of Grade 1 students performing at grade level or above
- 61.3% of Grade 1 students performing at grade level or above
- 41.0% of Grade 1 students performing at grade level or above
- 53.7% of Grade 1 students performing at grade level or above

### 2021 CLASSROOM ASSESSMENTS/REPORT CARD PERFORMANCE IN MATHEMATICS

- 77.6% of Kinder students performing at grade level or above
- 61.1% of Grade 1 students performing at grade level or above
- 56.0% of Grade 1 students performing at grade level or above
- 66.3% of Grade 1 students performing at grade level or above
- 42.3% of Grade 1 students performing at grade level or above
- 50.7% of Grade 1 students performing at grade level or above

2021 IREAD Many students were without access to district devices until November 2020 and iRead was not functioning on many that had access to personal devices.

- 61% of Kindergartners on or above grade level
- 11% of 1st graders on or above grade level
- 28% of 2nd graders on or above grade level

### 2021 FASTBRIDGE DATA (Round 1)

FastBridge Assessments were given to all TUSD students for the first time ever in the 2019-2020 School Year. The data below was from Round 1 of assessments which were administered remotely. These assessments will be administered again in May 2021 which will be after the school plan has been finalized.

68.2% of students were identified as Low Risk or College Level on AUTOreading  
79.62% of students were identified as Low Risk or College Level on aReading  
77.5% of students were identified as Low Risk or College Level on aMath  
70.0% of students were identified as Low Risk or College Level on mySAEBERS

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

Teachers were given PLC time at every staff meeting possible.

Intervention Plans- Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teacher develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

### 2021

- 25 Students were on documented SST Intervention Plans signed & Approved by Principal as potential Tier III candidates
- 37 Students regularly attended 1:1 or small group support from teacher during class
- Ms. Rebecca (Intervention para paid for w/site funds) supported a total of 34 students.
- Ms. Gonchar (Kinder & intervention para paid for w/site funds) supported a total of 12 students on a regular basis.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Wanda Hirsch employs 28 fully credentialed staff and 1 intern teacher.

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

96.5% of Wanda Hirsch teachers are fully credentialed.

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

2021

- ICLE consultants to support individual sites were cut this school year.
- Early Release Wednesdays primarily focused on adjusting to distance learning instructional model; learning MS Teams tools, engaging students that did not have tech access, building relationships with families
- Several ERWs were focused on navigating the new requirements for documenting distance learning and new attendance procedures. There were also many dedicated to input on site safety and operations plans for reopening schools.
- Continuous Improvement Team (Teacher Leaders) and Site Administration determined STEM focus area for the year considering the demand on teachers for learning technology tools.
- Teachers attended 4 ERWs regarding FastBridge Assessments and Data which were new this year.

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

2021

- Buy Back Days aligned with distance learning goals in August 2020 and January 2021 focused on Student Engagement/STEM instruction and Technology Tools
- Continuous Improvement Team (Teacher Leaders) and Site Administration determined STEM focus would be on Sense Making Notebooks and Engaging all Students
- District TOSAs and Principal provided STEM implementation on December 2, 2020, December 9, 2020, January 6, 2021, January 29, 2021, and April 14, 2021.
- Technology Support (TSA) Teacher provided mini technology workshops regularly throughout the year multiple times each month related to a technology topic during that month.

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

2021

- PLC collaboration time in grade level teams is provided to teachers at every staff meeting.
- On ERW days, teachers have 30 minutes of PLC time.
- Grade levels regularly planned with their team in the afternoons during the 20-21SY due to teaching in the morning and having the afternoons to prepare virtual lessons.

## Teaching and Learning

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

District STEM/RCD Units of Study are aligned with current standards with Common Core and Next Generation Science Standards. Teachers follow district pacing and units utilizing adopted materials (Wonders and My Math) as resources to teach the standards in the units with recommended activities. Teachers also use additional resources to supplement instruction of adopted materials.

ICLE Rigor & Relevance Framework quadrants and rubrics are utilized to increase rigor of instruction in alignment with 21st century skills and expectations of state standards.

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

- State does not require specified number of minutes in ELA & Math instruction as of recent standards and frameworks.
- ELD instruction is provided for all EL students 30 minutes a day.
- All students receive 200 minutes of Physical Education within every ten school days. During COVID-19 Pandemic PE minutes were waived.

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

District STEM/RCD Units of Study also provide pacing guide and assessment windows to ensure curriculum is taught in timely manner. Teachers respond to students needing intervention through district intervention process on Student Success Team Form. Each classroom teacher is required to submit their schedule with 30 minutes of daily ELD instruction and 200 minutes of PE instruction within every 10 days. During COVID-19 Pandemic PE minutes were waived. In the 2020-2021 school year, units of study were adjusted to reflect pacing for distance learning model/hybrid model and full time in person model depending on the instructional format during the year.

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

District STEM/RCD Units of Study, Pacing Guides, and Assessments are available electronically on the staff portal. Teachers and students also have access to physical teacher's manuals and textbooks and online versions through online adopted materials website links via the school website.

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

Teachers utilize district adopted materials as resources while implementing RCD/STEM units of Study. Teachers specifically work with ELA Adoption of "Wonders" and Math adoption of "My Math" SARC pages for textbook adoptions & process

## Opportunity and Equal Educational Access

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

Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teacher develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Tier I interventions involve the classroom teacher in small group setting typically. As students are identified for Tier II intervention, they may still receive more intense and targeted support from the teacher, but they will also receive intervention support from one of the paras we pay for or highly qualified volunteer such as a retired teacher that use to work at Wanda Hirsch. Teachers and administrator closely monitor student data via the TUSD Study Success Team Process.

During the 2020-2021, Tier II and Tier II intervention still took place as did Student Success Teams Process to the extent possible considering shortened school day, regular attendance and technology access were barriers throughout the school year.

## Evidence-based educational practices to raise student achievement

Although Hirsch teachers use a multitude of research based instructional practices, this year (19-20SY) we focused on initial implementation of effective PLCs to build capacity and expertise across grade levels.

We also focused on elements of STEM/RCD Units of Study and 21st Century Teaching by implementing:

- Sense Making Notebooks
- Science Talks
- Facilitated 5E Lesson Design w/TOSA & ICLE Coach for more Rigorous Instruction
- Cooperative Learning Structures to Increase Academic Discourse and Proficiency in Social-Emotional Skills

During the 2020-2021 school year, we focused on increasing attendance, Sense-making Notebooks and Technology Tools for Student Engagement while still providing rigorous and relevant lessons.

## Parental Engagement

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

Free after school tutoring through Give Every Child a Chance Program.

Some teachers also provided intervention support after school or before school.

Hirsch Parent Teacher Organization support Parent Engagement through community events and educational family nights in conjunction with teachers such as Science Night & Math Night .

Evening events put on by teacher and site such as Open House, Back to School Night, Gathering of Gratitude, DARE Graduation, Spelling Bee, and Art Show.

Hirsch PTO and Teachers also engage parents in fundraising for classroom supplies and field trips.

During the 2020-2021 school year many events for parent engagement were cancelled outside of virtual back to school night and virtual parent conferences and meetings.

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)

Hirsch does not received Title I funding, but we engage School Site Council and Staff on budget recommendations for School Site Council Approval.

## Funding

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

Hirsch does not received Title I funding, but we engage School Site Council and Staff on budget recommendations for School Site Council Approval. Our staff at times engages in Staff Development funded by district Title I funds depending on availability. During the 2020-2021 school year we did not not participate due to limited substitutes available that could teach using MS Teams in a distance learning instructional model.

Fiscal support (EPC)

The district allocates LCFF funding using the district formula based on enrollment and students that meet supplemental/concentration funding.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

March 30, 2021 School Site Council Meeting via MS Teams

Review of current school year plan and COVID pandemic impact on intended outcomes. Proposal for new plan and gained input from group to rollover many items to the 2021-2022 plan.



March 31, 2021 Virtual Staff Meeting via MS Teams

Reflection on instruction and culture during the 2020-2021 school year. School Budget input for 2021-2022 school year.

April 14, 2021 Virtual Staff Meeting via MS Teams

Reflection on STEM Implementation during the 2020-2021 school year. School Budget input for 2021-2022 school year.

April 21, 2021 Virtual Staff Meeting via MS Teams

School Budget input, instructional Focus Areas and Actions Steps for 2021-2022 school year.

April 27, 2021 School Site Council Meeting via MS Teams

Approval of School Plan, Actions Steps and Budget Items for the 2021-2022 school year.

May 5, 2021 Virtual Staff Meeting via MS Teams

Approve Final Version of School Budget input, instructional Focus Areas and Actions Steps for 2021-2022 school year.

May 11, 2021 Virtual Staff Meeting via MS Teams

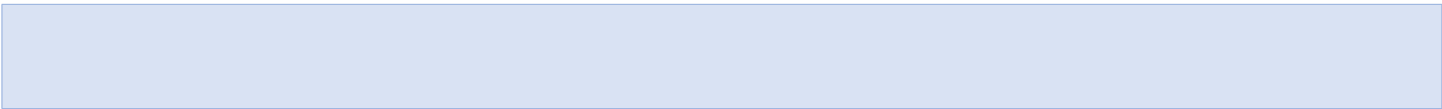
Approve Final Version of School Budget input, instructional Focus Areas and Actions Steps for 2021-2022 school year.

## Resource Inequities

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

- As a Non-Title I school, we operate off a limited budget in comparison to schools with Title I funding. This limits funding to allow for before or after school tutoring, additional personnel for intervention purposes, and additional mental health counseling.
- Declining enrollment and registration information also indicates that many families are leaving our zone of attendance; however, those that are moving in are from the Bay Area and come with more needs than the students that are leaving our area.
- Per the California School Dashboard data in 2019, we have approximately 45.3% of students that are socio-economically disadvantaged, which is an increase from 43.6% from 2017.
- We only have one dedicated computer lab available for 513 students to utilize outside of the library and small amount of laptops available for student use in the classroom.
- Most of our parent population works and/or commutes to the Bay Area daily therefore, attendance to regular meetings is difficult for them such as our HPTO meetings, Coffee with the Principal, Parent Cafe, etc.
- During the COVID pandemic, many students did not have access to technology until district provided devices arrive in November 2020.
- Microsoft Products and our adopted virtual meeting platform, MS Teams, were limited in features for student collaboration until later in the 2020-2021 school year.
- Our enrollment dropped from 500 to 452 during the 2020-2021 school year due to many families moving out of the area, out of the state, moving to a school outside of TUSD providing in person instruction or moving to the Tracy Independent Study Charter School





# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.94%	0.59%	0.4%	5	3	2
African American	6.77%	7.25%	5.41%	36	37	27
Asian	10.71%	11.57%	10.82%	57	59	54
Filipino	5.08%	5.49%	5.41%	27	28	27
Hispanic/Latino	41.35%	40.59%	42.08%	220	207	210
Pacific Islander	1.69%	1.18%	2%	9	6	10
White	28.57%	24.9%	24.45%	152	127	122
Multiple/No Response	%	%	9.42%			0
Total Enrollment				532	510	499

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	105	96
Grade 1	84	89	76
Grade 2	84	77	96
Grade3	84	82	78
Grade 4	82	83	78
Grade 5	93	74	75
Total Enrollment	532	510	499

### Conclusions based on this data:

1. This data above is older due to the COVID-19 Pandemic. We have a fairly diverse community at Wanda Hirsch Elementary.
2. Our overall enrollment has steadily declined over the past three years. Throughout the 2019-2020 school year we have consistently been under 500 students until just before the COVID-19 school closures occurred March 16, 2020 when we were above 500.
3. As of March 30, 2021, we are currently at 452 students. In the 2020-2021 school year, we lost many students to other states and the Tracy Independent Study Charter School.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	142	124	87	26.7%	24.3%	17.4%
Fluent English Proficient (FEP)	19	31	53	3.6%	6.1%	10.6%
Reclassified Fluent English Proficient (RFEP)	6	14	29	4.7%	9.9%	23.4%

### Conclusions based on this data:

1. This data above is older due to the COVID-19 Pandemic and school closures beginning on March 16, 2020. The percentage of our population that are English Language Learners has averaged approximately 24.8% from 2016-2019, but we've dropped to 17.4% in the 2019-2020.
2. The percentage of students that tested as Fluent English Proficient has gradually increased from 3.6% to 10.6%
3. The percentage of students reclassifying over the past three years has fluctuated between 13.8% and 4.7%. In the 2019-2020SY, we only reclassified 6 students which is comparable to 2017-2018SY, yet our data shows we have 23.4% of our ELLs now 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	83	81	78	81	81	78	81	81	100	97.6	100
Grade 4	100	77	81	100	76	80	100	76	80	100	98.7	98.8
Grade 5	107	93	78	105	91	76	105	91	76	98.1	97.8	97.4
Grade 6												
All Grades	285	253	240	283	248	237	283	248	237	99.3	98	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2447.	2431.	24.36	28.40	19.75	28.21	34.57	32.10	20.51	24.69	27.16	26.92	12.35	20.99
Grade 4	2458.	2475.	2474.	15.00	21.05	21.25	32.00	38.16	31.25	21.00	18.42	21.25	32.00	22.37	26.25
Grade 5	2495.	2483.	2498.	21.90	10.99	17.11	21.90	36.26	34.21	21.90	15.38	25.00	34.29	37.36	23.68
All Grades	N/A	N/A	N/A	20.14	19.76	19.41	27.21	36.29	32.49	21.20	19.35	24.47	31.45	24.60	23.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	22.22	25.93	46.15	64.20	46.91	30.77	13.58	27.16
Grade 4	18.00	19.74	17.50	52.00	63.16	53.75	30.00	17.11	28.75
Grade 5	21.90	15.38	21.05	48.57	51.65	56.58	29.52	32.97	22.37
All Grades	20.85	18.95	21.52	49.12	59.27	52.32	30.04	21.77	26.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.21	32.10	20.99	48.72	51.85	54.32	23.08	16.05	24.69
Grade 4	19.00	22.37	28.75	58.00	60.53	58.75	23.00	17.11	12.50
Grade 5	26.67	19.78	27.63	47.62	50.55	48.68	25.71	29.67	23.68
All Grades	24.38	24.60	25.74	51.59	54.03	54.01	24.03	21.37	20.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	17.28	13.58	60.26	72.84	71.60	23.08	9.88	14.81
Grade 4	10.00	11.84	17.50	62.00	76.32	68.75	28.00	11.84	13.75
Grade 5	17.14	10.99	14.47	60.95	59.34	63.16	21.90	29.67	22.37
All Grades	14.49	13.31	15.19	61.13	68.95	67.93	24.38	17.74	16.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.92	34.57	25.93	48.72	55.56	55.56	24.36	9.88	18.52
Grade 4	20.00	23.68	15.00	56.00	59.21	66.25	24.00	17.11	18.75
Grade 5	29.52	24.18	19.74	40.00	45.05	53.95	30.48	30.77	26.32
All Grades	25.44	27.42	20.25	48.06	52.82	58.65	26.50	19.76	21.10

**Conclusions based on this data:**

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Over half of 3rd-5th graders are meeting or exceeding standard on ELA SBAC.
2. Strongest claim areas in proficiency include: Writing in Grades 4 & 5, Reading in Grade 3, Research & Inquiry in Grade 3.
3. Claim area with the most potential to grow toward proficiency; Listening.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	83	81	78	81	81	78	81	81	100	97.6	100
Grade 4	100	77	82	100	77	80	100	77	80	100	100	97.6
Grade 5	107	93	79	105	91	76	105	91	76	98.1	97.8	96.2
All Grades	285	253	242	283	249	237	283	249	237	99.3	98.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2443.	2446.	2442.	24.36	16.05	23.46	28.21	38.27	32.10	29.49	34.57	20.99	17.95	11.11	23.46
Grade 4	2443.	2460.	2478.	5.00	12.99	16.25	26.00	23.38	25.00	31.00	40.26	47.50	38.00	23.38	11.25
Grade 5	2489.	2475.	2484.	12.38	14.29	14.47	24.76	16.48	14.47	25.71	21.98	34.21	37.14	47.25	36.84
All Grades	N/A	N/A	N/A	13.07	14.46	18.14	26.15	25.70	24.05	28.62	31.73	34.18	32.16	28.11	23.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.59	40.74	41.98	32.05	39.51	30.86	24.36	19.75	27.16
Grade 4	12.00	23.38	30.00	36.00	32.47	36.25	52.00	44.16	33.75
Grade 5	26.67	16.48	17.11	28.57	25.27	34.21	44.76	58.24	48.68
All Grades	26.15	26.51	29.96	32.16	32.13	33.76	41.70	41.37	36.29

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.36	24.69	34.57	53.85	50.62	48.15	21.79	24.69	17.28
Grade 4	12.00	14.29	10.00	50.00	49.35	65.00	38.00	36.36	25.00
Grade 5	8.57	14.29	15.79	55.24	42.86	52.63	36.19	42.86	31.58
All Grades	14.13	17.67	20.25	53.00	47.39	55.27	32.86	34.94	24.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	29.49	27.16	24.69	51.28	56.79	48.15	19.23	16.05	27.16
<b>Grade 4</b>	12.00	16.88	16.25	43.00	50.65	62.50	45.00	32.47	21.25
<b>Grade 5</b>	13.33	12.09	11.84	47.62	45.05	51.32	39.05	42.86	36.84
<b>All Grades</b>	17.31	18.47	17.72	47.00	50.60	54.01	35.69	30.92	28.27

**Conclusions based on this data:**

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Grade 3 had the highest number students score proficient which is significantly higher than Grade 4 and 5. Grade 4 had significantly more students proficient than Grade 5.
2. Strongest claim areas in all 3 grade levels was Concepts & Procedures.
3. Claim areas with the most potential to grow toward proficiency; Problem Solving/Modeling & Communicating Reasoning

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.9	1420.0	1443.0	1440.1	1406.1	1373.3	36	17
Grade 1	1516.3	1476.4	1497.6	1474.8	1534.5	1477.4	29	25
Grade 2	1505.8	1500.6	1496.2	1498.7	1514.9	1501.9	23	16
Grade 3	1491.2	*	1484.9	*	1497.0	*	17	9
Grade 4	1492.1	1537.3	1481.5	1525.8	1502.4	1548.5	13	16
Grade 5	1540.9	1506.9	1547.8	1508.1	1533.4	1505.4	18	11
All Grades							136	94

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	*	35.29	50.00	52.94	*	5.88	36	17
1	72.41	12.00	*	56.00	*	28.00	*	4.00	29	25
2	69.57	25.00	*	50.00	*	25.00	*	0.00	23	16
3	*	*	*	*	*	*	*	*	17	*
4	*	37.50	*	31.25	*	31.25	*	0.00	13	16
5	*	18.18	*	27.27	*	27.27		27.27	18	11
All Grades	43.38	17.02	25.74	41.49	22.79	34.04	8.09	7.45	136	94

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.53	44.44	41.18	*	23.53	*	11.76	36	17
1	79.31	24.00	*	48.00	*	24.00	*	4.00	29	25
2	78.26	43.75	*	43.75		12.50	*	0.00	23	16
3	*	*	*	*	*	*	*	*	17	*
4	*	56.25	*	25.00	*	12.50	*	6.25	13	16
5	83.33	45.45	*	27.27	*	9.09		18.18	18	11
All Grades	55.15	34.04	27.21	41.49	8.82	17.02	8.82	7.45	136	94



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88		5.88	63.89	70.59	*	17.65	36	17
1	79.31	12.00	*	48.00	*	20.00	*	20.00	29	25
2	52.17	12.50	*	43.75	*	37.50	*	6.25	23	16
3	*	*	*	*	*	*	*	*	17	*
4	*	12.50	*	56.25	*	25.00	*	6.25	13	16
5	*	0.00	*	9.09	*	72.73	*	18.18	18	11
All Grades	34.56	8.51	17.65	35.11	31.62	40.43	16.18	15.96	136	94

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	55.56	11.76	36.11	82.35	*	5.88	36	17	
1	89.66	76.00	*	20.00	*	4.00	29	25	
2	73.91	37.50	*	56.25		6.25	23	16	
3	*	*	*	*	*	*	17	*	
4	*	43.75	*	50.00	*	6.25	13	16	
5	72.22	0.00	*	81.82		18.18	18	11	
All Grades	61.03	36.17	32.35	57.45	*	6.38	136	94	

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	33.33	23.53	47.22	64.71	*	11.76	36	17	
1	68.97	20.00	*	68.00	*	12.00	29	25	
2	78.26	37.50	*	62.50	*	0.00	23	16	
3	*	*	*	*	*	*	17	*	
4	*	56.25	*	37.50	*	6.25	13	16	
5	77.78	63.64	*	18.18		18.18	18	11	
All Grades	59.56	38.30	30.15	52.13	10.29	9.57	136	94	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	63.89	94.12	*	5.88	36	17
1	79.31	36.00	*	40.00	*	24.00	29	25
2	60.87	12.50	*	81.25	*	6.25	23	16
3	*	*	*	*	*	*	17	*
4	*	25.00	*	50.00	*	25.00	13	16
5	*	9.09	66.67	72.73	*	18.18	18	11
All Grades	36.76	17.02	43.38	64.89	19.85	18.09	136	94

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	11.76	55.56	52.94	*	35.29	36	17
1	65.52	20.00	*	72.00	*	8.00	29	25
2	*	31.25	47.83	68.75	*	0.00	23	16
3	*	*	82.35	*	*	*	17	*
4	*	31.25	*	68.75	*	0.00	13	16
5	*	0.00	61.11	72.73	*	27.27	18	11
All Grades	35.29	19.15	53.68	65.96	11.03	14.89	136	94

#### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Students performed more proficiently in Oral language than Written language, which is anticipated considering receptive language is known to develop sooner than productive language.
2. Level with the highest percentage of students is level 3.
3. 64.9% of our students are performing at the Somewhat/Moderately Proficiency Level of the Reading Domain. 65.9% of our students are performing at the Somewhat/Moderately Proficiency Level of the Writing Domain. These are a large amounts of students that could potentially be moved into Well Developed area and potentially reclassify as fluent in English.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
510	45.3	24.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	24.3
Foster Youth	1	0.2
Homeless	42	8.2
Socioeconomically Disadvantaged	231	45.3
Students with Disabilities	45	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	7.3
American Indian	3	0.6
Asian	59	11.6
Filipino	28	5.5
Hispanic	207	40.6
Two or More Races	43	8.4
Pacific Islander	6	1.2
White	127	24.9





### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. We have a fairly diverse community at Wanda Hirsch Elementary.
2. Our demographic percentages/amounts overall have remained steady over the past three years, however our socioeconomically disadvantage percentage has increased from 43.6% to 45.3% since 2017.
3. Our population primarily consists of Hispanic, White and Asian students.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year. Overall decline in suspension rate has occurred since 2016 from 2.2% to 1.8%.
2. Chronic Absenteeism decreased at our site from prior year from 11.8% to 10.1%, but remains higher than the district ratings of 9.9% and 9.2% respectively.
3. Our students are outperforming the district in performance on standard in ELA and Mathematics on SBAC.  
  
Color indicators show our performance increased in Mathematics due to student larger subgroups increasing. Subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.  
  
Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. Subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.

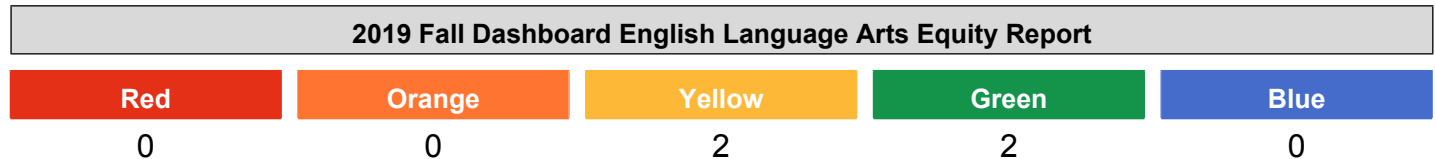
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 2.7 points above standard Maintained ++2 points 228		 Yellow 11.5 points below standard Increased Significantly ++15.2 points 64		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 21.8 points below standard Declined Significantly -20.5 points 22		 Yellow 13.3 points below standard Increased ++8 points 112		 No Performance Color 24.9 points below standard Increased Significantly ++10.4 points 27	

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

<b>African American</b>  No Performance Color 32.8 points below standard Maintained -1.9 points 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 6 points below standard Declined Significantly -15.3 points 29	<b>Filipino</b>  No Performance Color 19 points above standard Declined Significantly -30.2 points 13
<b>Hispanic</b>  Green 3.3 points below standard Increased ++11 points 95	<b>Two or More Races</b>  No Performance Color 29.7 points above standard 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 18.2 points above standard Maintained ++0.2 points 62

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

<b>Current English Learner</b> 45 points below standard Increased Significantly ++19.6 points 34	<b>Reclassified English Learners</b> 26.5 points above standard Declined Significantly -16.2 points 30	<b>English Only</b> 6.3 points above standard Declined -3.3 points 159
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#### Conclusions based on this data:

- Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners by 19.6 points, Socioeconomically Disadvantaged by 8 points, Students with Disabilities by 19.4 points and Hispanic by 11 points. This balanced the significant decreases in other populations.
- Subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.
- English Learners are making significant progress however are still performing 45 points below standard.

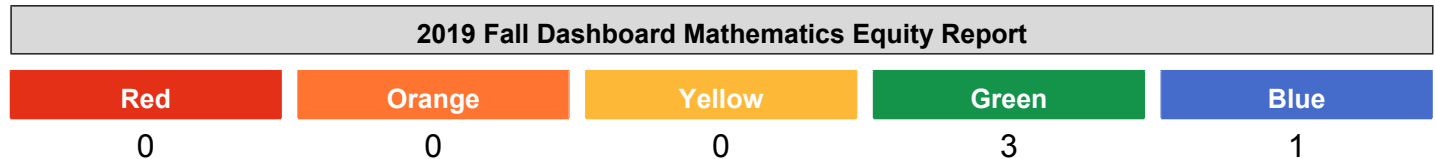
# School and Student Performance Data

## Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 10.7 points below standard Increased ++11.6 points 228	<b>English Learners</b>  Green 19.7 points below standard Increased Significantly ++26.2 points 64	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 19 points below standard Increased Significantly ++32.3 points 22	<b>Socioeconomically Disadvantaged</b>  Green 21 points below standard Increased Significantly ++24.4 points 112	<b>Students with Disabilities</b>  No Performance Color 56.8 points below standard Increased Significantly ++19.8 points 27

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

<b>African American</b>  No Performance Color 64.6 points below standard Declined Significantly -21.5 points 15	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color 2.1 points above standard Declined -7.7 points 29	<b>Filipino</b>  No Performance Color 5.2 points above standard Declined Significantly -19.9 points 13
<b>Hispanic</b>  Green 20.8 points below standard Increased Significantly ++23.7 points 95	<b>Two or More Races</b>  No Performance Color 14.7 points above standard 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 3.9 points above standard Increased Significantly ++15.4 points 62

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 52.7 points below standard Increased Significantly ++27.5 points 34	<b>Reclassified English Learners</b> 17.7 points above standard Maintained ++0.9 points 30	<b>English Only</b> 7.6 points below standard Increased ++7.8 points 159
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#### Conclusions based on this data:

- Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Color indicators show our performance increased in Mathematics due to larger student subgroups showing progress. Those subgroups that increased are Hispanic by 23.7 points, English Language Learners by 27.5 points, White by 15.4 points and Homeless by 32.3 points.
- Subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.
- English Learners are making significant progress however are still performing 52.7 points below standard.

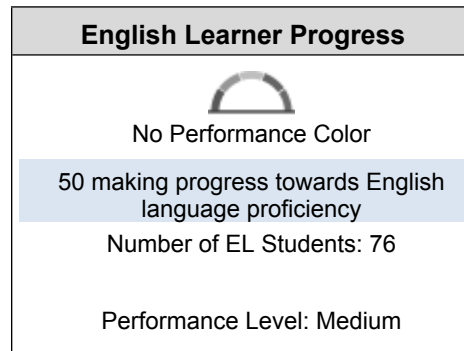


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	34.2	10.5	39.4

#### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. The amount of English Language Learners decreased significantly from 124 ELLs in Spring 2019 to 76 ELLs by Fall 2019.
2. Identification of 12 students that decreased is necessary to establish intervention plans for them at the beginning of the 2020-2021 school year.
3. 50% of ELLs are making progress in language proficiency. English Learners are making significant progress however, they are still performing 52.7 points below standard on SBAC Math. English Learners are making significant progress however, they are still performing 45 points below standard on SBAC ELA.

# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

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

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

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

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

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

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

### Conclusions based on this data:

1. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.

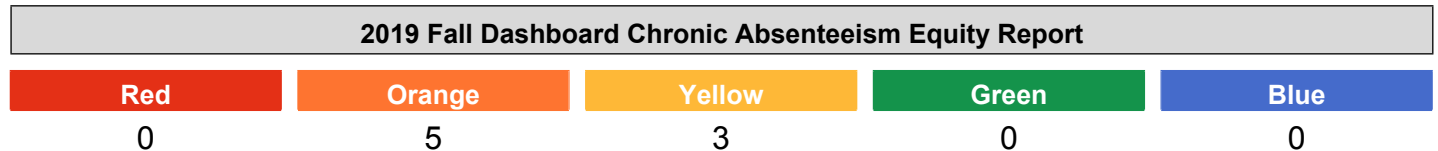
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 10.1 Declined -1.7 535	<b>English Learners</b>  Orange 10.1 Maintained -0.2 129	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  Orange 16.7 Increased +9 48	<b>Socioeconomically Disadvantaged</b>  Orange 15.5 Increased +1.4 251	<b>Students with Disabilities</b>  Yellow 14.5 Declined -3.3 62

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

<b>African American</b>  Orange 20 Increased +8.9 40	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Orange 5.1 Increased +1.8 59	<b>Filipino</b>  No Performance Color 0 Declined -3.8 28
<b>Hispanic</b>  Yellow 10.5 Declined Significantly -3.7 220	<b>Two or More Races</b>  No Performance Color 8.9 Increased +5.4 45	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  Yellow 11.2 Declined -4.4 134

#### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Our Hispanic, White, Students with Disabilities and Filipino populations declined their absenteeism ratings.
2. The following population increased their chronic absenteeism ratings by the following numbers: Socioeconomically Disadvantaged by 1.4%, Asian by 1.8%, Two or More Races by 5.4%, African American by 8.9%, Homeless by 9%.
3. Pre-SARB process fidelity needs to be examined and improved. We need to identify students that are chronically absent and provide attendance interventions and education to parents on importance and benefits of attending school regularly.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

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

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

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

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

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. As an elementary school, Hirsch is not accountable in this area on CA School Dashboard.

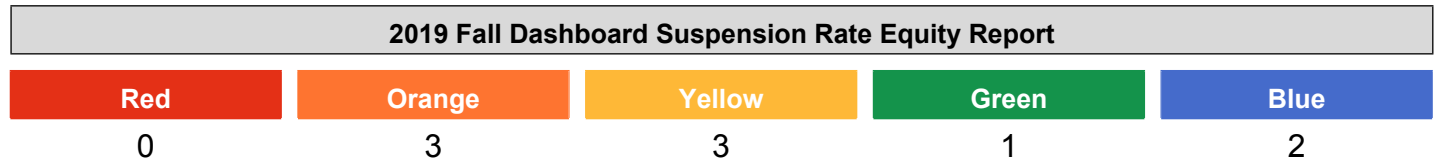
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 1.8 Increased +0.6 555	<b>English Learners</b>  Blue 0 Maintained 0 140	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1
<b>Homeless</b>  Yellow 1.9 Maintained 0 53	<b>Socioeconomically Disadvantaged</b>  Orange 1.9 Increased +0.4 267	<b>Students with Disabilities</b>  Yellow 3.2 Declined -0.8 62

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

<b>African American</b>  Orange 2.4 Increased +2.4 41	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  Blue 0 Declined -1.6 65	<b>Filipino</b>  No Performance Color 0 Maintained 0 29
<b>Hispanic</b>  Yellow 0.9 Increased +0.5 227	<b>Two or More Races</b>  Green 2.2 Declined -1.1 45	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 7	<b>White</b>  Orange 3.6 Increased +1.2 138

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1.8

#### Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year.
2. Overall suspension rate has remained fairly steady over the past five years between 1.2 and 2.2%  
1.6% in 2015  
2.2% in 2016  
1.5% in 2017  
1.2% in 2018  
1.8% in 2019
3. Demographics of suspended students tends to fluctuate over the past 4 years.

# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

- English Language Learners are making significant progress, yet still performing far below standard in ELA & Math
- Increase Number of English Language Learners Reclassifying as English Proficient
- Increase Rigor in all Classrooms per the ICLE Rubric
- Increase Academic Discussion portion of the ICLE Rigor Rubric
- Increase overall proficiency of 3rd-5th graders on SBAC performance
- Increase percentage of Second Graders at grade level expectations on iRead

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA & Math	<p>2018-2019 CAASPP SBAC ELA &amp; Math</p> <p>ELA- ELLs are performing 45 points below standard</p> <p>Math- ELLs are performing 52.7 points below standard</p> <p>OVERALL SBAC ELA PROFICIENCY 52%</p> <p>51.9% Proficient in Grade 3</p> <p>52.5% Proficient in Grade 4</p> <p>51.3% Proficient in Grade 5</p> <p>OVERALL SBAC MATHPROFICIENCY 42%</p> <p>55.6% Proficient in Grade 3</p> <p>41.2% Proficient in Grade 4</p> <p>28.9% Proficient in Grade 5</p>	<p>ELLs will reduce points performing below standard on CASSPP SBAC in both ELA &amp; Math</p> <p>Increase overall proficiency of 3rd-5th graders on SBAC performance by 5%</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Due to school closures beginning March 16, 2020, CAASPP assessments were not given. Data is from two years ago.	
Classroom Observations/Instructional Rounds	<p>INSTRUCTIONAL ROUNDS DATA 2019-2020</p> <p>53.8% Thoughtful Work Student Learning</p> <p>50.7% Thoughtful Work Instructional Design</p> <p>51.6% High Level Questioning Student Learning</p> <p>58.3% High Level Questioning Instructional Design</p> <p>44.3% Academic Discussion Student Learning</p> <p>44.6% Academic Discussion Instructional Design</p> <p>33.8% of classroom visits reflected students are NOT engaging in academic discussions with their peers</p>	<p>Less than 25% of classroom visits will reflect students not engaged in Academic Discussion.</p> <p>Rigor will increase in all areas of the ICLE Rigor Rubric</p>
Teacher Self-Assessment on ICLE Rigor Rubric	<p>PRE SELF ASSESSMENT August 2019</p> <p>31.8% Thoughtful Work Student Learning</p> <p>31.8% Thoughtful Work Instructional Design</p> <p>27.3% High Level Questioning Student Learning</p> <p>40.9% High Level Questioning Instructional Design</p> <p>36.4% Academic Discussion Student Learning</p> <p>36.4% Academic Discussion Instructional Design</p> <p>POST SELF ASSESSMENT April 2020</p> <p>65.0% Thoughtful Work Student Learning (+33.2)</p> <p>45.0% Thoughtful Work Instructional Design (+13.2)</p> <p>60.0% High Level Questioning Student Learning (+32.7)</p>	Rigor will increase in all areas of the ICLE Rigor Rubric

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	75.0% High Level Questioning Instructional Design (+34.1) 60.0% Academic Discussion Student Learning (+23.6) 65.0% Academic Discussion Instructional Design (+28.6)	
iRead	<p>Prior to School Closure February 2020</p> 85% of Kindergartners on or above grade level 48% of 1st graders on or above grade level 51% of 2nd graders on or above grade level  <p>Since School Closure April 2020</p> 77% of Kindergartners on or above grade level (due to new Kinders that enrolled since last data collection point) 48% of 1st graders on or above grade level 61% of 2nd graders on or finished iRead program	Increase percentage of Second Graders at grade level expectations on iRead
Reclassification Information	2016-17SY 18 students reclassified 2017-18SY 6 students reclassified 2018-19SY 14 students reclassified 2019-20SY 6 students reclassified	Increase Number of English Language Learners Reclassifying as English Proficient.
CA School Dashboard & ELPAC	2019 Dashboard Data 50% of Hirsch ELLs making progress in ELPI on ELPAC	Percentage of EL students making progress on ELPAC will increase.

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

#### Tier I Instructional

- Administration to conduct instructional rounds of 30+% of classrooms weekly using the ICLE Rigor Rubric. Each teacher whose classroom is visited will receive a copy of the ICLE Rigor Rubric with Glows and "Bump it Up" practices.
- Continuous Improvement Team & Admin facilitated PD on implementation of Effective PLCs. and how to develop and use Common Formative Assessments
- Administration will provide teachers with 1 hour of PLC Time on 4:30 ERM's, ½ hour of PLC Time on 3:30 ERM's
- Teachers will utilize Unencumbered ERM's as a way to fulfill other duties related to their position
- All grade levels will participate in ERM ELD training with administration & ELD Release Days w/Maria Salazar
- Grades 2 & 4 will participate in NGSS Lesson Study that was not completed in 2019-2020SY using EII funds due to COVID-19 School Closures
- CIT/STEM Release Days which consist of: Colleague Classroom Visits using Rigor Rubric, CIT classroom & PLC data review & debrief, and Grade Level Planning
- Teachers will participate in District & Site ERM's Professional Development Opportunities with District TOSAs/Grade Level Facilitators on STEM units
- At least 15 Teachers will participate in Jan 2021 Buy Back Day on Kagan Cooperative Learning Day 2
- 100% of Teachers will Implement STEM Units using the following instructional practices; Sense Making Science Notebooks, Implement 5E Lesson Design, & Science Talks
- K-2 Students will participate in iRead 20 minutes daily at least 4 times/week in the dedicated computer lab
- Every classroom will received Library Time

#### Tier II & Tier III Instructional

- Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher
- Instructional paras support AM Kinder class without a partner and students needing additional support for Tier II Interventions
- Students receiving intervention services from paras will be identified and re-assessed per their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students
- SST meetings held for students not making progress/not meeting goals on their intervention plans.

#### Technology

- Site will purchase replacement technology that falls on site responsibility and can easily be funded through our limited budget.
- Prioritize K-2 access to Rm 17 Computer Lab for dedicated iRead time 20+ minutes/day at least days/wk
- Grades 3-5 to utilize laptop carts & library computer lab SBAC Interim Assessments
- Teachers to utilize current technology offerings as a resource for assessment, lesson delivery, differentiated instruction & supplemental support.

- Teachers to offer students opportunities to engage in STEM/Math/Reading using student devices.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19921	LCFF
37576	LCFF - Supplemental
0	

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Each of these strategies listed above were implemented in the 2019-2020 School Year to the extend possible despite the COVID-19 School Closures, except ELD Training & Unencumbered ERMs. Unfortunately, due to School Closures, much of our data in from prior years.

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

### 2019-2020 SPSA GOALS

The percentage of students meeting and exceeding standards on district ELA assessments will increase by 5%

The percentage of students meeting and exceeding standards on district Math assessments will increase by 5%

- Not all scores or classes were entered for deeper analysis, some scores do not report in proficiency level format on EADMS reports

The percentage of students meeting and exceeding standards on SBAC in grades 3-5 will increase by 5%.

- 2018 to 2019 SBAC ELA school wide showed decrease of 4.15%
- 2018 to 2019 SBAC MATH school wide showed decrease of 2.03%
- Due to COVID 19 School Closures Grades 3-5 did not take SBAC

Rigorous and relevant instruction will increase in classrooms school wide.

- Per Teacher Self Assessment Pre & Post there was an increase
- Per YTD Data taken up to Nov & YTD Date taken in April there was an increase

80% of students in Grades K-2 will score proficient in iRead by the end of second grade.

- As of April 26, 2020 61% of 2nd graders were on grade level or finished iREAD

2020-2021 Strategies & Action Steps will include ELD training to support our ELL population in furthering their academic progress at Hirsch Elementary.

#### 2020-2021 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)

AMO #1 CAASPP SBAC ELA & Math: Due to COVID-19 Pandemic and School Closures, state assessments were waived. Therefore this data is not available.

AMO #2 Classroom Observations/Instructional Rounds- Due to distance learning model of instruction, technology limitations in allowing student collaboration, we saw a decrease in Academic Discourse from 44.3% to 30.6% and from 44.6% to 16.7%. This means 69.4% and 83.3% of classroom observations saw students not engaged in academic discourse. Later as breakout rooms and teacher technology skill levels increased so did academic discussion. All other areas of the Rigor Rubric increased for Thoughtful Work and High Level Questioning.

AMO #3 Teacher Self-Assessment on ICLE Rigor Rubric- Due to COVID-19 Pandemic, distance learning model of instruction, technology limitations in allowing student collaboration and stress level of teachers during the 2020-2021 school year, the self-assessment was not given during the 2020-2021 school year.

AMO #4 iRead- Due to elementary school sites without access to district devices for multiple months of the school year, only 28% of 2nd graders are on grade level in the iRead program which is a significant decrease.

AMO #5 Reclassification Information: Due to COVID-19 Pandemic and School Closures, most state assessments were waived or incomplete, zero students were reclassified.

AMO #6 CA School Dashboard & ELPAC: Due to COVID-19 Pandemic and School Closures, state assessments were waived. Therefore this data is not 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.

We will improve consistency, implementation and expectations for 21st century teaching and learning through the strategies/actions steps and measurement tools identified in the 2020-2021 School Plan Goal 1 Metrics.

For the 2021-2022 Plan we have agreed to. continue using the Annual Measurable Outcomes listed above except that there may be a different reading intervention program used instead of iRead. The district will be determining that system at a later date.

Actions steps for the 2021-2022 School Year will be:

#### Tier I Instructional

- Administration to conduct instructional rounds of 30+% of classrooms weekly using the ICLE Rigor Rubric. Each teacher whose classroom is visited will receive a copy of the ICLE Rigor Rubric with Glows and "Bump it Up" practices.

- Continuous Improvement Team & Admin facilitated PD on implementation of Effective PLCs and STEM Implementation
- Administration will provide teachers with 1 hour of PLC Time on 4:30 ERM (2:15-3:15) and 35 minutes of PLC Time on 3:30 ERM (2:15-2:50)
- Teachers will utilize Unencumbered ERM as a way to fulfill other duties related to their position
- All grade levels will participate in ERM STEM/ELD training with administration & STEM/ELD Release Days in 5E Instructional Model w/Integrated ELD
- Grades 2 & 4 will participate in NGSS Lesson Study that was not completed in 2019-2020SY using EII funds due to COVID-19 School Closures
- CIT/STEM Release Days which consist of: Colleague Classroom Visits using Rigor Rubric, CIT classroom & PLC data review & debrief, and Grade Level Planning
- Teachers will participate in District & Site ERM Professional Development Opportunities with District TOSAs/Grade Level Facilitators on STEM units
- At least 15 Teachers will participate in Kagan Cooperative Learning Days 1-3 during July 2021
- 100% of Teachers will Implement STEM Units using the following instructional practices; Sense Making Science Notebooks and 5E Instructional Model w/Integrated ELD Standards
- K-2 Students will participate in iRead or district adopted online reading intervention program 20 minutes daily at least 4 times/week in the dedicated computer lab or using student district devices
- Every classroom will received Library Time

#### Tier II & Tier III Instructional

- Teachers will identify students that are Tier II candidates based on Common Formative Assessments and provide Tier II interventions for students in areas of need.
- Teachers will identify students that are potential Tier III candidates for additional services and complete a documented, administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher
- Instructional paras provide support for Grades K-3 to support development of reading foundational skills
- Students receiving intervention services from paras will be identified and re-assessed through Common Formative Assessments from their classroom teacher for continued interventions

- Teachers will employ differentiated instruction and supports to their students within their classrooms per California Standards for the Teaching Profession.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.

## Technology

- Site will purchase replacement technology that falls on site responsibility and can easily be funded through our limited budget.
- Prioritize K-2 access to Rm 17 Computer Lab for dedicated iRead time 20+ minutes/day at least days/wk
- Grades 3-5 to utilize laptop carts & library computer lab SBAC Interim Assessments
- Teachers to utilize current technology offerings as a resource for assessment, lesson delivery, differentiated instruction & supplemental support.
- Teachers to offer students opportunities to engage in STEM/Math/Reading using student devices.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

- Decrease amount of suspendable offenses
- Increase parent engagement in surveys & attendance at community events
- Increase administration communication with parents in variety of formats

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School News Broadcasted via School Messenger System Emails, Phones Calls & Text Messages	<p>Messages sent Monthly and more often during special events such as Fun Run, Distance Learning, etc.</p> <p>As of April 2020, 62 Broadcasts were sent</p> <ul style="list-style-type: none"><li>• 22% were phone calls</li><li>• 42% were text messages</li><li>• 36% were emails</li></ul>	Increased number of School Messenger Broadcasts communicating school news in English and Spanish.
Social Media Following	<p>Facebook created by district in prior years</p> <ul style="list-style-type: none"><li>• 472 people like the page</li><li>• 505 people follow the page</li></ul> <p>Instagram account was created in 1920SY by Principal Nasello</p> <ul style="list-style-type: none"><li>• as of April 2020 has 121 posts</li><li>• as of April 2020 has 93 followers</li></ul>	Increased followers by posting school news, photos, and/or videos weekly.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Report on Parent Emails	As of April 2020 100% of HES students have at least one parent with an email address in Aeries.	100% of students will have at least one parent with an email address listed in Aeries.
Referral & Suspension Data via Aeries	<p>163 referrals issued for major citations  39.5% resulted in warning &amp; phone call to parents  27.9% resulted also included a conference with a parent</p> <p>43 total days of suspension from 9 students suspended this year  5 out of 9 students were suspended more than once</p> <p>1 student expelled</p>	<p>Increased percentages of referrals only resulting lesser consequences.  Less suspendable offenses and zero expulsions.  Decrease amount of students being suspended multiple times.</p>
Panorama Survey Results (2020) will be changings to mySAEBERS (2021)	<p>Hirsch K-2 2020 Panorama Results (Teacher perception)  Self-Efficacy 55% Favorable  Social Awareness 62% Favorable  Emotion Regulation 79% Favorable</p> <p>Hirsch 3-5 2020 Panorama Results (Student Self-Perception)  Growth Mindset 49% Favorable  Social Awareness 70% Favorable  Emotion Regulation 56% Favorable</p>	Increased percentages of favorable responses.
LCAP Survey Results	<p>Hirsch LCAP Climate Results  89.5% Favorable among Parents  79.7% Favorable among Students  90.7% Favorable among Staff</p> <p>Hirsch LCAP Safety Results  86.8% Favorable among Parents</p>	<p>LCAP Results in Climate &amp; Safety above 80% in all stakeholder groups.</p> <p>Increased Staff, Parent &amp; Student Participation Numbers in LCAP Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	79.9% Favorable among Students 93.9% Favorable among Staff  22 Staff, 32 Parents & 76 Students Participated in Survey	
Parent Attendance at Events	Sign in sheets were utilized for Back to School Night, but not retained for data purposes in School Plan.  HPTO Meetings only include principal & board members. Coffee with the Principal included 10 parents.	Develop record system for parent attendance at events that does not slow down entry into the event.  Increased attendance at HPTO Meetings & Coffee with the Principal.
Mental Health Therapist Caseload	18 Students were referred to counseling during the 2020-2021 School Year, however only one student participated on a regular basis. Most students referred attended counseling less than 5 times throughout the year.	Increase the percentage of student participating in counselor out of the number of students referred.

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

#### Student Support

- LCAP District funds utilized for 1 day (5 hours) Mental Health Counseling & students referred to mental health support
- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Positive Behavior Supports
- Updated Referral System using Minor & Major Incidents
- Progressive Discipline Model Followed
- Tier II Interventions for Continuous Behaviors
- Utilize Office of Prevention Services supports for Foster & Homeless populations
- Proud Patriot Tickets to reinforce good behavior school wide
- Welcome Back Assemblies
- Mini assemblies for lunch behavior

- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school

#### Parent Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework
- Regular Social Media Posts
- Regular School Messenger Broadcasts with School News
- 100% of Parents have an email in Aeries Data Confirmation
- Translators provided for meetings
- Parent/Teacher Conferences
- Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance
- Require Parent Volunteer Clearance
- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation
- Coffee w/Principal (every other month)
- School Site Council held monthly
- HPTO Meeting offered monthly)
- HPTO Events- Family Nights, Movie Nights, Dances
- Parent Café including parent classes
- Parent Liaison Outreach & Engagement during arrival & dismissal

#### Staff Climate & Support

- Sunshine Committee
- Staff Shout-outs in Staff Room
- Employee of the Month nomination of teachers by teachers
- Luncheons on Minimum Days
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation day
- Staff Meeting Norms
- PLC Norms & Roles
- Kagan Cooperative Meeting Structures & Elements utilized at staff meetings to build community, respect, trust & support
- Administration maintains open lines of communication with staff regarding school business
- Administration supports teachers by offering support, being available to listen & address their needs/concerns

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

All of the actions steps above were implemented in the 2019-2020 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.

### 2020-2021 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)

AMO #1 School News Broadcasted via School Messenger System Emails, Phones Calls & Text Messages: As of May 3, 2021 100 Broadcasts have been made via calls, emails and texts in English and Spanish.

AMO #2 Social Media Following: As of May 3, 2021 216 posts and 95 followers on Instagram. 486 people like our Facebook Page and 529 people follow our page

AMO #3 Aeries Report on Parent Emails: 100% of our students have a parent with an email listed in Aeries.

AMO #4 Referral & Suspension Data via Aeries: Zero students received administrative referrals this year due to behaviors.

AMO #6 LCAP Survey Results: All areas were over 80% Favorable in Climate and Safety for all stakeholder groups. 43 Staff, 83 Parents & 52 Students Participated in LCAP Survey

AMO #6 Parent Attendance at Events: Due to COVID-19 Pandemic restrictions, volunteers, vendors and events were not allowed on campus. Some virtual participation occurred but in significantly lower numbers than previous years.

AMO#7 Mental Health Therapist Caseload metric was added for the 2021-2022 School Plan

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.

Goal and action steps will remain the same, however metrics are being adjusted to be more easily obtained and monitored throughout the year.

AMO #5 Panorama Survey Results: Our assessment system changed and Panorama Survey assessments were not given. However on Fastbridge mySAEBERs assessment , 70% of students in Grades 2-5 were not at risk for social emotional concerns. We will now use Fastbridge mySAEBERs assessment as metric.

AMO#7 Mental Health Therapist Caseload metric was added for the 2021-2022 School Plan.

We plan to continue these strategies listed below in the 2021-2022 School Year:

### Student Support

- LCAP District funds utilized for 1 day (5 hours) Mental Health Counseling & students referred to mental health support

- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Positive Behavior Supports
- Updated Referral System using Minor & Major Incidents
- Progressive Discipline Model Followed
- Tier II Interventions for Continuous Behaviors
- Utilize Office of Prevention Services supports for Foster & Homeless populations
- Proud Patriot Tickets to reinforce good behavior school wide
- Welcome Back Assemblies/Video
- Mini assemblies for lunch behavior
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school

#### Parent Engagement & Support

- Staff visibility & availability
- Grade levels to host 1-2 Parent Education Nights/create Parent Education Videos to send home in Reading & Math for families to support with homework
- Regular Social Media Posts
- Regular School Messenger Broadcasts with School News
- 100% of Parents have an email in Aeries Data Confirmation
- Translators provided for meetings
- Parent/Teacher Conferences
- Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance
- Require Parent Volunteer Clearance
- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation
- Coffee w/Principal (every other month)
- School Site Council held monthly
- HPTO Meeting (every other month)
- HPTO Events- Family Nights, Movie Nights, Dances
- Parent Café including parent classes
- Parent Liaison Outreach & Engagement during arrival & dismissal

#### Staff Climate & Support

- Sunshine Committee
- Staff Shout-outs in Staff Room
- Employee of the Month nomination of teachers by teachers
- Luncheons on Minimum Days
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation day
- Staff Meeting Norms
- PLC Norms & Roles
- Kagan Cooperative Meeting Structures & Elements utilized at staff meetings to build community, respect, trust & support
- Administration maintains open lines of communication with staff regarding school business
- Administration supports teachers by offering guidance/advice, being available to listen & address their needs/concerns

# 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

LCAP Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.  
LCAP Goal 2: Provide a safe and equitable learning environment for all students and staff.

## Goal 3

Decrease Percentage of Students with Chronic Absenteeism

## Identified Need

Hirsch Elementary's Chronic Absenteeism rating is higher than district rating of 9.2%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Chronic Absenteeism	2019 10.1% of students were chronically absent from school	Decrease in Chronic Absenteeism by 1%
Aeries "Daily Apportionment by Month" Report	<p>2018-2019 School Attendance average was 95.2%</p> <p>2019-2020 School Year</p> <p>96.83% Month 1</p> <p>97.22% Month 2</p> <p>96.56% Month 3</p> <p>95.33% Month 4</p> <p>95.81% Month 5</p> <p>94.41% Month 6</p> <p>95.04% Month 7</p> <p>92.69% Month 8</p> <p>Year-to-Date Attendance Rate Up to March 13, 2020 (last day of attendance on site before COVID-19 School Closure, attendance average was 95.56%</p> <p>99.91% Month 9 due to March 2020 COVID-19 School Closures</p> <p>Year-to-Date Attendance Rate is at 96.11%</p>	<p>Increased Percent Present on Aeries "Daily Apportionment by Month" Report.</p> <p>Increased Year-to-Date Attendance Average by .5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certify Alerts emailed to Site Principal/Attendance Clerk	As of May 3, 2021 the 2020-2021 School Year 33 student records show absences that equate to 10% or more of the year. 16 of those student records indicate student has attend less than 75% of the school year.	Reduced the number of students absent 10% of the year. Zero students will attend less than 75% of the 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, Chronically Absent Students, Students Chronically Tardy

### Strategy/Activity

- Monitor daily attendance
- Include Attendance tips and data in monthly newsletter
- Follow District Pre-SARB process every two weeks
- Pre-SARB letters generated & mailed every 2 weeks
- Administration schedules conferences regularly scheduled for Letters 2 & 3
- SART & Attendance Intervention Plan w/parents & student developed at the conference
- Chronic Offenders referred to SARB Hearing
- Tardies slips and discipline referrals implemented
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at T3 Assemblies
- Determine Free/Low Cost Attendance Improvement Prize as Monthly challenge

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF

# Annual Review



## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

All of the actions steps listed above were implemented this 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.

#### 2020-2021 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)

AMO #1 CA School Dashboard Chronic Absenteeism: Due to COVID-19 Pandemic and school closure Dashboard Data is not available to utilize for measurement.

AMO #2 Aeries "Daily Apportionment by Month" Report: Year-to-Date Attendance Rate Up to Month 8 is 95.99% which was an increase from last year.

95.73% Month 1 (decrease from last year)

95.05% Month 2 (decrease from last year)

96.90% Month 3 (increase from last year)

97.38% Month 4 (increase from last year)

97.03% Month 5 (increase from last year)

95.94% Month 6 (increase from last year)

96.00% Month 7 (increase from last year)

94.38% Month 8 (increase from last year)

AMO # 3 Certify Alerts: This AMO was added as a metric for the 2021-2022 School Plan

During the COVID-19 Pandemic Attendance Guidelines were very lenient. Site administration followed regular district Pre-SARB process until process was adjusted by Student Services Department due to COVID-19 pandemic. Adjustment required multiple home visit before scheduling Pre-SARB hearing. Site administrator requested 13 home visits and 9 were conducted by Student Services Department. Principal conducted 16 home visits when home visits were put on site responsibility.

Per Certify Alerts, 33 students have been absent 10% or more of the school year and 16 of those students have attend less than 75% of the school year. We have some students that have not engaged in an academic environment most of this school year despite home visits, multiple contact attempts, offered supports, technology access, and counseling referrals.

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.

Goal and action steps will remain the same as implemented this year, however Pre-SARB process will continue to be followed with fidelity.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process every two weeks



- Pre-SARB letters generated & mailed every 2-4 weeks
- Administration schedules conferences for meeting dates 2 weeks after the letters are printed. Meetings should occur prior to the next batch of letters generated.
- SART & Attendance Intervention Plan w/parents & student developed at the conference
- Chronic Offenders referred to SARB Hearing
- Tardies slips and discipline referrals implemented
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at Trimester 3 Assemblies
- Implement Free/Low Cost Attendance Improvement Prize as Monthly challenge such as Character Counts Tickets

AMO # 3 Certify Alerts: This AMO was added for the 2021-2022 School Plan as another metric for attendance data with the following goals: Reduced the number of students absent 10% of the year. Zero students will attend less than 75% of the school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$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	\$57,497.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$19,921.00
LCFF - Supplemental	\$37,576.00

Subtotal of state or local funds included for this school: \$57,497.00

Total of federal, state, and/or local funds for this school: \$57,497.00

# 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
Catey Nasello	Principal
Rowena Isip	Classroom Teacher
Rebecca Wheeler	Classroom Teacher
Jody Price	Classroom Teacher
Pablo Pinedo	Other School Staff
Mireida Figueroa	Parent or Community Member
Jennifer Gonzales	Parent or Community Member
Grace Maas	Parent or Community Member
Diego Mallorga	Parent or Community Member
Riyam Alqais	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 11, 2021.

Attested:



Principal, Catey Nasello on May 11, 2021



SSC Chairperson, Rebecca Wheeler on May 11, 2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# 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
Melville S. Jacobson Elementary School	39-75499-6107973		

## 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.

Jacobson Elementary School's SPSA has been created with input from all appropriate stakeholder groups.

# 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).

- LCAP Survey Results

### TUSD Stakeholder Survey Results - 2021 Jacobson

#### SAFETY

Number of responses

#### Parents - Safety Str Agr Agree Total Percent

Q26 72.00 148.00 277.00 79.42% The buildings and grounds at this school are well maintained

Q28 56.00 116.00 219.00 78.54% My child is safe on school grounds before school

Q28 68.00 113.00 234.00 77.35% My child is safe on school grounds during the day

Q28 69.00 103.00 241.00 71.37% My child is safe on school grounds in the classroom

Q28 48.00 102.00 232.00 64.66% My child is safe on school grounds after school

Q29 85.00 174.00 268.00 96.64% The rules of this school are clearly communicated to parents

398.00 756.00 1471.00 78.45%

#### Students - Safety Str Agr Agree Total

Q30 11.00 25.00 42.00 85.71% The buildings and grounds at this school are well maintained

Q35 15.00 20.00 41.00 85.37% I feel safe while attending class virtually and/or in person

Q36 12.00 17.00 42.00 69.05% I feel safe from gang activity and gang violence at school

Q38 13.00 24.00 41.00 90.24% I know the school rules

51.00 86.00 166.00 82.53%

#### Staff - Safety Str Agr Agree Total

Q19 23.00 13.00 38.00 94.74% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

Q20 25.00 13.00 38.00 100.00% My workplace is safe

Q21 22.00 14.00 37.00 97.30% The buildings and grounds at this school are well maintained

70.00 40.00 113.00 97.35%

### Stakeholder Survey Results - 2021 Jacobson

#### CLIMATE

Number of responses

#### Parents - Climate Str Agr Agree Total Percent

Q8 66.00 154.00 268.00 82.09% This school motivates students to learn

Q14 78.00 151.00 267.00 85.77% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q26 61.00 127.00 243.00 77.37% The buildings and grounds at this school are clean and well maintained

Q30 64.00 143.00 242.00 85.54% This school communicates the importance of respecting all cultural beliefs and practices

Q33 106.00 109.00 230.00 93.48% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q33 51.00 92.00 186.00 76.88% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 78.00 136.00 241.00 88.80% The school staff responds to me in a timely manner

Q35 84.00 121.00 241.00 85.06% The school office staff is friendly and professional

588.00 1033.00 1918.00 84.52%

#### Students - Climate Str Agr Agree Total Percent

Q6 11.00 21.00 43.00 74.42% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.  
 Q28 10.00 22.00 42.00 76.19% This school communicates the importance of respecting all cultural beliefs and practices  
 Q30 11.00 25.00 42.00 85.71% My teachers recognize the good work I am doing  
 Q31 13.00 24.00 41.00 90.24% This school motivates students to learn  
 Q32 4.00 24.00 42.00 66.67% The buildings and grounds at this school are clean and well maintained  
 Q39 9.00 18.00 41.00 65.85% I feel comfortable working with classmates and participating in class  
 Q40 7.00 23.00 41.00 73.17% This school has a climate that fosters a feeling of safety, security, and support at school  
 65.00 157.00 292.00 76.03%

#### Staff - Climate Str Agr Agree Total Percent

Q6 21.00 16.00 39.00 94.87% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality  
 Q18 24.00 13.00 38.00 97.37% Members of the school/department collaborate to achieve our school goals  
 Q21 22.00 14.00 37.00 97.30% The buildings and grounds at this school are clean and well maintained  
 Q22 24.00 11.00 38.00 92.11% This school/department communicates the importance of respecting all cultural beliefs and practices  
 Q23 20.00 18.00 38.00 100.00% I am treated with respect by my colleagues at work  
 Q24 22.00 15.00 38.00 97.37% Staff members at this school are recognized appropriately for their efforts and accomplishments  
 Q25 14.00 21.00 37.00 94.59% Our district ensures effective communication across the organization  
 147.00 108.00 265.00 96.23%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Rigor, Relevance, Engagement Rubrics-staff received district and site training on the relationships rubric-developing and maintaining positive relationships were a major focus this year
- Administrative Instructional Rounds-When conducting instructional rounds, I observed consistent student engagement and teacher/student resilience during all learning models during this unique and challenging school year (distance learning and hybrid/distance learning concurrent model)
- Administration visited an average of 110% of classrooms each month on average from August 2020-April 2021 (all classrooms once or more per month)
- Certificated evaluation cycles (formal and informal evaluations)
- Classified evaluations (paraprofessionals)

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

- SBAC and RCD results used to modify planning and instruction--Note--the most recent SBAC and California School Dashboard data we have are from the 2019-2020 school year. Due to the COVID-19 pandemic, the SBAC wasn't administered in 2020.
- RCD units aligned to state standards
- Common formative assessments used within Professional Learning Communities
- RTI/intervention schedule-intervention paraprofessionals worked virtually with students during distance learning and in person with students in their class cohorts when the hybrid/distance learning concurrent model started on March 22, 2021.
- A focus was initiated on designated ELD instruction at Jacobson this year. We committed as a school to the 1A: Homeroom Model, in which the classroom teacher is responsible for 30 minutes of designated ELD in grades 1-5 (15 minutes in kindergarten). This was an important step for our school to take, as we serve almost 200 EL students at Jacobson. Our EL coordinator provided "above and beyond" support for EL students that needed it the most.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- RCD end of unit summative assessments
- Common formative assessments
- FastBridge Assessments administered twice (second round of FastBridge will be May 3-May 15 2021)
- FastBridge assessments--Kindergarten and 1st grade--aReading, aMath, AUTOreading
- FastBridge assessments--2nd, 3rd, 4th, 5th grade--aReading, aMath, AUTOreading, mySAEBRS
- Teachers used SBAC interim assessment data to monitor student progress

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

25 fully credentialed teachers (100%)

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

- 100% of Jacobson teachers are fully credentialed (25 teachers)
- All Jacobson teachers have access to district adopted instructional materials

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- Professional Learning Communities
- Staff development provided by our District Staff Development team and TUSD Continuous Improvement Department
- Early Release Wednesday staff development focusing on Designated ELD instruction
- JES Guiding Coalition--all grade levels represented
- TUSD Buy Back days (optional professional development)
- Collaborative support from our ICLE consultant-focused on RRE (Rigor, Relevance, Engagement) Rubrics

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- ICLE
- Instructional Coaches-Teachers on Special Assignment (TOSA)
- EL Coordinator
- Guiding Coalition
- Intervention Paraprofessionals
- Kindergarten Paraprofessionals
- SBAC Coordinators-provided assistance with interim assessments

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- PLC (Professional Learning Communities)
- Grade level collaboration-horizontal and vertical collaboration
- Guiding Coalition ERW reports

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- RCD Units
- PLCs (Professional Learning Communities)
- TUSD's EL Coordinator and TUSD's English Language Arts Curriculum Specialist provided three professional development sessions during staff meetings on Early Release Wednesdays focusing on Designated ELD instruction and Summative ELPAC preparation
- Teachers utilize district pacing guides
- Common formative assessments

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

- EL minutes (30 minutes per day)
- Integration of subject matter to meet the recommended instructional minutes by reconfiguring daily teaching schedules

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- Pacing guides are reviewed during PLC and grade level collaboration time
- RTI/intervention schedule-intervention paraprofessionals worked virtually with students during distance learning and in person with students in their class cohorts when the hybrid/distance learning concurrent model started on March 22, 2021.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

-All students have equitable access to appropriate instructional materials

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

-RCD units and designated ELD instruction are fully aligned with standards and intervention materials

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- PLC-Teacher intervention rotations based on common formative assessment results
- Teachers were provided the opportunity to support at risk students with extra intervention time (compensated)

Evidence-based educational practices to raise student achievement

- PLC-analyzing common formative assessments
- RTI/Intervention support from teachers and intervention paraprofessionals
- Social Emotional Supports-counseling-JES had two counselors for the 2020-2021 school year who primarily provided virtual counseling to students
- Attendance based accountability (SARB)
- Proactive and equitable discipline policies and practices-no suspensions at JES during the 2020-2021 school year at the time of writing the SPSA (late April 2021)

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- TUSD Prevention Services
- Parent Liaison (our parent liaison splits his time equally between Jacobson Elementary School and Hirsch Elementary School)
- Mental Health Counseling and Wellness support
- SST, 504, IEP procedures
- Paraprofessionals (EL coordinator, intervention paraprofessionals, TK/Kindergarten paraprofessionals)
- City of Tracy after school program-Boys' and Girls' Club
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 2:00 p.m.-4:00 p.m. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We plan to continue this program through the summer and next school year.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- Virtual Back to School Night
- Virtual Parent Teacher Conferences
- School Site Council/ELAC
- Parent Liaison (outreach, support, parent education, Parent Cafes)
- JSPA (Jacobson School Parent Association)
- SST Team (Student Success Team)
- Give Every Child a Chance Tutoring
- Boys' and Girls' Club
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 2:00 p.m.-4:00 p.m. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We plan to continue this program through the summer and next school year.



## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Intervention Paraprofessionals
- EL Paraprofessional
- Kindergarten Paraprofessionals

Fiscal support (EPC)

- Title I
- Targeted (SES/EL/FY)
- Targeted EL

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

All teachers, within their grade level teams, provided input on potential budget items in PLC teams during an Early Release Wednesday collaborative activity on 3-31-2021. Additionally, opportunities for stakeholder input occurred at school site council meetings, guiding coalition meetings, and staff meetings throughout the school year.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.15%	0.31%	0.5%	1	2	3
African American	6.54%	6.44%	7.15%	43	42	43
Asian	13.24%	13.34%	12.31%	87	87	74
Filipino	6.54%	6.6%	5.16%	43	43	31
Hispanic/Latino	49.47%	50.46%	53.91%	325	329	324
Pacific Islander	1.67%	2.45%	2.16%	11	16	13
White	18.72%	16.26%	13.98%	123	106	84
Multiple/No Response	%	%	4.83%			0
Total Enrollment				657	652	601

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	128	123	103
Grade 1	109	108	106
Grade 2	93	114	102
Grade3	104	90	104
Grade 4	123	102	97
Grade 5	100	115	89
Total Enrollment	657	652	601

### Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian, African American, and Filipino students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	240	217	184	36.5%	33.3%	30.6%
Fluent English Proficient (FEP)	14	36	52	2.1%	5.5%	8.7%
Reclassified Fluent English Proficient (RFEP)	14	28	31	5.4%	11.7%	14.3%

### Conclusions based on this data:

1. 30.6% of our students are English Learners.
2. 53.6% of our students have been English Learners at one point, or are still English Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	118	95	89	117	95	87	117	95	87	99.2	100	97.8
Grade 4	102	122	97	102	121	95	102	121	95	100	99.2	97.9
Grade 5	88	98	114	88	97	112	88	97	112	100	99	98.2
All Grades	308	315	300	307	313	294	307	313	294	99.7	99.4	98

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2381.	2379.	2399.	8.55	5.26	14.94	17.09	13.68	22.99	32.48	41.05	26.44	41.88	40.00	35.63
Grade 4	2408.	2423.	2420.	5.88	11.57	5.26	17.65	16.53	26.32	28.43	28.93	22.11	48.04	42.98	46.32
Grade 5	2407.	2446.	2463.	1.14	4.12	8.04	11.36	25.77	24.11	26.14	23.71	29.46	61.36	46.39	38.39
All Grades	N/A	N/A	N/A	5.54	7.35	9.18	15.64	18.53	24.49	29.32	30.99	26.19	49.51	43.13	40.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.40	9.47	18.39	46.15	46.32	50.57	44.44	44.21	31.03
Grade 4	3.92	13.22	13.68	56.86	51.24	51.58	39.22	35.54	34.74
Grade 5	5.68	11.34	10.71	26.14	52.58	54.46	68.18	36.08	34.82
All Grades	6.51	11.50	13.95	43.97	50.16	52.38	49.51	38.34	33.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.68	5.26	10.34	40.17	41.05	45.98	46.15	53.68	43.68
Grade 4	8.82	8.26	5.26	41.18	51.24	51.58	50.00	40.50	43.16
Grade 5	3.41	7.22	9.82	39.77	48.45	57.14	56.82	44.33	33.04
All Grades	9.12	7.03	8.50	40.39	47.28	52.04	50.49	45.69	39.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.13	6.32	16.09	63.25	66.32	60.92	31.62	27.37	22.99
Grade 4	1.96	6.61	2.11	61.76	70.25	72.63	36.27	23.14	25.26
Grade 5	2.27	3.09	9.82	55.68	60.82	59.82	42.05	36.08	30.36
All Grades	3.26	5.43	9.18	60.59	66.13	64.29	36.16	28.43	26.53

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.40	12.63	16.09	56.41	50.53	47.13	34.19	36.84	36.78
Grade 4	8.82	11.57	7.37	51.96	49.59	47.37	39.22	38.84	45.26
Grade 5	2.27	9.28	12.50	40.91	45.36	51.79	56.82	45.36	35.71
All Grades	7.17	11.18	11.90	50.49	48.56	48.98	42.35	40.26	39.12

#### Conclusions based on this data:

1. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC data\*--Jacobson students made positive gains in ELA. 33.67% of our students met or exceeded the standard, a gain of 7.79% from 2018-2019.
2. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC data\*--Jacobson students have shown a three year pattern of improvement in reading (demonstrating understanding of literary and non-fictional texts). In 2018-2019, 13.95% of our students are above standard and 52.38% of our students are at or near standard.
3. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC data\*--Jacobson students are trending in the right direction in writing and research/inquiry, but still have 39% of students below standard in both areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	118	95	89	117	95	88	117	95	88	99.2	100	98.9
Grade 4	102	122	97	102	122	96	102	122	96	100	100	99
Grade 5	89	98	114	89	97	112	89	97	112	100	99	98.2
All Grades	309	315	300	308	314	296	308	314	296	99.7	99.7	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2406.	2393.	2422.	8.55	6.32	11.36	29.91	24.21	30.68	22.22	23.16	28.41	39.32	46.32	29.55
Grade 4	2428.	2448.	2434.	2.94	9.84	2.08	20.59	20.49	23.96	39.22	43.44	39.58	37.25	26.23	34.38
Grade 5	2435.	2465.	2469.	1.12	1.03	8.93	5.62	17.53	14.29	37.08	40.21	35.71	56.18	41.24	41.07
All Grades	N/A	N/A	N/A	4.55	6.05	7.43	19.81	20.70	22.30	32.14	36.31	34.80	43.51	36.94	35.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.77	22.11	34.09	26.50	27.37	30.68	42.74	50.53	35.23
Grade 4	9.80	17.21	11.46	30.39	36.07	32.29	59.80	46.72	56.25
Grade 5	4.49	12.37	12.50	26.97	37.11	38.39	68.54	50.52	49.11
All Grades	16.23	17.20	18.58	27.92	33.76	34.12	55.84	49.04	47.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	13.68	15.91	52.14	31.58	47.73	36.75	54.74	36.36
Grade 4	3.92	11.48	8.33	48.04	46.72	40.63	48.04	41.80	51.04
Grade 5	1.12	4.12	8.04	33.71	51.55	45.54	65.17	44.33	46.43
All Grades	5.84	9.87	10.47	45.45	43.63	44.59	48.70	46.50	44.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.53	12.63	22.73	46.15	51.58	53.41	39.32	35.79	23.86
Grade 4	8.82	13.93	8.33	37.25	49.18	52.08	53.92	36.89	39.58
Grade 5	1.12	2.06	8.93	38.20	51.55	45.54	60.67	46.39	45.54
All Grades	8.77	9.87	12.84	40.91	50.64	50.00	50.32	39.49	37.16

**Conclusions based on this data:**

1. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC data\*--Jacobson students made positive gains in Math. 29.73% of our students met or exceeded the standard, a gain of 2.98% from 2017-2018.
2. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC data\*--Jacobson students are trending in a positive direction in concepts and procedures, problem solving & modeling/data analysis, and communicating reasoning for the past three years, but still have 47%, 45%, and 37% of students below standard, respectively, in these areas.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1422.3	1419.5	1436.8	1430.7	1388.7	1392.9	43	36
Grade 1	1465.5	1437.6	1458.9	1435.1	1471.5	1439.8	54	37
Grade 2	1489.2	1466.3	1497.7	1464.9	1480.3	1467.2	25	39
Grade 3	1468.9	1472.4	1454.4	1467.9	1483.0	1476.4	27	20
Grade 4	1517.1	1506.0	1507.2	1510.5	1526.4	1501.0	42	29
Grade 5	1511.6	1529.8	1508.1	1529.1	1514.6	1530.1	27	31
All Grades							218	192

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	34.88	38.89	25.58	47.22	*	8.33	43	36
1	35.19	5.41	37.04	24.32	*	40.54	*	29.73	54	37
2	56.00	0.00	*	46.15	*	48.72	*	5.13	25	39
3		0.00	*	50.00	*	25.00	*	25.00	27	20
4	28.57	13.79	47.62	44.83	*	31.03	*	10.34	42	29
5	*	29.03	44.44	32.26	*	22.58	*	16.13	27	31
All Grades	29.82	8.85	38.07	38.54	16.51	37.50	15.60	15.10	218	192

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.58	5.56	37.21	47.22	*	38.89	*	8.33	43	36
1	40.74	10.81	22.22	16.22	24.07	51.35	*	21.62	54	37
2	68.00	10.26	*	56.41	*	28.21	*	5.13	25	39
3	*	20.00	*	40.00	*	15.00	40.74	25.00	27	20
4	52.38	34.48	28.57	44.83	*	10.34	*	10.34	42	29
5	66.67	48.39	*	32.26	*	9.68	*	9.68	27	31
All Grades	42.66	20.31	26.61	39.58	14.68	27.60	16.06	12.50	218	192



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	27.78	44.19	38.89	*	25.00	43	36
1	40.74	8.11	24.07	21.62	20.37	37.84	*	32.43	54	37
2	*	0.00	*	38.46	*	53.85	*	7.69	25	39
3		0.00	*	15.00	*	50.00	55.56	35.00	27	20
4	*	6.90	42.86	24.14	*	31.03	*	37.93	42	29
5	*	9.68	55.56	25.81	*	48.39	*	16.13	27	31
All Grades	22.48	5.73	32.11	26.56	25.23	43.23	20.18	24.48	218	192

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.51	11.11	41.86	80.56	*	8.33	43	36
1	59.26	27.03	22.22	62.16	*	10.81	54	37
2	76.00	12.82	*	82.05	*	5.13	25	39
3	*	10.00	59.26	50.00	*	40.00	27	20
4	28.57	31.03	59.52	58.62	*	10.34	42	29
5	62.96	12.90	*	74.19	*	12.90	27	31
All Grades	47.71	17.71	38.53	69.79	13.76	12.50	218	192

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.58	11.11	51.16	80.56	*	8.33	43	36
1	33.33	0.00	53.70	56.76	*	43.24	54	37
2	76.00	15.38	*	76.92	*	7.69	25	39
3	*	45.00	*	40.00	40.74	15.00	27	20
4	66.67	44.83	*	41.38	*	13.79	42	29
5	66.67	77.42	*	6.45	*	16.13	27	31
All Grades	46.33	29.17	36.24	53.13	17.43	17.71	218	192

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.78	65.12	69.44	*	27.78	43	36
1	48.15	8.11	25.93	59.46	25.93	32.43	54	37
2	44.00	0.00	*	82.05	*	17.95	25	39
3		0.00	48.15	60.00	51.85	40.00	27	20
4	*	3.45	69.05	51.72	*	44.83	42	29
5	*	19.35	74.07	64.52	*	16.13	27	31
All Grades	24.77	5.73	50.92	65.63	24.31	28.65	218	192

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.86	41.67	37.21	30.56	*	27.78	43	36
1	46.30	16.22	42.59	54.05	*	29.73	54	37
2	*	5.13	68.00	87.18	*	7.69	25	39
3	*	0.00	51.85	75.00	*	25.00	27	20
4	38.10	27.59	50.00	37.93	*	34.48	42	29
5	51.85	9.68	44.44	74.19	*	16.13	27	31
All Grades	38.07	17.71	47.25	59.38	14.68	22.92	218	192

### Conclusions based on this data:

1. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 Summative ELPAC data\*-It is concerning that 22.92% of Jacobson students scored at beginning in the writing domain in 2018-2019, an increase of 8.24% from 2017-2018.
2. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 Summative ELPAC data\*-It is concerning that 67.71% of Jacobson students scored at a 1 or 2 in written language.
3. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 Summative ELPAC data\*-Four out of six grade levels had lower overall scores in 2018-2019 than last year.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
652	66.4	33.3	0.9
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	217	33.3
Foster Youth	6	0.9
Homeless	18	2.8
Socioeconomically Disadvantaged	433	66.4
Students with Disabilities	80	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	42	6.4
American Indian	2	0.3
Asian	87	13.3
Filipino	43	6.6
Hispanic	329	50.5
Two or More Races	27	4.1
Pacific Islander	16	2.5
White	106	16.3





### Conclusions based on this data:

- Jacobson Elementary School has a high percentage of socioeconomically disadvantaged students (433 students=66.4%).
- Our largest sub-group is Hispanic students, followed by White, Asian, Filipino, and African American students.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Update-We have had zero student suspensions at Jacobson Elementary School so far during the 2020-2021 school year. This next comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-"Jacobson Elementary School has a red indicator for suspensions and an orange indicator in chronic absenteeism. Improvements are needed in these areas."
2. This comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-"Jacobson Elementary School has a yellow indicator for English Language Arts and Mathematics."

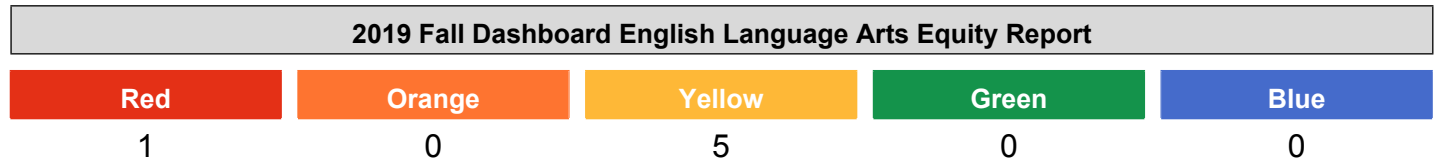
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 38.1 points below standard Increased ++14.7 points 288	 Yellow 50.7 points below standard Increased ++3 points 109	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Yellow 46.6 points below standard Increased Significantly ++15.3 points 193	 Red 115.5 points below standard Declined -5.3 points 44

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 74.5 points below standard Increased ++14 points 17	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Yellow 54.8 points below standard Increased ++6 points 37	<b>Filipino</b>  No Performance Color 10.5 points above standard Increased ++8.4 points 24
<b>Hispanic</b>  Yellow 41.7 points below standard Increased Significantly ++10.2 points 144	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Yellow 28 points below standard Increased Significantly ++17 points 48

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

<b>Current English Learner</b> 77.7 points below standard Declined -5.6 points 74	<b>Reclassified English Learners</b> 6.3 points above standard Maintained -1.2 points 35	<b>English Only</b> 31.9 points below standard Increased Significantly ++20.5 points 174
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#### Conclusions based on this data:

1. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-All students increased their performance in 2018-2019 by 14.7 points, a substantial improvement.
2. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-Socioeconomically disadvantaged students increased their performance significantly in 2018-2019, improving by 15.3 points.
3. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-Current English Learners' performance declined by 5.6 points in 2018-2019, a concern.

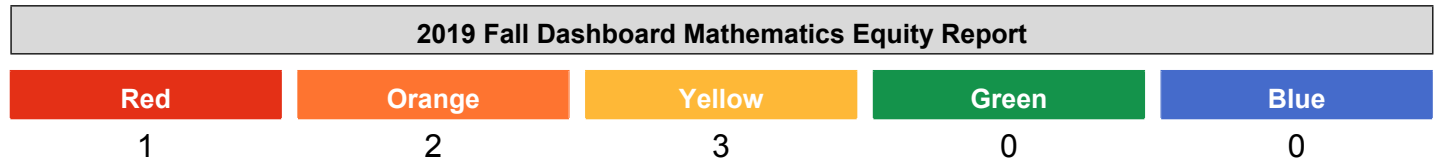
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 38.8 points below standard Increased ++7.1 points 288	<b>English Learners</b>  Orange 41.4 points below standard Maintained ++1.2 points 109	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Socioeconomically Disadvantaged</b>  Yellow 44.9 points below standard Increased ++5.8 points 193	<b>Students with Disabilities</b>  Red 108.2 points below standard Declined -5.1 points 44

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 59.4 points below standard Increased Significantly ++24.5 points 17	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Yellow 39 points below standard Increased ++5.5 points 37	<b>Filipino</b>  No Performance Color 0.2 points below standard Maintained ++1.1 points 24
<b>Hispanic</b>  Yellow 43.3 points below standard Increased ++10.9 points 144	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Orange 35.6 points below standard Maintained -0.5 points 48

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 66.2 points below standard Declined -6.9 points 74	<b>Reclassified English Learners</b> 11.1 points above standard Maintained -2.1 points 35	<b>English Only</b> 39.4 points below standard Increased ++9 points 174
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#### Conclusions based on this data:

1. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-All students improved their performance in 2018-2019 by 7.1 points, indicating that we are trending in the right direction.
2. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-African American and Hispanic students significantly improved their performance in 2018-2019 by 24.5 and 10.9 points, respectively.
3. \*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*-Current English Learners' performance declined by 6.9 points in 2018-2019, a concern.

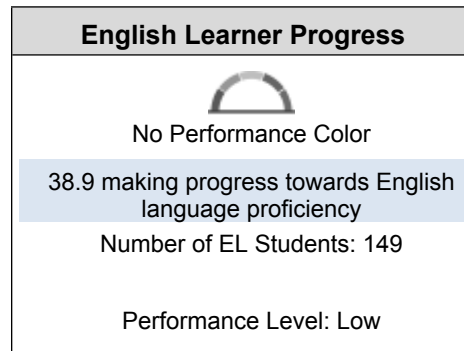


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8	36.2	1.3	37.5

#### Conclusions based on this data:

1. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 data\*-Fifty-six students progressed at least one ELPI level. This is encouraging.
2. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 data\*-Thirty-seven students decreased one ELPI level. This is a concern.
3. \*Due to the COVID-19 pandemic, the Summative ELPAC test wasn't administered in 2020, so all conclusions are based on 2019 data\*-38.9% of EL students are making progress towards English language proficiency, indicating a low performance level, which is a concern.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. This is not applicable for K-5 schools.

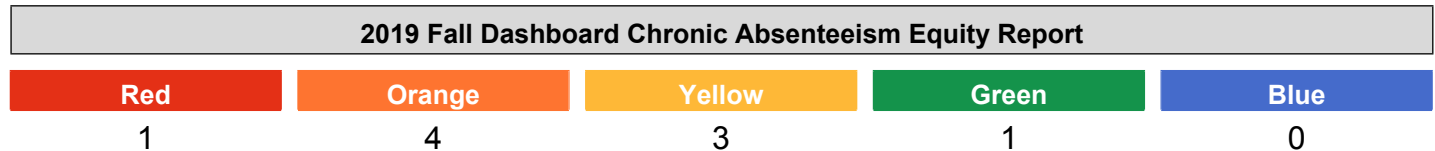
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 12.4 Increased +1.2 678	<b>English Learners</b>  Red 10.4 Increased Significantly +3.1 230	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Homeless</b>  Yellow 13.3 Declined -10.2 30	<b>Socioeconomically Disadvantaged</b>  Orange 15.2 Increased +2 466	<b>Students with Disabilities</b>  Orange 13.5 Increased +1.7 104

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 14 Maintained -0.3 43	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Green 4.5 Declined -0.9 88	<b>Filipino</b>  Yellow 4.7 Increased +4.7 43
<b>Hispanic</b>  Orange 14.2 Increased +2 344	<b>Two or More Races</b>  No Performance Color 23.3 Declined -0.7 30	<b>Pacific Islander</b>  No Performance Color 12.5 Increased +12.5 16	<b>White</b>  Yellow 12.5 Declined -0.8 112

#### Conclusions based on this data:

1. This comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-A significant percentage of Jacobson students (12.4%) were chronically absent in 2018-2019. This is concerning.
2. This comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-Socioeconomically disadvantaged students increased their chronic absenteeism by 2% in 2018-2019 to reach 15.2%.
3. This comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-13.5% of students with disabilities were chronically absent in 2018-2019, an increase of 1.7%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. This is not applicable to K-5 schools.

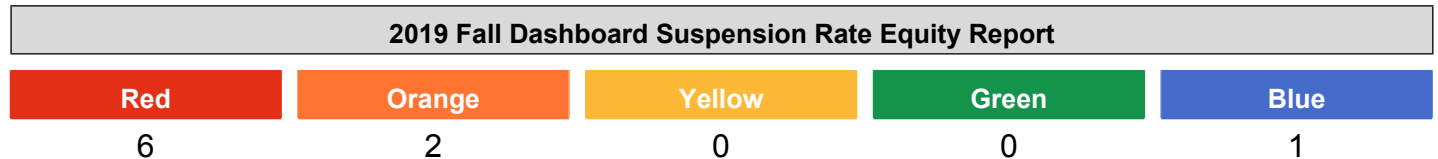
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 5.6 Increased Significantly +2.8 709	<b>English Learners</b>  Orange 3.7 Increased +1.4 246	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 7
<b>Homeless</b>  Red 13.3 Increased +2.8 30	<b>Socioeconomically Disadvantaged</b>  Red 6.2 Increased Significantly +2.7 483	<b>Students with Disabilities</b>  Red 8.4 Increased +5.5 107

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 11.4 Increased +9.4 44	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Blue 0 Maintained 0 94	<b>Filipino</b>  Red 6.3 Increased +6.3 48
<b>Hispanic</b>  Orange 5.8 Increased +1.9 361	<b>Two or More Races</b>  No Performance Color 6.7 Increased +2.8 30	<b>Pacific Islander</b>  No Performance Color 12.5 Increased +3.4 16	<b>White</b>  Red 6.1 Increased +3.2 114

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.9	5.6

#### Conclusions based on this data:

1. Update-We have had zero student suspensions at Jacobson Elementary School so far during the 2020-2021 school year. This next comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-"5.6% of Jacobson students were suspended in 2018-2019. This is a significant increase of 2.8% from last year."
2. Update-We have had zero student suspensions at Jacobson Elementary School so far during the 2020-2021 school year. This next comment was from last year (California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic)-"The majority of subgroups' suspension rates increased in 2018-2019. This is a concern."

# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

Jacobson Elementary Students need to continue to improve in math and language arts performance, as measured on 2019 CAASP testing and grade level assessment data. Subgroups such as EL students, socioeconomically disadvantaged students, and students with disabilities are performing below their peers (per 2019 SBAC data).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-English Language Arts Academic Performance-all students	Yellow (38.1 points below standard-14.7 point increase)	Yellow or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-Mathematics Academic Performance-all students	Yellow (38.8 points below standard-7.1 point increase)	Yellow or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-English Language Arts Academic Performance-EL Students	Yellow (50.1 points below standard-3 point increase)	Yellow or Higher



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-English Language Arts Academic Performance-Socioeconomically Disadvantaged Students	Yellow (46.6 points below standard-15.3 point increase)	Yellow or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-English Language Arts Academic Performance-Students with Disabilities	Red (115.5 points below standard-5.3 point decrease)	Orange or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-Mathematics Academic Performance-EL Students	Orange (41.4 points below standard-1.2 point increase)	Yellow or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-Mathematics Academic Performance-Socioeconomically Disadvantaged Students	Yellow (44.9 points below standard-5.8 point increase)	Yellow or Higher
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*--CA Dashboard-Mathematics Academic Performance-Students with Disabilities	Red (108.2 points below standard-5.1 point decrease)	Orange or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Transitional Kindergarten Math Assessments (count to 20 and comparing numbers) and Language Arts Assessments (Capital Letters and Letter Sounds)	Math-count to 20-16% of students emergent, 10% of students on-track, 74% of students proficient Math-comparing numbers-16% of students emergent, 37% of students on track, 47% of students proficient ELA-capital letters-21% of students emergent, 16% of students on-track, 63% of students proficient ELA-letter sounds-26% of students emergent, 74% of students proficient	Increase the percentage of proficient students by 10% or more
Kindergarten Math Assessments (count to 100 and comparing numbers) and Language Arts Assessments (Letter Recognition and Letter Sounds)	Math-count to 100-18% of students beginning, 18% of students progressing, 46% of students proficient, 18% of students exceeding proficient Math-comparing numbers-12% of students beginning, 18% of students progressing, 58% of students proficient, 12% of students exceeding proficient ELA-letter recognition-14% of students beginning, 7% of students progressing, 79% of students proficient ELA-letter sounds-14% of students beginning, 15% of students progressing, 71% of students proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
First Grade Math Assessments (Unit 3A part II and Unit 3B) and Language Arts Assessments (Decoding and Reading Fluency)	Math-3A part II-11 % of students beginning, 14% of students progressing, 52% of students proficient, 23% of students exceeding proficient Math-3B-8% of students beginning, 24% of students progressing, 44% of students proficient, 24% of students exceeding proficient ELA-decoding-32% of students beginning, 32% of students progressing, 18% of students	Increase the percentage of proficient/exceeding proficient students by 10% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	proficient, 18% of students exceeding proficient ELA-reading fluency-38% of students beginning, 18% of students progressing, 40% of students proficient, 4% of students exceeding proficient	
Second Grade Math Assessments (add within 100 and subtract within 100) and Language Arts Assessments (reading fluency rate and spelling)	Math-add within 100-21% of students beginning, 32% of students progressing, 30% of students proficient, 17% of students exceeding proficient Math-subtract within 100-32% of students beginning, 28% of students progressing, 29% of students proficient, 11% of students exceeding proficient ELA-reading fluency rate-12% of students beginning, 21% of students progressing, 67% of students proficient ELA-spelling-19% of students beginning, 28% of students progressing, 53% of students proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Third Grade Math Assessments (rounding to the nearest ten and hundred and fractions on a number line) and Language Arts Assessments (understand grade-level informational text and understand grade-level literature)	Math-rounding to the nearest ten and hundred-22% of students beginning, 8% of students progressing, 59% of students proficient, 11% of students exceeding proficient Math-fractions on a number line-27% of students beginning, 23% of students progressing, 42% of students proficient, 8% of students exceeding proficient ELA-understand grade-level informational text-32% beginning, 13% progressing, 55% proficient ELA-understand grade-level literature-29% beginning, 18% progressing, 47% proficient, 6% exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fourth Grade Math Assessments (multiplication and division and geometry) and Language Arts Assessments (informational text and theme)	Math-multiplication and division-61% of students beginning, 22% of students progressing, 17% of students proficient Math-geometry-40% of students beginning, 40% of students progressing, 19% of students proficient, 1% of students exceeding proficient ELA-informational text-20% of students beginning, 51% of students progressing, 24% of students proficient, 5% of students exceeding proficient ELA-theme-51% of students beginning, 35% of students progressing, 14% of students proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Fifth Grade Math Assessments (add/subtract decimals and multiply/divide decimals) and Language Arts Assessments (informational reading and short research project and informational reading and informative writing)	Math-add/subtract decimals-12% of students beginning, 35% of students progressing, 37% of students proficient, 16% of students exceeding proficient Math-multiply/divide decimals-31% of students beginning, 34% of students progressing, 25% of students proficient, 9% of students exceeding proficient ELA-informational reading and short research project-23% of students beginning, 30% of students progressing, 37% of students proficient, 10% of students exceeding proficient ELA-informational reading and informative writing-33% of students beginning, 31% of students progressing, 26% of students proficient, 10% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Renaissance Learning Subscription (STAR and AR)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

## 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

Books and supplies for our library

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

## 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

Compensation for our librarian to run the Book Fair

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Purchase PE and recess 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)

500

Source(s)

LCFF

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

### Strategy/Activity

Six hour paraprofessional to work with EL students and administer ELPAC Testing (includes potential salary increase for the 2021-2022 school year-2nd row)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

39767

Source(s)

LCFF - Supplemental

1527

LCFF - Supplemental

## 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

Film for laminator to support GLAD and differentiated 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)

700

Title I

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ink for GLAD printer to support instruction in ELA/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)

700

Source(s)

Title I

### 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

Provide each teacher with a substitute teacher for two days of intervention planning and PLC (Professional Learning Community) work

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10400

Source(s)

Title I

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students (includes potential salary increase for the 2021-2022 school year-2nd row)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40133	Title I
1541	Title I

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1st-5th Grade Students

### Strategy/Activity

Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block (includes potential salary increase for the 2021-2022 school year-2nd row and 4th row)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20314	Title I
780	Title I
19492	LCFF - Supplemental
749	LCFF - Supplemental

## 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

Money to support educational field trips for students who are unable to donate. This money can also support on-site educational field trips for 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)
2800	LCFF

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students



### Strategy/Activity

Provide each teacher with up to three hours of paid collaborative time to be used before or after contract time to plan for intervention and other PLC (Professional Learning Community) work

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3600

Source(s)

Title I

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten-2nd grade students

### Strategy/Activity

Implement iRead in all K-2 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)

0

Source(s)

District Funded

### 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

Provide time and training for PLCs (Professional Learning Communities) to meet frequently to focus on effective instructional practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

### 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

Purchase books for classroom book collections and student "book flood" (all students get a minimum of one free book per month)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18750

Source(s)

Title I

**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

Purchase K-5 science supplies/materials to support NGSS 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)

17965

Source(s)

Title I

**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

Provide Substitute Teachers for SST meetings to support at risk students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Title I

**Strategy/Activity 18**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

## EL Students

### Strategy/Activity

Teacher provided intervention to support 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)

4844

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021 analysis-Our Jacobson Elementary School staff did an admirable job engaging students during the distance learning model and the hybrid/distance learning concurrent model during the 2020-2021 school year. Due to the school shutdown of March 2020, and the synchronous learning time available to students during distance learning, and the hybrid learning model, with the synchronous portion of the instructional day ending at 11:00 a.m. for transitional kindergarten and kindergarten, 11:25 a.m. for grades 1-3, and 11:40 for grades 4-5, there wasn't as much in-person learning time as in a traditional school year. Despite these challenges, between 14% and 79% of TK-5 students were proficient or exceeding proficient on grade level literacy assessments (please see the annual measurable outcomes above for a specific assessment breakdown by grade level). With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, more intervention paraprofessional support, and more resources in our library, it is anticipated that percentages of proficient students will increase both on grade level assessments and on the relevant SBAC reading and writing claims. The focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this site based goal. Math will continue to be focused on at Jacobson Elementary School as well. Literacy directly correlates to students' math achievement. By continuing to build capacity at Jacobson within our grade-level Professional Learning Communities, our Guiding Coalition, Vertical grade level collaboration, and intervention program, we will strive to increase proficiency on grade level assessments by 10% or greater. We eagerly anticipate the results of our 2021 SBAC scores and Summative ELPAC scores, in addition to the updating of the California School Dashboard, as that data will provide valuable feedback to our Jacobson Elementary School Community.

\*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data\*--Analysis from 2020 SPSA based on 2018-2019 SBAC and iRead data-"Jacobson students improved on ELA (English Language Arts) SBAC results. Last year's intended outcome was for all 3rd-5th grade students to

improve by 5% in all SBAC categories. In 2018 on ELA, 43.13% of 3rd-5th grade students did not meet the standard, 30.99% nearly met the standard, 18.53% met the standard, and 7.35% exceeded the standard. In 2019, 40.14% of students did not meet the standard, 26.19% nearly met the standard, 24.49% met the standard, and 9.18% exceeded the standard. This data reveals positive growth in all categories. In 2018 on Math, 36.94% of 3rd-5th grade students did not meet the standard, 36.31% of students nearly met the standard, 20.7% met the standard, and 6.05% exceeded the standard. In 2019, 35.47% of 3rd-5th grade students did not meet the standard, 34.8% nearly met the standard, 22.3% met the standard, and 7.43% exceeded the standard. Of note, significant improvements were made in SBAC ELA and Math in 3rd grade. In ELA in 2018, 40% of 3rd grade students did not meet the standard, 41.05% nearly met the standard, 13.68% met the standard, and 5.26% exceeded the standard. In 2019, 35.63% of 3rd grade students did not meet the standard, 26.44% nearly met the standard, 22.99% met the standard, and 14.94% exceeded the standard. In Math in 2018, 46.32% of 3rd grade students did not meet the standard, 23.16% nearly met the standard, 24.21% met the standard, and 6.32% exceeded the standard. In 2019, 29.55% of 3rd grade students did not meet the standard, 28.41% nearly met the standard, 30.68% met the standard, and 11.36% exceeded the standard. These SBAC gains in 3rd grade are substantial and encouraging. The 2018 intended outcome of 10% gains in SBAC Math scores was not met. Overall SBAC gains for Jacobson Elementary School are encouraging. We anticipate gains to continue on iRead proficiency in grades K-2. A second computer lab has been built at Jacobson and will be utilized in 2020-2021 for all k-2 students to have consistent access to new desktop computers for iRead work. Of note, in 2018-2019, 79% of kindergarten students read at or above grade level, per iRead reports, a significantly higher percentage than K-2 averaged (32%). Kindergarten students used desktop computers in our computer lab for their iRead work in 2018-2019. The strategies implemented have proven effective, based on the overall data. Strategies will continue to be reviewed and improved by our stakeholders to maximize our goal of continued improvement."

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID-19 school closures, TUSD transitioned to a distance learning program to conclude the school year. Schools were closed starting on Monday, March 16 2020. During the 2020-2021 school year, distance learning was the learning model used throughout the majority of the school year. Three SDC classes returned for in person instruction 4 days a week starting on Monday, November 16, 2020. After winter break, they went back to distance learning until Monday, January 25, 2021. On January 25, 2021, they returned to in person learning 4 days a week with distance learning on Wednesdays. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal. On Monday, March 22, 2021, a hybrid/distance learning concurrent model started for all students. Students in group A attended in person on Mondays and Thursdays, accessing instruction the other three days via distance learning. Students in group B attended in person on Tuesdays and Fridays, accessing instruction the other three days via distance learning. Students remaining on distance learning continued to access instruction via distance learning all 5 days of the week. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal.

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, 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

Jacobson Elementary School needs to work to decrease suspension rates. Jacobson needs to continue to support students with counseling services. Work needs to be done to continue to address chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard Suspension Rate-All Students	Red (5.6% of students were suspended at least once-increase of 2.8%)	Yellow or better
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard Suspension Rate-Homeless Students	Red (13.3% of students were suspended at least once-increase of 2.8%)	Yellow or better
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard Suspension Rate-Students with Disabilities	Red (8.4% of students were suspended at least once-increase of 5.5%)	Yellow or better
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard Chronic Absenteeism-All students	Orange (12.4%-increased 1.2%)	Yellow or better
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard-	Orange (15.2%-increased 2%)	Yellow or better

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism-Socioeconomically Disadvantaged		
*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic*-CA Dashboard-Chronic Absenteeism-English Learners	Red (10.4%-increased significantly 3.1%)	Yellow or better

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

Notify parents through letters and phone calls about attendance concerns. Hold site-based SARB meetings to develop an attendance plan.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide trimester awards for good attendance and classroom incentives for whole class 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)

0

Source(s)

None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth Students

#### Strategy/Activity

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' 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)

0

Source(s)

District Funded

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide four enrichment art classes through SJCOE

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide five days of counseling services for 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)

0

Source(s)

District Funded



## 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

Office budget to purchase supplies to support our 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)

3000

Source(s)

LCFF

## 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

Host a family science night and family reading night.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

550

Source(s)

LCFF

## 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

Purchase visitor stickers for "Raptor" system identification to promote campus safety

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200

Source(s)

LCFF



## 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

Host parent group meetings, such as JSPA (Jacobson School Parent Association) meetings and 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)

0

Source(s)

None Specified

## 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

Riso and Ricoh copy machine lease and ink

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7100

Source(s)

LCFF

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teachers will be given 10,000 copies for non RCD materials and two boxes of paper.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Title I

## 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 receive a budget of \$20 per student to purchase classroom supplies and resources for students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11400

Source(s)

Title I

## 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

Postage fees for mailing parent 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)

750

Source(s)

LCFF

## 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

Provide compensation for school supervision assistants to attend school supervision 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)

500

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021 analysis-As of late April, there have been no student suspensions during the 2020-2021 school year at Jacobson Elementary School. This is an encouraging development at our school, and we will continue to build on this next school year. We have focused on building and maintaining positive relationships this year. Students are still subject to possible discipline per Education Code, no matter the learning model (this year we were in a distance learning model and later in the year, a hybrid/distance learning concurrent model-explained in next section). Additionally, Jacobson Elementary School's year-to-date attendance rate is 97.2% as of late April. This too is a remarkable achievement, considering that district devices weren't available for all K-5 students until late October 2020. School staff, parents, and students all worked together to find solutions for all students to access distance learning. Additionally, students that opted for in person learning, when it became an option, have had exceptional attendance, overall. We will work to continue these positive student attendance/engagement trends next school year.

\*California School Dashboard data on this report is from 2019 due to the COVID-19 pandemic. This portion of the analysis is from the 2020 SPSA based upon the 2019 California School Dashboard data\*-"The school suspension rate increased in 2018-2019 to 5.6%, an increase of 2.8%. This was concerning. Data showed a significant drop in suspension percentage (less than 3%) in 2019-2020 from the beginning of the school year to the last day of school on March 13, 2020 prior to the COVID-19 school closure. This was an encouraging development. Jacobson provided four days of mental health counseling. This will be continued in 2020-2021. Social emotional instruction was provided to our students through Second Step Curriculum. This too, will continue. Chronic absenteeism slightly increased in 2018-2019 by 1.2%. Monthly attendance averages for 2017-2018 (95.35%), 2018-2019 (95.19%), and 2019-2020 (94.76%) are nearly identical, varying only slightly. Jacobson Elementary School will continue to focus on reducing chronic absenteeism and suspension rates."

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID-19 school closures, TUSD transitioned to a distance learning program to conclude the school year. Schools were closed starting on Monday, March 16 2020. During the 2020-2021 school year, distance learning was the learning model used throughout the majority of the school year. Three SDC classes returned for in person instruction 4 days a week starting on Monday, November 16, 2020. After winter break, they went back to distance learning until Monday, January 25, 2021. On January 25, 2021, they returned to in person learning 4 days a week with distance learning on Wednesdays. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal. On Monday, March 22, 2021, a hybrid/distance learning concurrent model started for all students. Students in group A attended in person on Mondays and Thursdays, accessing instruction the

other three days via distance learning. Students in group B attended in person on Tuesdays and Fridays, accessing instruction the other three days via distance learning. Students remaining on distance learning continued to access instruction via distance learning all 5 days of the week. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal.

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, 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

### Goal 3

Students will improve their ability to read and respond in writing.

### Identified Need

Based on 2019 SBAC scores and 2020-2021 grade level assessments results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 3rd grade reading claim	33% of students below standard	Decrease the percentage of students below standard by 10% or more
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 3rd grade writing claim	46% of students below standard	Decrease the percentage of students below standard by 10% or more
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 4th grade reading claim	37% of students below standard	Decrease the percentage of students below standard by 10% or more
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 4th grade writing claim	43% of students below standard	Decrease the percentage of students below standard by 10% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 5th grade reading claim	37% of students below standard	Decrease the percentage of students below standard by 10% or more
*Due to the COVID-19 pandemic, the SBAC test wasn't administered in 2020, so all conclusions are based on 2019 SBAC and California School Dashboard data*-SBAC 5th grade writing claim	46% of students below standard	Decrease the percentage of students below standard by 10% or more
Kindergarten letter recognition	14% of students beginning, 7% of students progressing, 79% of students proficient	Increase the percentage of proficient students by 10% or more
Kindergarten letter sounds	14% of students beginning, 14% of students progressing, 72% of students proficient	Increase the percentage of proficient students by 10% or more
First grade decoding	32% of students beginning, 32% of students progressing, 18% of students proficient, 18% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
First grade reading fluency	38% of students beginning, 18% of students progressing, 40% of students proficient, 4% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Second grade reading fluency	12% of students beginning, 21% of students progressing, 67% of students proficient	Increase the percentage of proficient students by 10% or more
Second grade spelling	19% of students beginning, 29% of students progressing, 52% of students proficient	Increase the percentage of proficient students by 10% or more
Third grade understanding informational text	32% of students beginning, 13% of students progressing, 55% of students proficient	Increase the percentage of proficient students by 10% or more
Third grade understanding grade level literature	29% of students beginning, 18% of students progressing, 47% of students proficient, 6% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fourth grade informational text	20% of students beginning, 51% of students progressing, 24% of students proficient, 5% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Fourth grade theme	51% of students beginning, 35% of students progressing, 14% of students proficient	Increase the percentage of proficient students by 10% or more
Fifth grade informational reading and short research project	23% of students beginning, 31% of students progressing, 37% of students proficient, 10% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Fifth grade informational reading and informative writing	33% of students beginning, 31% of students progressing, 26% of students proficient, 10% of students exceeding proficient	Increase the percentage of proficient/exceeding proficient students by 10% or more
Transitional Kindergarten capital letters	21% of students emergent, 16% of students on-track, 63% of students proficient	Increase the percentage of proficient students by 10% or more
Transitional Kindergarten letter sounds	26% of students emergent, 74% of students proficient	Increase the percentage of proficient students by 10% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide ongoing ERM and Buy Back Day Professional Education opportunities for teachers

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide time and training for PLCs (Professional Learning Communities) to meet frequently to focus on effective instructional practices.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Kindergarten-Second Grade Students

Strategy/Activity

Implement iRead for grades K-2 in all primary 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)

0

Source(s)

District Funded

### **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

Renaissance Learning Subscription (STAR and AR)-FUNDING ALLOCATED 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)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**



(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Six-hour paraprofessional to work with EL students and administer ELPAC testing-FUNDING ALLOCATED 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)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students-FUNDING ALLOCATED 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)

**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

Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block-FUNDING ALLOCATED 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)

**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

Give Every Child a Chance After School 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)

0

Source(s)

None Specified

**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

Purchase books for classroom book collections and student "book flood"-students get a minimum of 1 free book per month-FUNDING ALLOCATED 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)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Teacher provided intervention to support EL students-FUNDING ALLOCATED 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)

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our Jacobson Elementary School staff did an admirable job engaging students during the distance learning model and the hybrid/distance learning concurrent model during the 2020-2021 school year. Due to the school shutdown of March 2020, and the synchronous learning time available to students during distance learning, and the hybrid learning model, with the synchronous portion of the instructional day ending at 11:00 a.m. for transitional kindergarten and kindergarten, 11:25 a.m. for grades 1-3, and 11:40 for grades 4-5, there wasn't as much in-person learning time as in a traditional school year. Despite these challenges, between 14% and 79% of K-5 students were proficient or exceeding proficient on grade level literacy assessments (please see the annual measurable outcomes above for a specific assessment breakdown by grade level). With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, more intervention paraprofessional support, and more resources in our library, it is anticipated that percentages of proficient students will increase both on grade level assessments and on the relevant SBAC reading and writing claims. The focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this site based goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the COVID-19 school closures, TUSD transitioned to a distance learning program to conclude the school year. Schools were closed starting on Monday, March 16 2020. During the 2020-2021 school year, distance learning was the learning model used throughout the majority of the school year. Three SDC classes returned for in person instruction 4 days a week starting on Monday, November 16, 2020. After winter break, they went back to distance learning until Monday, January 25, 2021. On January 25, 2021, they returned to in person learning 4 days a week with distance learning on Wednesdays. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal. On Monday, March 22, 2021, a hybrid/distance learning concurrent model started for all students. Students in group A attended in person on Mondays and Thursdays, accessing instruction the other three days via distance learning. Students in group B attended in person on Tuesdays and Fridays, accessing instruction the other three days via distance learning. Students remaining on distance learning continued to access instruction via distance learning all 5 days of the week. Dismissal times were 11:00 a.m. for kindergarten, 11:25 a.m. for grades 1, 2, 3, and 11:40 a.m. for grades 4-5 with a grab and go lunch at dismissal.

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.

# 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	\$225,062.00

## 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	\$137,783.00

Subtotal of additional federal funds included for this school: \$137,783.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$20,900.00
LCFF - Supplemental	\$66,379.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$87,279.00

Total of federal, state, and/or local funds for this school: \$225,062.00

# 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
Derek Sprecksel	Principal
Laura Nunes	Classroom Teacher
Heather Nielsen	Classroom Teacher
Jennifer O'Leary	Classroom Teacher
Pablo Pinedo	Other School Staff
Bradley Bejarin	Parent or Community Member
Jennifer Nelson	Parent or Community Member
Erin Nichols	Parent or Community Member
Jazmin Ontiveros	Parent or Community Member
Mai Truong	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.

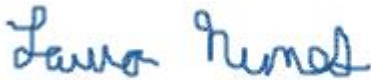
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Derek Sprecksel on 5-4-2021



SSC Chairperson, Laura Nunes on 5-4-2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# 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
George Kelly Elementary School	39-75499-0108357	May 7, 2021	June 8, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate stakeholder groups. Follow-up actions were created based on input gathered during SSC and ELAC meetings, and data interpretation from various teacher teams.



# 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).

LCAP- District's are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP Surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.

Listed below are some broad satisfaction rates--as indicated in the LCAP survey:

Regarding Parents' Perceptions of School Climate:

Parents - Climate Str Agr Agree Total Percent

Q8 11.00 37.00 61.00 78.69% This school motivates students to learn

Q14 14.00 34.00 60.00 80.00% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q26 11.00 31.00 58.00 72.41% The buildings and grounds at this school are clean and well maintained

Q30 12.00 34.00 58.00 79.31% This school communicates the importance of respecting all cultural beliefs and practices

Q33 19.00 35.00 56.00 96.43% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q33 7.00 24.00 55.00 56.36% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q33 12.00 32.00 56.00 78.57% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 12.00 44.00 59.00 94.92% The school staff responds to me in a timely manner

Q35 22.00 34.00 59.00 94.92% The school office staff is friendly and professional

120.00 305.00 522.00 81.42%

Regarding Students' Perceptions of School Climate:

Students - Climate Str Agr Agree Total Percent

Q6 27.00 55.00 95.00 86.32% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q28 26.00 45.00 89.00 79.78% This school communicates the importance of respecting all cultural beliefs and practices

Q30 21.00 46.00 91.00 73.63% My teachers recognize the good work I am doing

Q31 25.00 42.00 91.00 73.63% This school motivates students to learn

Q32 10.00 44.00 91.00 59.34% The buildings and grounds at this school are clean and well maintained

Q39 19.00 47.00 91.00 72.53% I feel comfortable working with classmates and participating in class

Q40 13.00 55.00 90.00 75.56% This school has a climate that fosters a feeling of safety, security, and support at school

141.00 334.00 638.00 74.45%

Regarding Staff Perceptions of School Climate:

Staff - Climate Str Agr Agree Total Percent

Q6 14.00 24.00 44.00 86.36% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q18 16.00 24.00 44.00 90.91% Members of the school/department collaborate to achieve our school goals

Q21 11.00 26.00 44.00 84.09% The buildings and grounds at this school are clean and well maintained



Q22 13.00 24.00 44.00 84.09% This school/department communicates the importance of respecting all cultural beliefs and practices  
 Q23 22.00 22.00 44.00 100.00% I am treated with respect by my colleagues at work  
 Q24 9.00 27.00 44.00 81.82% Staff members at this school are recognized appropriately for their efforts and accomplishments  
 Q25 5.00 19.00 44.00 54.55% Our district ensures effective communication across the organization  
 90.00 166.00 308.00 83.12%

#### Regarding Parents' Perceptions of School Safety

##### Parents - Safety Str Agr Agree Total Percent

Q26 11.00 31.00 58.00 72.41% The buildings and grounds at this school are well maintained  
 Q28 6.00 29.00 54.00 64.81% My child is safe on school grounds before school  
 Q28 8.00 32.00 55.00 72.73% My child is safe on school grounds during the day  
 Q28 8.00 30.00 54.00 70.37% My child is safe on school grounds in the classroom  
 Q28 6.00 28.00 54.00 62.96% My child is safe on school grounds after school  
 Q29 13.00 42.00 59.00 93.22% The rules of this school are clearly communicated to parents  
 52.00 192.00 334.00 73.05%

#### Regarding Students' Perceptions of School Safety

##### Students - Safety Str Agr Agree Total

Q30 21.00 46.00 91.00 73.63% The buildings and grounds at this school are well maintained  
 Q35 33.00 49.00 91.00 90.11% I feel safe while attending class virtually and/or in person  
 Q36 34.00 38.00 90.00 80.00% I feel safe from gang activity and gang violence at school  
 Q38 43.00 46.00 90.00 98.89% I know the school rules  
 131.00 179.00 362.00 85.64%

#### Regarding Staff Perceptions of School Safety

##### Staff - Safety Str Agr Agree Total

Q19 14.00 23.00 44.00 84.09% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation  
 Q20 12.00 25.00 44.00 84.09% My workplace is safe  
 Q21 11.00 26.00 44.00 84.09% The buildings and grounds at this school are well maintained  
 37.00 74.00 132.00 84.09%

**Healthy Kids-** The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements. This survey is administered every two years. As such, the CHKS was not administered during the 2020-2021 school year.

**FastBridge Social and Emotional Survey--**We administered this survey in January, 2021, and will administer the survey again in May, 2021. This survey replaced the previous Panorama Education survey from previous school years. Listed below are results from the January, 2021 survey. We will review these metrics again at the beginning of the 2021-2022 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present no social and emotional risk, versus no high social and emotional risk.

George Kelly Elementary School: 65% No Risk, vs. 35% High Risk  
 Tracy Unified School District: 62% No Risk, vs. 38% High Risk

Given that these FastBridge data represent a single metric, KES plans to review the data indicated during the May, 2021 FastBridge Assessment/Survey timeframe to monitor growth over time. Although these data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.



## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed as part of the formal and informal evaluation process annually, every other school year, or twice every 5 years, depending on each teacher's credential status, longevity in TUSD, and prior performance ratings. In addition, KES implements TUSD's broad expectation to conduct informal observation "rounds." Our target goal--in alignment with TUSD expectations--is to observe 30% of teachers each month. Thus, KES conducts classroom observations in routine fashion. These types of observations center on ensuring powerful classroom instruction and timely support, through the use of Rigor, Relevance, Student Engagement, and Relationships protocols from the Center for Leadership in Education. Actual walk-throughs are varied; and include individual walk-through observations, calibrated walk-throughs by teams of educators, and informal observations of digital learning--via Microsoft Teams. This year we prioritized student academic conversations, students formulating high-level questioning, and cross content inquiry (using STEM disciplines, including "See, Think, and Wonder"). During the Hybrid/Concurrent timeframe, we have seen a concerted effort for teachers to increase students' active learning involvement in order to accelerate content mastery, and minimize learning loss.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability



### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Given the school closure during the 2019-2020 school year, and the state testing waiver, our most recent CAASPP data are from the 2018-2019 school year. Those data are included in this SPSA document. In order to continue monitoring students' academic growth, we administered the FastBridge diagnostic assessments for both academics and social emotional well-being. FastBridge assessment results are reported differently than CAASPP. As such, KES will continue to refer to these performance indicators into the 2021-2022 school year. In doing so, teachers are better equipped to identify specific entry and comparative growth points for all students, in order to monitor learning and emotional growth.

#### CAASPP Target Goals (School Wide)

- -Reading: Determine Central Theme of both Fictional and Expository texts.
- -Math: Mastery of Procedural Skills and Number Fluency.
- -Listening: Interpret and Apply Oral Information.
- -Writing: Writing with Clarity and Authorial Purpose.

#### FastBridge (School Wide Assessments)

- -aMath
- -aReading
- -AUTOreading
- -mySAEBRS

Given that these assessments/surveys have only been administered once, KES intends to review the results yielded from the May, 2021 assessment/survey cycle to monitor growth, as well as areas in need of continued support.

We provide and participate in professional learning activities to align instruction and differentiated support, in order to meet the needs of students taking the SBAC assessment. Our ELA and Math units of study are aligned with the essential standards and learning targets identified in TUSD's RCD frameworks--aligned with state and national CCSS. In addition, KES' science instruction is aligned with the NGSS.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to prioritize the PLC framework, to provide powerful Tier I and Tier II instruction--aligned with Culturally Responsive Pedagogy practices. Members of our staff have attended PD events and receive on-site professional development training. These types of training sessions help educators to follow the three fundamental foci of a PLC system--Focus on Learning, Focus on Collaboration, and a Focus on Results. We identify essential standards, break them apart into specific learning targets, provide common formative assessments, analyze students' performance data, and provide timely differentiation and Tier II support to help students master RCD unit goals. Students' mastery of RCD unit goals offer a more reliable indications of students' presumed success on SBAC assessments.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

George Kelly School employs 43 teachers. Of the 43 teachers, 1 has intern status. Probationary teachers receive continued support, via TUSD's TTIP program. Intern teachers work with practicum supervisors--as part of their credentialing process.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of KES' certificated staff works within each's own credentialing competency. The single intern teacher is non-fully credentialed. As such, this teacher does not have CLAD and/or B-CLAD certification and do not teach ELD support classes. All staff have access to district adopted instructional materials that are aligned to CCSS.



#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

KES aligns school-based professional development opportunities towards sustaining our PLC process. We incorporate a cycle for continuous improvement, based on identifying key learning targets, analysis of common formative assessments, and timely support. Our staff receives ongoing trainings, and focused workshops during ERW. These trainings and focus activities are intended to ensure that teachers have the necessary training, tools, and time to meet students at each's need. KES will continue to invest in building the collective capacity of all certificated staff members. Additionally, our staff development practices supports the PLC Framework, Rigor, Relevance, and Student Engagement System, and alignment of AVID WICOR strategies into Tier I daily instruction.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In order to provide ongoing instructional support for all teachers, KES works with the TUSD Educational Services department to provide onsite support. We incorporate teachers on special assignment to help provide content specific support for teams of teachers. In addition, KES is building instruction, culture, and climate project teams. These teams support our Guiding Coalition, and serve to help provide training, guidance, and feedback to teachers regarding our system of best practices to sustain continuous improvement cycles. Our EL student population has shown steady growth over the past few years. We work in partnership with the Continuous Improvement office--specifically Maria Salazar--to seek guidance of best instructional practices, aligned to language acquisition. Finally, KES partners with TUSD and the ongoing STEM grant initiative. Our STEM implementation team works closely with the Guiding Coalition to provide ongoing guidance and support towards our effective implementation of STEM based instruction - consistent with the grant parameters.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

KES uses a system-wide PLC process to provide an ongoing venue for teacher teams to collaborate amongst themselves, create systems for vertical alignment, and monitor students' performance levels of the essential learning standards/targets. We identified four broad CAASPP targets that teacher teams. Our instructional focus centers on Reading, Writing, Listening, and Math. Teachers track performance data, via common formative assessments related to the priority targets within an RCD standard. Working in teams, they discuss students' performance, and provide systemic Tier II support. Our ongoing commitment is to continue investing in our team's capacity to function as a high-level PLC.

## Teaching and Learning



#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Listed within are the TUSD board adopted materials and resources. These resources are aligned with TUSD's rigorous curriculum design units of study:

- -History and Social Science
  - 1) World History: Ancient Civilizations (2018)
  - 2) World History: Medieval and Early Modern Times (2018)
  - 3) American Stories: Beginnings to World War I (2018)
  - 4) Scott Foresman History-Social Science for California (K-5) (2007)
- -Mathematics
  - 1) My Math, McGraw-Hill (K-5 traditional) (2014)
  - 2) Digits, Pearson (2014)
  - 3) Bridge to Algebra, Carnegie Learning (2014)
  - 4) Algebra 1, Houghton Mifflin (2015)
  - 5) Geometry, Houghton Mifflin (2015)
- -Reading/Language Arts
  - 1) Wonders (TK-5 traditional) (2017)
  - 2) Literature and Language Arts, Introductory Course; Holt (6) (2003)
  - 3) Literature and Language Arts, Course 1; Holt (7) (2003)
  - 4) Literature and Language Arts, Course 2; Holt (8) (2003)
- -Science
  - 1) California Science (K-5) (2007)
  - 2) Focus on Earth Science (6) (undergoing pilot 2019-2020) (2008)
  - 3) Focus on Life Science (7) (undergoing pilot 2019-2020) (2008)
  - 4) Focus on Physical Science (8) (undergoing pilot 2019-2020) (2008)

Depending on a specific grade-level and teaching competency, these publications support out ongoing RCD instructional approach.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We ensure that KES provides all of the mandated instructional minutes for both PE instruction as well as EL designated support minutes. Students in grades K-5 receive 200 instructional minutes of PE every 10 instructional days. Students in grades 6-8 receive 400 instructional minutes of PE every 10 instructional days. All English Learner (EL) students at KES receive 150 instructional minutes of designated language development instruction each week. These instructional minutes guidelines average the following: K-5 (PE); 20 minutes per day, 6-8 (PE); 40 minutes per day, and K-8 (EL Designated Support Time) 30 minutes per day.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We use State Board of Education adopted ELA and Math instructional materials, including intervention materials, documented to be in daily use in every classroom, with materials for every student.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to Standards Based Materials.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards aligned courses and materials. All students receive intervention and enrichment opportunities, built into our school day, with fully-credentialed teachers and paraprofessionals to support students' needs.

## Opportunity and Equal Educational Access



Services provided by the regular program that enable underperforming students to meet standards (ESEA)

KES built a system to ensure powerful Tier I instruction of essential standards and learning targets. In addition, we built a Tier II intervention system within our school day. All students have access to a minimum 30 minutes of structured intervention time, twice weekly to receive supplemental support towards mastery of current essential standards. In addition, designated and integrated EL support provide a specific language acquisition services/support to ensure that all EL students reclassify as R-FEP prior to being identified as LTEL. For middle school students who are LTEL, we provide direct EL support during Tower period. The specific purpose of this Tower class is to reclassify students as R-FEP prior to matriculating to high school.

Evidence-based educational practices to raise student achievement

Framed within the broad scope of Professional Learning Communities (PLC), KES maintains an instructional system centered on student learning, teacher collaboration, and continually improving student learning outcomes. Most teachers have received direct training connected with Solution Tree (PLC/RTI) and Robert Marzano's The Art and Science of Teaching. In addition, working with the International Center for Leadership in Education (ICLE), teachers build unit learning targets in alignment with the Rigorous Learning Toolkit. This toolkit helps to ensure that teachers construct rigorous, relevant, and highly engaging lessons of study, which helps to translate into improved learning outcomes for all students. Finally, KES offers targeted Tier II platooning that is intended to provide supplemental support for all students to master current essential learning targets and standards.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

KES provides the following services intended to provide ongoing support for all students--especially students who have under performed the school-wide benchmarks. We provide supplemental student counseling services, via Valley Community Counseling Services (VCCS) in order to help provide social emotional learning supports for students. In addition, KES provides some release time for teachers to engage in collaboration walks. Teachers also are provided specific days within each trimester to plan units of study. This is done in addition to district ERM and PLC planning time. Teachers provide both Tier II intervention within the school day, along with after-school tutoring. Parents are invited to the school to meet with the school principal. During these open meetings, students' needs are discussed, and ideas are taken back to the KES guiding coalition to build planning processes that are aligned with student learning priorities.

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)

KES involves various stakeholders into broad decision making. We work to promote parent/family involvement in all facets of instructional and fiscal planning. Our SSC--including our ASB President--oversees and approves KES' annual SPSA. KES has active PTO and Art Docent volunteers who support our school. As such, their collective contribution helps to supplement our ongoing instructional foci. A collective of teachers formed KES' Guiding Coalition. This coalition works in a team capacity to help facilitate KES' PLC process and ongoing prioritization of student learning. Along with each of the aforementioned, KES plans to reintroduce a variety of evening events that are intended to bring the community together, in accordance with San Joaquin County Health, and TUSD guidelines. Some events include, Read Across America Night, Back to School Night, Open House (due to school closures--this event was postponed), Trunk or Treat, Family Math Night, and Family Science Night to name a few. Our fundamental goal is to ensure that KES remains a safe community hub; that is welcoming to all school stakeholders.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

KES provides EL paraprofessional support as well as Tier II and some Tier III afterschool tutoring to meet the needs of historically underperforming student groups. These supports are provided via our LCFF-General Fund, as well as LCFF-Supplemental funding.



### Fiscal support (EPC)

Along with the LCFF base revenue funding that KES receives, we receive some supplemental LCFF funding that is intended to support targeted student populations--socioeconomically disadvantaged students, EL students, and Foster Youth. These supplemental funds help KES fund the salaries of EL Paraeducators, and offer a small amount of funds to support our Tier II goals (I.e., planning time, supplemental materials, and after school tutoring). In addition, KES receives LCFF-Supplemental funding that is identified for Targeted EL support. These funds are used entirely to fund the salaries of EL Paraeducators. Both of these supplemental resources help to offset LCFF funding short-falls. In doing so, these resources help to ensure that KES meets its annual performance goals.

## 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

We involved the following stakeholder groups for our annual review and update of the KES SPSA: School Site Council, an embedded English Language Acquisition Committee, and the Kelly Leadership Team (Guiding Coalition). The SSC met seven times throughout the school year, including representation from KES' EL stakeholder groups, and the KES leadership team met monthly. We reviewed CA Dashboard data, identified groups who are performing at, above, and below expected levels. In addition, we are prioritizing our instructional strategies to help bridge both performance and opportunity gaps for vulnerable learners. To appropriately communicate our planning process, meetings are held at regularly scheduled intervals. Each stakeholder group reviews students' performance levels, considers the long-term impacts of our instructional practices for student groups performing below CA Dashboard benchmark levels, and discuss systemic practices to improve performance outcomes on national, state, and local benchmark assessments.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We did not identify any resource inequities for KES.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.10%	0.1%	0.2%	1	1	2
African American	6.69%	5.73%	5.07%	70	58	50
Asian	21.03%	22.61%	24.65%	220	229	243
Filipino	8.03%	7.8%	7.91%	84	79	78
Hispanic/Latino	28.01%	28.53%	28.5%	293	289	281
Pacific Islander	1.82%	1.68%	1.52%	19	17	15
White	27.53%	25.47%	24.54%	288	258	242
Multiple/No Response	0.10%	0.1%	7.51%	1	1	1
Total Enrollment				1046	1,013	986

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	83	87	85
Grade 1	113	91	92
Grade 2	114	113	89
Grade3	103	117	121
Grade 4	128	103	113
Grade 5	128	123	107
Grade 6	128	128	123
Grade 7	126	128	128
Grade 8	123	123	128
Total Enrollment	1,046	1,013	986

### Conclusions based on this data:

- Due to school closures during the 2019-2020 school year, neither KES, nor TUSD administered the CAASPP assessment. As such, these data reflect students' performance from the 2018-2019 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.

Our single largest student demographic group by population is Hispanic students, at 289. Asian and White students comprise 229 and 258 students respectively. These three student groups comprise approximately 77% of our total student population.

2. The number of students are evenly disbursed across grade levels. Kindergarten and 1st grade have the smallest numbers of students. We do anticipate a school-wide reduction of students. Based on current enrollment numbers, we anticipate this trend will continue over the next 5-7 school years.
3. Comparing the previous four school years: 16-17 (1,069 students), 17-18 (1,046 students), 18-19 (1,013 students), 19-20 (986 students).



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	252	192	189	24.1%	19.0%	19.2%
Fluent English Proficient (FEP)	95	137	150	9.1%	13.5%	15.2%
Reclassified Fluent English Proficient (RFEP)	21	51	27	8.1%	20.2%	14.1%

### Conclusions based on this data:

1. Approximately 49% of KES students are classified as EL students, I-FEP students, or R-FEP students. Comparing to the previous school year, the total number of EL students is approximately equal. Our current percentage of EL students is 19.2%.
2. The rate of students identified as initially fluent on EL testing indicators is currently at 15.2%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
3. Reclassification rates have dropped during the 2019-2020 school year, compared to the 2018-2019 school year. This two-year comparison indicates an approximate 6% drop in reclassification rates. KES is currently administering the ELPAC assessment. We will review the data yielded to compare reclassification rates for this school year, with last school year. Based on these comparative results, KES will continue to provide EL students with the necessary direct services to successfully reclassify as fluent English proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	126	100	116	122	99	116	122	99	116	96.8	99	100
Grade 4	126	129	113	124	126	110	124	126	110	98.4	97.7	97.3
Grade 5	129	128	117	128	128	112	128	128	112	99.2	100	95.7
Grade 6	128	130	128	128	128	128	128	128	128	100	98.5	100
Grade 7	121	128	129	121	127	127	121	127	127	100	99.2	98.4
Grade 8	128	127	128	127	127	121	127	127	121	99.2	100	94.5
All Grades	758	742	731	750	735	714	750	735	714	98.9	99.1	97.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2417.	2440.	2448.	18.03	25.25	27.59	25.41	35.35	33.62	27.87	24.24	25.00	28.69	15.15	13.79
Grade 4	2479.	2476.	2456.	24.19	24.60	19.09	33.06	23.81	24.55	21.77	26.98	28.18	20.97	24.60	28.18
Grade 5	2503.	2531.	2511.	16.41	25.78	23.21	35.94	43.75	36.61	27.34	19.53	20.54	20.31	10.94	19.64
Grade 6	2535.	2525.	2549.	8.59	10.16	20.31	42.97	38.28	39.06	36.72	32.03	30.47	11.72	19.53	10.16
Grade 7	2582.	2579.	2571.	18.18	17.32	18.11	53.72	49.61	40.94	14.88	25.20	25.20	13.22	7.87	15.75
Grade 8	2596.	2594.	2582.	24.41	16.54	12.40	42.52	51.18	46.28	17.32	21.26	28.93	15.75	11.02	12.40
All Grades	N/A	N/A	N/A	18.27	19.73	20.03	38.93	40.54	37.11	24.40	24.90	26.47	18.40	14.83	16.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.85	28.28	36.21	46.72	54.55	47.41	34.43	17.17	16.38
Grade 4	25.81	31.75	15.45	55.65	48.41	58.18	18.55	19.84	26.36
Grade 5	18.90	31.25	30.36	57.48	54.69	50.00	23.62	14.06	19.64
Grade 6	17.97	13.28	26.56	60.94	60.94	52.34	21.09	25.78	21.09
Grade 7	33.06	23.62	23.62	50.41	53.54	53.54	16.53	22.83	22.83
Grade 8	30.71	28.35	19.83	46.46	51.18	60.33	22.83	20.47	19.83
All Grades	24.17	25.99	25.35	53.00	53.88	53.64	22.83	20.14	21.01



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.49	20.20	25.86	45.90	60.61	57.76	33.61	19.19	16.38
Grade 4	29.03	24.60	17.27	54.03	51.59	56.36	16.94	23.81	26.36
Grade 5	31.50	40.63	28.57	47.24	47.66	54.46	21.26	11.72	16.96
Grade 6	24.22	24.22	29.69	59.38	50.00	57.81	16.41	25.78	12.50
Grade 7	45.45	41.73	39.37	43.80	48.03	47.24	10.74	10.24	13.39
Grade 8	40.94	33.07	28.93	46.46	56.69	65.29	12.60	10.24	5.79
All Grades	31.91	31.16	28.57	49.53	52.11	56.44	18.56	16.73	14.99

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.48	14.14	18.97	68.03	69.70	69.83	20.49	16.16	11.21
Grade 4	11.29	16.67	11.82	67.74	66.67	68.18	20.97	16.67	20.00
Grade 5	16.54	14.84	14.29	67.72	73.44	65.18	15.75	11.72	20.54
Grade 6	13.28	15.63	17.19	73.44	67.97	76.56	13.28	16.41	6.25
Grade 7	14.05	15.75	7.09	73.55	75.59	81.10	12.40	8.66	11.81
Grade 8	18.90	22.05	12.40	66.93	66.93	73.55	14.17	11.02	14.05
All Grades	14.29	16.60	13.59	69.56	70.07	72.69	16.15	13.33	13.73

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.95	30.30	28.45	51.64	57.58	58.62	25.41	12.12	12.93
Grade 4	21.77	26.98	18.18	62.10	52.38	56.36	16.13	20.63	25.45
Grade 5	21.26	28.91	26.79	57.48	58.59	50.00	21.26	12.50	23.21
Grade 6	15.63	21.88	27.34	69.53	58.59	60.16	14.84	19.53	12.50
Grade 7	32.23	32.28	36.22	61.16	63.78	48.03	6.61	3.94	15.75
Grade 8	33.86	33.86	27.27	53.54	57.48	57.85	12.60	8.66	14.88
All Grades	24.57	28.98	27.59	59.28	58.10	55.18	16.15	12.93	17.23

#### Conclusions based on this data:

- Due to school closures during the 2019-2020 school year, neither KES, nor TUSD administered the CAASPP assessment. As such, these data reflect students' performance from the 2018-2019 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.

School-Wide our performance indicators demonstrate a relatively flat performance rate over the previous three school years.

2. Research/Inquiry and Writing are the two specific categories where all grades of students demonstrated the most broad success.
3. Reading (understanding the central theme and/or main ideas) of both fictional and informational text is the specific area within ELA, where our students tend to demonstrate the most learning challenges.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	126	100	116	123	99	115	123	99	115	97.6	99	99.1
Grade 4	126	129	113	126	126	110	126	126	110	100	97.7	97.3
Grade 5	129	127	117	128	127	115	128	127	115	99.2	100	98.3
Grade 6	128	130	128	127	127	126	127	127	126	99.2	97.7	98.4
Grade 7	121	128	129	121	127	127	121	127	127	100	99.2	98.4
Grade 8	128	127	128	127	127	122	24	127	122	99.2	100	95.3
All Grades	758	741	731	752	733	715	649	733	715	99.2	98.9	97.8

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2446.	2452.	15.45	18.18	23.48	21.95	37.37	37.39	34.15	26.26	28.70	28.46	18.18	10.43
Grade 4	2473.	2470.	2474.	11.90	15.08	18.18	31.75	19.84	26.36	41.27	48.41	36.36	15.08	16.67	19.09
Grade 5	2482.	2499.	2489.	8.59	11.02	17.39	20.31	22.05	12.17	38.28	40.94	38.26	32.81	25.98	32.17
Grade 6	2540.	2522.	2536.	11.02	12.60	15.08	29.92	28.35	27.78	44.09	32.28	42.06	14.96	26.77	15.08
Grade 7	2557.	2561.	2549.	19.01	12.60	21.26	28.10	36.22	28.35	33.88	39.37	21.26	19.01	11.81	29.13
Grade 8	2612.	2594.	2595.	37.50	26.77	29.51	29.17	30.71	21.31	8.33	26.77	27.87	25.00	15.75	21.31
All Grades	N/A	N/A	N/A	14.02	15.96	20.84	26.50	28.79	25.59	37.29	36.02	32.31	22.19	19.24	21.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.76	41.41	40.87	42.28	35.35	40.87	34.96	23.23	18.26
Grade 4	23.02	23.02	34.55	43.65	38.89	36.36	33.33	38.10	29.09
Grade 5	11.72	18.90	24.35	39.06	46.46	32.17	49.22	34.65	43.48
Grade 6	22.05	22.83	23.81	54.33	40.94	53.17	23.62	36.22	23.02
Grade 7	29.75	27.56	31.50	38.84	48.03	33.07	31.40	24.41	35.43
Grade 8	54.17	41.73	39.34	16.67	40.16	36.89	29.17	18.11	23.77
All Grades	22.96	28.79	32.31	42.68	41.88	38.88	34.36	29.33	28.81



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.45	26.26	33.91	54.47	50.51	46.09	30.08	23.23	20.00
Grade 4	20.63	15.08	20.00	53.17	53.97	50.00	26.19	30.95	30.00
Grade 5	11.72	15.75	13.04	52.34	51.97	47.83	35.94	32.28	39.13
Grade 6	13.39	14.17	15.08	59.84	55.91	58.73	26.77	29.92	26.19
Grade 7	17.36	14.17	23.62	61.16	68.50	48.82	21.49	17.32	27.56
Grade 8	41.67	24.41	29.51	29.17	63.78	48.36	29.17	11.81	22.13
All Grades	16.64	18.01	22.52	55.16	57.71	50.07	28.20	24.28	27.41

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.76	32.32	33.91	49.59	54.55	51.30	27.64	13.13	14.78
Grade 4	20.00	22.22	23.64	53.60	46.03	54.55	26.40	31.75	21.82
Grade 5	11.72	11.02	15.65	53.13	56.69	48.70	35.16	32.28	35.65
Grade 6	16.54	14.17	15.87	57.48	48.82	57.94	25.98	37.01	26.19
Grade 7	18.18	14.17	26.77	63.64	73.23	52.76	18.18	12.60	20.47
Grade 8	33.33	25.98	27.05	37.50	56.69	61.48	29.17	17.32	11.48
All Grades	18.36	19.51	23.78	54.78	56.07	54.55	26.85	24.42	21.68

**Conclusions based on this data:**

1. Due to school closures during the 2019-2020 school year, neither KES, nor TUSD administered the CAASPP assessment. As such, these data reflect students' performance from the 2018-2019 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.  
  
KES students demonstrated school-wide performance gains in all Target areas for CAASPP testing.
2. Specifically, students have demonstrated improvement in their ability to communicate reasoning. This is critically important, as it indicates that KES students are support math content answers with text and content evidence.
3. Lastly, KES students have continued to demonstrate broad gains in the Concepts and Procedures CAASPP Target. As such, our students are demonstrating improved foundational skills and mathematics fluency.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.8	1443.9	1449.3	1447.2	1424.1	1435.8	24	17
Grade 1	1493.7	1485.3	1496.0	1476.8	1490.9	1493.3	31	27
Grade 2	1509.5	1529.8	1508.6	1543.9	1509.8	1515.1	20	28
Grade 3	1527.8	1515.2	1527.0	1513.1	1528.1	1516.9	24	14
Grade 4	1526.2	1540.5	1526.8	1534.1	1525.0	1546.3	25	22
Grade 5	1561.9	1535.2	1562.9	1525.7	1560.5	1544.2	20	23
Grade 6	1552.6	1553.2	1548.6	1555.6	1556.1	1550.4	18	14
Grade 7	1580.3	1587.0	1559.6	1587.2	1600.6	1586.2	18	13
Grade 8	*	*	*	*	*	*	*	9
All Grades							189	167

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	45.83	64.71	*	29.41	*	0.00	24	17
1	61.29	22.22	*	59.26	*	14.81	*	3.70	31	27
2	75.00	35.71	*	50.00	*	14.29	*	0.00	20	28
3	54.17	28.57	*	57.14	*	7.14	*	7.14	24	14
4	*	45.45	*	31.82	*	18.18		4.55	25	22
5	65.00	21.74	*	52.17	*	21.74		4.35	20	23
6	61.11	35.71	*	42.86	*	21.43		0.00	18	14
7	83.33	46.15	*	30.77	*	15.38		7.69	18	13
8	*	*	*	*		*		*	*	*
All Grades	57.67	29.94	30.16	49.10	9.52	17.96	*	2.99	189	167



Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	45.83	23.53	*	41.18	*	35.29	*	0.00	24	17
1	64.52	29.63	*	59.26	*	11.11	*	0.00	31	27
2	85.00	67.86	*	17.86	*	14.29	*	0.00	20	28
3	58.33	50.00	*	35.71	*	7.14	*	7.14	24	14
4	60.00	59.09	*	27.27	*	13.64	*	0.00	25	22
5	85.00	47.83	*	43.48		4.35		4.35	20	23
6	66.67	64.29	*	28.57	*	7.14		0.00	18	14
7	88.89	46.15	*	30.77	*	7.69		15.38	18	13
8	*	*	*	*		*		*	*	*
All Grades	67.20	48.50	23.81	35.93	6.35	13.17	*	2.40	189	167

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	17.65	*	41.18	*	41.18		0.00	24	17
1	51.61	22.22	35.48	40.74	*	29.63	*	7.41	31	27
2	*	14.29	*	60.71	*	21.43	*	3.57	20	28
3	*	7.14	54.17	50.00	*	35.71	*	7.14	24	14
4	*	22.73	*	45.45	*	22.73	*	9.09	25	22
5	*	17.39	*	26.09	*	47.83	*	8.70	20	23
6	*	7.14	*	57.14	*	35.71	*	0.00	18	14
7	66.67	38.46	*	38.46	*	15.38		7.69	18	13
8	*	*	*	*	*	*		*	*	*
All Grades	38.10	19.16	35.45	44.91	21.69	30.54	*	5.39	189	167

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	79.17	17.65	*	82.35		0.00	24	17
1	70.97	59.26	*	40.74		0.00	31	27
2	80.00	46.43	*	53.57	*	0.00	20	28
3	50.00	21.43	*	71.43	*	7.14	24	14
4	52.00	63.64	*	31.82	*	4.55	25	22
5	80.00	13.04	*	82.61		4.35	20	23
6	*	50.00	*	42.86	*	7.14	18	14
7	*	30.77	*	46.15		23.08	18	13
All Grades	62.43	38.92	32.28	55.69	*	5.39	189	167

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	29.41	58.33	70.59	*	0.00	24	17
1	64.52	3.70	*	96.30	*	0.00	31	27
2	85.00	75.00	*	17.86	*	7.14	20	28
3	75.00	78.57	*	7.14	*	14.29	24	14
4	72.00	63.64	*	36.36	*	0.00	25	22
5	90.00	65.22	*	30.43		4.35	20	23
6	77.78	85.71	*	14.29		0.00	18	14
7	94.44	69.23	*	23.08		7.69	18	13
All Grades	73.02	55.09	23.28	41.32	*	3.59	189	167



Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.88	79.17	94.12	*	0.00	24	17
1	58.06	33.33	35.48	51.85	*	14.81	31	27
2	70.00	10.71	*	82.14	*	7.14	20	28
3	*	0.00	54.17	100.00	*	0.00	24	14
4	*	31.82	60.00	45.45	*	22.73	25	22
5	*	21.74	65.00	56.52	*	21.74	20	23
6	*	7.14	*	78.57	*	14.29	18	14
7	66.67	46.15	*	38.46	*	15.38	18	13
8	*	*	*	*	*	*	*	*
All Grades	38.62	20.96	48.68	67.07	12.70	11.98	189	167

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	58.82	*	29.41		11.76	24	17
1	41.94	22.22	58.06	74.07		3.70	31	27
2	55.00	28.57	*	71.43	*	0.00	20	28
3	*	28.57	62.50	64.29	*	7.14	24	14
4	44.00	27.27	52.00	68.18	*	4.55	25	22
5	60.00	30.43	*	65.22	*	4.35	20	23
6	*	21.43	72.22	78.57		0.00	18	14
7	61.11	38.46	*	53.85		7.69	18	13
All Grades	48.15	29.34	49.74	66.47	*	4.19	189	167

#### Conclusions based on this data:

1. Although KES completed the ELPAC testing sequence during the 2019-2020 school year, ELPAC reporting was waived by the state. As such, disaggregated metrics for the 2019-2020 ELPAC were not reported to the California Dashboard. Thus, KES does not have access to these scores and performance indicators.
2. The Writing domain also presents areas for all of our EL students to continue growing. Focusing our efforts towards helping EL students begin to master academic and written English will help us to bump up our performance indicators more towards the Well-Developed performance rating.
3. The Listening domain appears to be an area in need of continued support across all performance areas. The Somewhat/Moderately performance category has the largest percentages for students' performance.



# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1013	40.9	19.0	4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	19.0
Foster Youth	4	4
Homeless	15	1.5
Socioeconomically Disadvantaged	414	40.9
Students with Disabilities	79	7.8





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	58	5.7
American Indian	1	0.1
Asian	229	22.6
Filipino	79	7.8
Hispanic	289	28.5
Two or More Races	81	8.0
Pacific Islander	17	1.7
White	258	25.5

### Conclusions based on this data:

1. Slightly more than 40% of the KES student population is socioeconomically disadvantaged. We need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.
2. Approximately 20% of our student population is EL. As a relatively small student population we must provide targeted instruction and support geared towards helping students be reclassified quickly. In any given classroom, 1 of 5 students is likely an EL student.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

1. We continue to sustain performance levels in ELA. Our mathematics performance indicators demonstrate a school-wide decline in overall performance from the Green indicator to the Yellow indicator.
2. Rates of chronic absenteeism have increased. Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. As such our overall performance indicator fell from Green to Yellow.
3. Our suspension rates have increased slightly. However, given the relative low numbers of student suspensions that KES enforces, the CDE Dashboard indicates a negative performance trend of two indicator levels (Green to Orange).



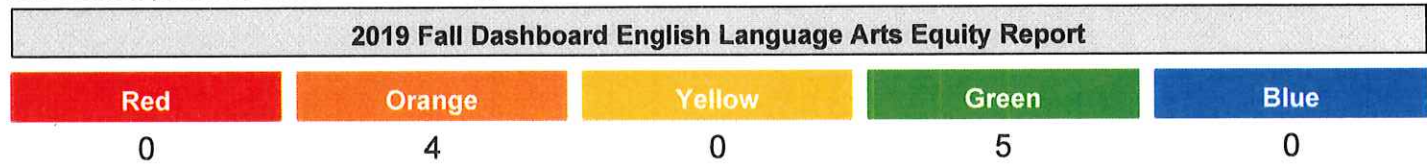
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 <div>Green</div> <div>11.6 points above standard</div> <div>Declined -4.5 points</div> <div>688</div>		 <div>Green</div> <div>3.8 points above standard</div> <div>Increased ++5.1 points</div> <div>195</div>		 <div>No Performance Color</div> <div>0 Students</div>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>5</div>		 <div>Orange</div> <div>6.3 points below standard</div> <div>Declined -6.6 points</div> <div>266</div>		 <div>Orange</div> <div>68.6 points below standard</div> <div>Declined -7.3 points</div> <div>52</div>	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 40.9 points below standard Declined Significantly -19 points 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 24 points above standard Maintained -0.4 points 158	 Green 31.6 points above standard Declined -6.3 points 57
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.7 points below standard Declined -14.2 points 192	 Green 20.4 points above standard Declined -14.2 points 54	 No Performance Color 9.9 points above standard Increased Significantly ++20.1 points 11	 Green 26.2 points above standard Increased ++5.4 points 178

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
33.5 points below standard Declined Significantly -19.9 points 89	35.1 points above standard Increased Significantly ++18.2 points 106	10.6 points above standard Declined -9.4 points 453

#### Conclusions based on this data:

- Looking at ELA performance by student group, we had 1 group (Students with Disabilities) in the red indicator. Additionally, we had 1 group (Socioeconomically Disadvantaged) in the orange indicator.
- Looking at ELA performance by Race/Ethnicity, there were no groups in the red indicator. African American and Hispanic students were both in the orange indicator. Compared to all other statistically significant student groups, these indicators are two performance bands below every other student group.
- Reclassified EL students demonstrated significant growth in ELA performance.



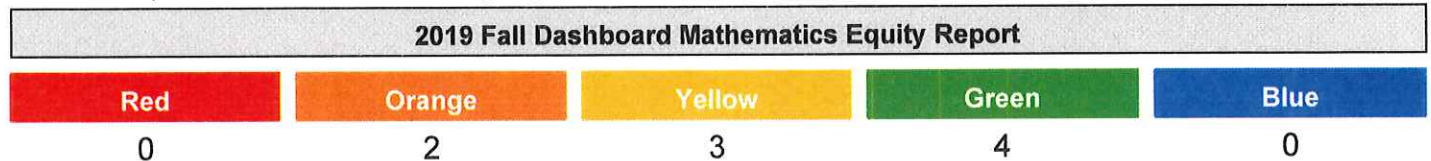
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.9 points below standard Maintained ++1.9 points 683	 Green 15.5 points below standard Increased ++7 points 193	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 28.9 points below standard Declined -5.1 points 263	 Yellow 87.5 points below standard Increased ++4.3 points 50

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Yellow 51.3 points below standard Increased ++4.4 points 35	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Green 8.9 points above standard Increased ++5.9 points 156	<b>Filipino</b>  Green 8.2 points above standard Maintained -1.1 points 57
<b>Hispanic</b>  Orange 27.8 points below standard Declined -5.3 points 191	<b>Two or More Races</b>  Yellow 1.9 points below standard Declined -7.1 points 54	<b>Pacific Islander</b>  No Performance Color 4.6 points above standard Increased Significantly ++46.5 points 11	<b>White</b>  Green 1.2 points below standard Increased ++3.6 points 177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 53.5 points below standard Declined Significantly -19 points 88	<b>Reclassified English Learners</b> 16.4 points above standard Increased Significantly ++21.1 points 105	<b>English Only</b> 8.7 points below standard Maintained -2.1 points 450
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#### Conclusions based on this data:

- Looking at Mathematics performance by student group, we had zero student groups (or overall performance indicators) in the red performance band. One statistically significant student group (Socioeconomically Disadvantaged) recorded overall scores in the Orange performance band.
- Looking at Mathematics performance by Race/Ethnicity, Hispanic students demonstrated performance in the Orange performance band. This is two performance bands lower than KES' highest performing racial/ethnic student groups.
- Reclassified EL students demonstrated significant increases in performance on Math CAASPP indicators.

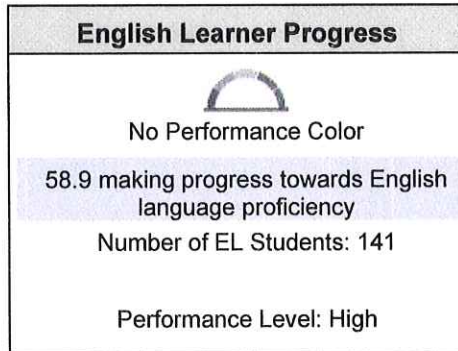


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	20.5	15.6	43.2

#### Conclusions based on this data:

1. Generally, our EL student population makes appropriate growth each year, and the performance level is considered high.
2. There is a small contingent of EL students whose ELPI performance decreased by one level.
3. We must help EL students continue to meet reclassification requirements, prior to being identified as LTEL.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Given that KES is a K-8 elementary school, this dashboard metric does not apply.



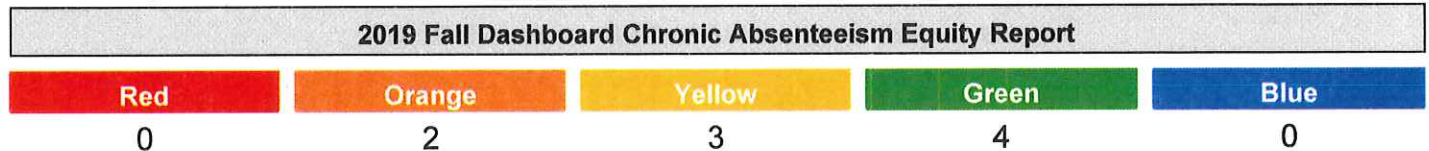
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 5.3 Maintained +0.4 1066	<b>English Learners</b>  Green 2.9 Maintained -0.1 204	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Homeless</b>  No Performance Color 15 Declined -11.7 20	<b>Socioeconomically Disadvantaged</b>  Yellow 7.4 Maintained +0.2 462	<b>Students with Disabilities</b>  Orange 7.6 Increased +3.7 92

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Green 3.2 Maintained +0.4 63	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Yellow 5 Increased +1.5 239	<b>Filipino</b>  Green 2.4 Increased +1.3 83
<b>Hispanic</b>  Orange 6.8 Increased +1 307	<b>Two or More Races</b>  Yellow 7 Maintained +0.2 86	<b>Pacific Islander</b>  No Performance Color 5.9 Increased +5.9 17	<b>White</b>  Green 4.4 Declined -1.9 270

#### Conclusions based on this data:

- Overall, KES' chronic absenteeism rates have maintained in the Yellow performance indicator level.
- There is visible variance of chronic absenteeism rates, when looking at chronic absenteeism by Race/Ethnicity.
- Chronic absenteeism rates for all statistically significant racial and ethnic groups increased or maintained (not including White students--Declined -1.9 points). This is a concern for KES, and an area in need of both continued monitoring and targeted action to improve chronic absenteeism rates.



# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. Given that KES is a K-8 elementary school, graduation rates do not apply.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



Green



Blue

Highest  
Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Suspension Rate Equity Report

Red

4

Orange

5

Yellow

0

Green

0

Blue

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



Orange

3.1

Increased +1

1105

#### English Learners



Red

3.7

Increased Significantly +2.6

217

#### Foster Youth



No Performance Color

0

11

#### Homeless



No Performance Color

0

Declined -11.8

20

#### Socioeconomically Disadvantaged



Orange

3.5

Increased +1.2

485

#### Students with Disabilities



Red









6.2

Increased +5.3

97



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  <b>Red</b> 7.2 Increased +1.9 69	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  <b>Orange</b> 2.8 Increased +0.3 250	<b>Filipino</b>  <b>Orange</b> 1.2 Increased +1.2 83
<b>Hispanic</b>  <b>Orange</b> 3.5 Increased +1.6 318	<b>Two or More Races</b>  <b>Red</b> 7 Increased +2.9 86	<b>Pacific Islander</b>  No Performance Color 0 Declined -5 17	<b>White</b>  <b>Orange</b> 1.4 Increased +0.5 280

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	3.1

#### Conclusions based on this data:

1. Students with Disabilities, and EL students are suspended at higher rates than the school's overall rates. This is concerning, and needs to be monitored to minimize disproportionality within suspension rates.
2. All statistically significant racial and ethnic groups demonstrated increased suspension rates. Although concerning, our overall suspension rates remain relatively low.
3. KES' overall suspension rate increased between 2018 and 2019 from 2% to 3.1%.



# 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

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

## Goal 1

Prepare all students for High School readiness; by ensuring that all 8th grade students are Algebra 1 eligible; and all 3rd grade students meet or exceed reading benchmarks as indicated by CAASPP targets.

## Identified Need

Students' reading and math scores on the CAASPP assessment are adversely affected along racial, and socioeconomic lines. Particularly, African American, Hispanic, Socioeconomically Disadvantaged Students', and Students with Disabilities' performance rates (as indicated by CAASPP) are behind KES' school-wide performance levels.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Green (11.6 Points Above Standard) - Declined 4.5 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	Orange (40.9 Points Below Standard) - Declined 19 points	Orange or Higher - Increase 5.0 points of more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Orange (10.7 Points Below Standard) - Declined 14.2 points	Yellow or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (6.3 Points Below Standard) - Declined 6.6 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Orange (68.6 Points Below Standard) - Declined 7.3. points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Green (24 Points Above Standard) - Maintained -0.4 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Green (3.8 Points Above Standard) - Increased 5.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Green (31.6 Points Above Standard) - Declined 6.3 points	Green or Higher - Increase 5.0 points or more.



### Strategy/Activity

Given that our CAASPP performance data are discrepant along racial lines, it is crucial to take steps to support all students--from different racial, ethnic, social, and linguistic backgrounds. Working in partnership with the San Joaquin County Office of Education, we will provide unconscious bias training for all certificated staff. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Teacher Release Time for Calibrated Walks--Funding for Substitutes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

### Strategy/Activity

After School Tutoring--Tier II (Connecting Language Acquisition within English & Math Content 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)

2,500

Source(s)

LCFF - Supplemental



500

LCFF - Supplemental

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

##### Strategy/Activity

Provide After School PD Sessions for teachers to Learn AVID WICOR Strategies (Close Reading/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)

500

LCFF

500

LCFF - Supplemental

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

##### Strategy/Activity

Provide EL Paraeducator Support (9 hours per 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)

17,238

LCFF - Supplemental

27,379

LCFF - Supplemental

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students (EL, SES, FY)

##### Strategy/Activity

Materials to support LTEL 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)

818

Source(s)

LCFF - Supplemental

### **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

PLC Supplemental Planning Time (After School--One per year @ 2 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)

2000

Source(s)

LCFF

362

LCFF - Supplemental

2638

LCFF - Supplemental

### **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

Classroom Teacher Resources/Materials/Supplies (200 x 42 Teachers)

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8400

Source(s)

LCFF

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students (1st - 3rd Grade)

Strategy/Activity



Renaissance Place--Accelerated Reader (Subscription, STAR Report, and Hosting License; 300 Subscriptions)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students (1st - 2nd Grade)

Strategy/Activity

Substitutes for Teacher Release Time--RCD Benchmark Assessments (6 Subs @ \$191.00)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Supplemental Instructional Resources/Materials/Supplies (PE, Music, Library)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1100

LCFF

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

AVID Students



### Strategy/Activity

Provide resources and tools to support our Middle School AVID Tower Class. These funds allow for the purchase of materials, costs associated with AVID field trips, attendance at the AVID summer institutes, as well as annual membership and fees. KES utilizes AVID to help support At-Risk and first generation college students to be better prepared to navigate high school systems in order 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)

20,018

LCFF

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (K-3)

### Strategy/Activity

Tier III--After School Remediation Support. This time is dedicated to supporting foundational skills development for students in Kinder - 3rd grade to master base literacy skills (i.e., Letter/Sound Recognition, Phonics, Decoding Skills, etc.). Beyond this, priority skills development will include Math Numeracy/Fluency development and working to achieve grade-level reading proficiency. This remediation is intended to assist in helping to minimize learning gaps from previous years' schooling. It prioritizes the needs of all students--including those who have been considered historically at-risk.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

1000

LCFF - Supplemental

500

LCFF - Supplemental

### 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

Provide funding to ensure ongoing maintenance and repair of technology devices.

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

# Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our overall performance indicators in ELA declined by 4.5 points. Although, KES remains in the Green category for broad performance indicators, ELA is an area in need of continued support and professional development. Our continued goal is the sustain Green category classification into next year, but show a school-wide improvement of a minimum 5.0 points or more. In Mathematics, our overall performance indicator is Yellow, and indicates that our students maintained performance, with a point differential of 1.9 points. Our goal is to demonstrate improvement of 5.0 points or more. This performance increase will likely keep KES in the Yellow, but will indicate our commitment towards achieving continued growth over time. EL students demonstrated marked gains in terms of CAASPP performance for both ELA and Math. We remain committed to ensuring that EL students improve scores by 5.0 points or more in ELA, and 8.0 points or more in Math. These continued growth targets will help support our goals to minimize KES' achievement gap. In addition, continued growth for EL students will help to lessen the number of students being identified as LTEL.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Midway through the school year, we noticed that much of our students' struggles in all academic areas stemmed in part from reading gaps. This crossed the overwhelming majority of statistically significant student groups. Of the 10 statistically significant subgroups, 70% of student groups' performances declined in CAASPP performance for reading. KES created four school-wide CAASPP Target goals. Reading to determine central theme of both fictional and expository texts ensures high-capacity reading comprehension. We had not budgeted PD monies to support this goal. The second CAASPP Target goal we plan to support is to ensure all students master foundational math literacy and skills. Again, KES had not budgeted PD monies to support this goal. We will refine our calibration walks process, and center teachers' participation to support reading and math instruction. These calibration walks are grounded in the Rigor, Relevance, and Engagement rubric.

It is evident that our EL students are demonstrating performance gains. Moving into next year (especially, given the circumstances of school closures), we will prioritize arranging PD opportunities for teachers to support EL Direct and EL Integrated instruction. Our goal is to help



guarantee that teachers are equipped with the necessary tools to support students' mastery of English (working towards R-FEP).

We are funding necessary teacher release time from classes to participate in Calibration Walks, and will attempt to fund ongoing PD to support EL instructional best practices.

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.

These CAASPP Target goals remain from the 2019-2020 SPSA (given that there was no CAASPP testing). The goal remains the same, because we were never able to confirm students' growth. We are adjusting the budget due to some fiscal reductions. These changes can be found in the KES Site allocation, and Resource 0709.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.1 %	Decrease by 1%
Suspension Rate--African American Students	7.2 %	Decrease by 3%
Suspension Rate--English Learners	3.7 %	Decrease by 1%
Suspension Rate--Two or More Races	7.0 %	Decrease by 3%
Suspension Rate--Students with Disabilities	6.2 %	Decrease by 3%
Chronic Absenteeism--Overall	5.3 %	Decrease by 1%

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 Mental Health Counseling 5 days per week (District Funded). TUSD is funding 30 hours of mental health counseling service. This strategy is identified as a multi-tiered social emotional support action for KES' most vulnerable 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)

District Funded

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ASB events/activities to help promote positive school climate/culture (The unrestricted funding sources include MAA and FARM 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)

0

Unrestricted

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coffee w/ the Principal--Monthly meeting with families to help increase community stakeholder satisfaction ratings of KES' climate and safety. the expenditures are allocated to provide refreshments for attendees.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity



Provide translation services during IEP/SST/504 meetings and Parent Conferencing

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

LCFF

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### **Strategy/Activity**

Provide funding to support ongoing student recognition--including awards and certificates. This helps to sustain positive school climate and culture. In addition, KES will apportion funds to sustain proactive communication with our community partners. Associated fees that support the general function of our school (I.e., Movie License renewals and FedEx accounting to print site maps and emergency plans have been included in these 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)

2350

Source(s)

LCFF

#### **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**

Funds to provide monthly safety meetings for KES' School Supervision Assistants. These funds are used to compensate our supervision assistants' time after contract working hours have concluded.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750

Source(s)

LCFF



# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Please see the below favorable ratings for the LCAP School Safety Survey responses:

Parents -73.05% responded favorably  
Students -85.64% responded favorably  
Teachers -84.09% responded favorably

Please see the below favorable ratings for the LCAP School Climate Survey responses:

Parents -81.42% responded favorably  
Students -74.45% responded favorably  
Teachers -83.12% responded favorably

Please see the FastBridge (mySAEBRS) satisfaction survey. This metric helps us to understand the social and emotional learning of KES students.

George Kelly Elementary School: 65% of students report no risk, versus 35% of students reporting some risk.

Tracy Unified School District: 62% of students report no risk, versus 38% of students reporting some risk.

Our overall school suspension rate is 3.1%. This is an increase from the previous year of 1.1% (previous rate 2.0%). Our suspension rates remain low school-wide, and the increase in total suspensions is in accordance with disciplinary best practices (as indicated by California Ed. Code, and TUSD board policy). As indicated above, suspension rates for the statistically significant categories of students indicates that suspension rates for each group of students is higher than the school-wide average, and increased by 2.0% or more. Mental Health counseling was available 2 days per week. This remains a highly-utilized support service for KES students. KES' chronic absenteeism rate is 5.3 %, which maintains from the year prior. Our goal is to reduce our chronic absenteeism rates by 1.0 % or more. Our long-term goal is to maintain chronic absenteeism rates below 4.0%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

KES will fund ASB activities, and ASB Advisor PD using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

KES will receive 5 days of mental health counseling. This support is funded by the District Office. This change allows us to provide more mental health counseling and support for students in need

(following school closures). We will now refer to our FastBridge (mySAEBRS) data to support our social and emotional learning needs.

During the 2021-2022 school year, KES will return to having ELAC representation during School Site Council. Based on our proportion of EL students, we will maintain a minimum of two SSC members to represent the interests of our EL student population.



# 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

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

## Goal 3

Within the framework of MTSS, KES will provide ongoing professional development and resources to sustain high capacity STEM instruction for all students K-8.

## Identified Need

Build continuous inquiry cycles across content areas, with appropriate rigor and timely Tier I, Tier II, and Tier III support and intervention. In doing so, KES will better accelerate students' learning in accordance with CCSS and NGSS standards to help mitigate learning loss.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2021, the KES STEM Site Implementation Team (SIT) will provide staff-wide training to ensure that all teachers are equipped use the "See, Think, and Wonder" process in their lesson design.	This instructional design process (aligned with the ICLE Rigor rubric) is currently a focus area for our STEM SIT.	Providing specific teacher professional learning that connects "See, Think, and Wonder" to our continuous inquiry cycle will serve two primary needs. First, this higher order thinking strategy directly correlates with KES' current practice of identifying specific learning targets, while providing student growth opportunities to self-assess each's own progress. Second, middle school teachers will begin to participate in KES' STEM process beginning in the 2021-2022 school year. Thus, it is necessary to provide this team of teachers with the necessary training and resources to align their practices with our current STEM practices.
By May 2022, KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work	17 of 42 Teachers have been trained in either PLC at Work or RTI at Work	Increase 4 teachers per year.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Currently, all teachers (Grades 1 - 8) have two (30 minute) sessions built into the master bell schedule for Tier II Differentiated Platooning.	Real-time support for all students.	This Tier II system is intended to help guarantee that all students meet/exceed grade level proficiency expectations for standards learned during the current school year.
By May 2022, KES will build the school-wide system to provide students with the needed time--within the school day to receive Tier III intensive remediation support, and/or enrichment activities for those students working beyond grade-level.	The goal is to make the necessary adjustments to our master schedule and instructional system to include an amount of time 4-5 days per week that systemize our Tier III MTSS. Currently, no such process exists, and Tier III support is often provided after school.	We expect that by building this system for MTSS support, KES will better serve students in need of intensive intervention (beyond the scope of Tier II--current year intervention). This will provide the necessary framework to offer both intensive intervention and advanced enrichment opportunities for students--during the school day.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Identified as At-Risk, and/or in need of Intensive Support

#### Strategy/Activity

Attend Virtual MTSS Professional Development (Solution Tree)

During the 2021-2022 school year, KES will continue to refine the role of our Guiding Coalition (GC). Working with our team of Teachers and staff, we will learn and begin to construct a Tier III system of MTSS for students to begin during the 2021-2022 school year. Funding identified as unrestricted will come from MAA and FARM apportionments.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF
0	Unrestricted

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide 1-Day Professional Development Training during the January 2022 Buy Back Day. We will consult with Solution Tree to have Dr. Luis Cruz continue to support our teacher team in a day of Tier II and Tier III support training and planning. The learnings are intended to sustain the PLC process by equipping all teachers to incorporate current RTI practices into a whole-school MTSS. Unrestricted funds will come from MAA and FARM apportionments.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Unrestricted

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Teachers will conduct a Book Study to inform all ERM and ERM + 1hr. PLC time sessions. We will study The New Art and Science of Teaching, by Dr. Marzano. Each chapter centers on one of his foundational questions that are intended to support KES' ongoing commitment to working within the MTSS Framework, while leveraging highly rigorous, relevant, and engaging learning opportunities for students. This action has no associated costs, as KES has already purchased these books for all certificated staff members.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide 10 Licenses for Solution Tree Global PD. KES purchased one license agreement for each grade level, PE, Music, and KES administration. These subscriptions provide access to Solution Tree's Global PD resources--all of which are designed to support powerful Tier I, Tier II, and Tier III



instruction and support for all students. Unrestricted funds will come from MAA and FARM apportionments.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Unrestricted

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

##### **Strategy/Activity**

Provide 3 substitute teachers (once per month) to provide release time for STEM planning. Site Implementation Team members will be provided one day per month for STEM planning, and/or to engage in calibrated walks. These site plans/experiences will be shared with KES' guiding coalition and provide ongoing PD support during ERM meetings.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

##### **Strategy/Activity**

KES apportions funds to sustain the ongoing support of General School function. These funds are used to pay the maintenance and licensing fees for our Ricoh and Riso machines. Additionally, these funds help to provide print toner for classroom use.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4300

Source(s)

LCFF

#### **Strategy/Activity 7**



**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

**Strategy/Activity**

KES plans to apportion funds to purchase a new laminating machine for classroom and school use.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

LCFF

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

**Strategy/Activity**

KES apportions funds to purchase necessary office supplies. In addition, and in order to sustain proactive communication with all school stakeholder groups, these funds are used to pay for postage and print fees associated with broad school to community communications and mailers. In addition to this, TUSD funds paper copy costs for RCD units and unit 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)

7000

LCFF

District Funded

**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**

Purchase STEM Interactive Notebooks for all students K-8 for use during STEM based 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)

750

LCFF

## 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 Instructional Materials (Aligned with STEM 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)

770

LCFF

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on the CAASPP performance indicators for Goal 1 and Goal 2, there are statistically significant sub-groups of students who are underperforming; compared to school-wide performance indicators. Building a Tier I-III system into the master school day, helps to guarantee that all students receive timely support and differentiation to meet essential standards and learning targets. Within the RTI at Work (MTSS) framework, Tier III support is a school-wide process, in an attempt to build students' collective capacity towards improved performance results. In order to effectively build this systemic model, teachers must be trained in the PLC at Work and RTI at Work process. Further, the potential changes that will be made to KES' overarching master bell schedule could be significant. Thus, it is crucially important to provide all teachers the needed guidance, training, and resources to fully grasp the Tier III framework, and how it is intended to benefit students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A small portion of KES' LCFF budget will be apportioned to support teachers' ongoing need to plan with grade level/content area colleagues. KES will fund RTI at Work training using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This is a new goal. KES does not currently have a Tier III system for support (outside of the scope for Special Education). Our intended outcome for the 2020-2021 school year is to build this comprehensive system. PLC/RTI support and planning time can be found on line items 1a11 and 1a12 under Goal 1 of the SPSA.



# 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	\$122,773.00

## 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 (\$)
District Funded	\$0.00
LCFF	\$69,338.00
LCFF - Supplemental	\$53,435.00
None Specified	\$0.00
Unrestricted	\$0.00

Subtotal of state or local funds included for this school: \$122,773.00

Total of federal, state, and/or local funds for this school: \$122,773.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Dr. Michael K. Bunch	Principal
Sarah Cook	Classroom Teacher
Tamara Brown	Classroom Teacher
Myesha Ryan	Classroom Teacher
Jennifer Hernandez	Parent or Community Member
Deepak Mani	Parent or Community Member
Alyssa Pytlik	Parent or Community Member
Jennifer Silcox	Parent or Community Member
Margarita Nunez	Parent or Community Member
Ted Zumel	Parent or Community Member
Rocio Virgen-Casas	Other School Staff
Trinity Brown	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**



**Committee or Advisory Group Name**

English Learner Advisory Committee
Other: KES Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 6, 2021.

Attested:



Principal, Michael Bunch on 5/6/2021
SSC Chairperson, Jennifer Silcox on 5/6/2021



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019





# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John C. Kimball High School	39-75499-0119040	05/13/2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Non-Title 1 School

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.

Our plan has been developed with input from all appropriate stakeholder groups. This includes our students, staff, and parents, including School Site Council.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2020-2021 Student, Parent, & Staff Climate & Safety Surveys:

We have determined that "Strongly Agree" and "Agree" are positive responses.

Summary of Responses: Parents - Climate: 78.4% responded positively in 2021, up from 71.45% in 2020.

Students - Climate: 69.64% responded positively in 2021, up from 67.29% in 2020.

Staff - Climate: 90.52% responded positively in 2021, up from 79.19% in 2020.

Parents - Safety: 71.29% responded positively in 2021, down from 87.4% in 2020.

Students - Safety: 80.17% responded positively in 2021, up from 72.71% in 2020.

Staff - Safety: 91.49% responded positively in 2021, up from 84.29% in 2020.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators complete frequent classroom observations where they track instructional data using the Rigor/Relevance/Student Engagement rubric. Feedback from these visits is shared with the teachers after each visit.

Starting in the second semester of this school year administrators have included, on occasion, other teacher volunteers as co-observers as they conduct these visits. These visits are conducted in 20-35% of all classrooms each month.

Summary of data from results of observations from the 2019-2020 school year:

The following categories were averaged on a 4-point rubric scale. We compared the average score from the beginning of the year with toward the end of the year, before the school closed down due to the COVID-19 outbreak.

Average score for "Rigor": September, 2019 - 1.77; January-February, 2020 - 1.83

Average score for "Relevance" - September, 2019 - 1.63; January-February, 2020 - 1.85

Average score for "Student Engagement" - September, 2019 - 1.63; January-February, 2020 - 1.92

All categories showed growth.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As there was no state testing data from 2020, we were unable to look at any data from that source this school year. The district did incorporate a new standardized assessment platform (Fast Bridge) which has been administered in ELA and Math. Departments have looked at this data, which also includes an assessment on students' social-emotional needs. This has led the site to develop additional intervention processes for referring students for counseling services that have been offered both on-site and virtually throughout the school year. This has had a tremendous positive impact on students. Most PLCs have begun to administer Common Formative Assessments (CFAs), particularly in the core subject areas of Math, ELA, Science and Social Studies, to identify standards where students are demonstrating mastery and others that require intervention or reteaching.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Math and ELA departments administer common benchmark assessments as part of district-developed Rigorous Curriculum Design (RCD) units of study. The district is also updating these assessments to align with instructional needs. ELA PLCs look at data from these assessments and collaborate around areas that require more attention in future teaching of the curriculum.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

For the 2020-2021 school year Kimball High has 60 teachers that are fully credentialed, 3 teachers without a full credential, and 4 teachers teaching outside of their subject area of competence (with a full credential).

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district apportions time each week for teacher collaboration on Wednesday afternoons. During most of these days the site provides PLC time for teams to develop common formative assessments, analyze data and share best practices and effective teaching strategies. In addition, the site included professional development monthly to the entire staff around high-yield AVID strategies. Much of this was led by teacher leaders from the site. The teachers, in coordination with the administration, prepared and delivered professional development in larger sessions during the staff pre-service days in August, and during a Buy-Back day in January. New for the 2020-2021 school year was an increase in educational technology training for staff. The district created a new position for Technology Support Advisors (TSA) which were paid through a stipend. Kimball High selected two TSAs and they coordinated professional development activities with the Kimball Leadership Team (KLT). The also led the initiative to select the Nearpod program as our site educational technology platform to support all teachers. The KLT that led much of the training throughout the year also delivered staff development, with the administration, to newer, non-tenured teachers before the school year in August. The district hosted quarterly department professional development days to align curriculum and best instructional practices among all of the departments. In addition they provided technology training on Microsoft Teams and other Microsoft platforms throughout the school year. The teachers also have access to professional development resources on the staff portal.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of the site professional development topics presented in Wednesday meetings and during staff in-service meetings were either selected by staff based upon their own perceived needs and based upon observations by administrators made during instructional rounds classroom visits. All RCD units that the ELA and Math departments collaborate around have been tightly aligned with the CCSS and are evaluated, by looking at the benchmark assessment data, to ensure proper alignment. Comparisons between the RCD assessment data and SBAC testing data shows a tight alignment between the assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district employed a consultant from ICLE to work with the administration distance learning strategies including the use of educational technology tools. In addition, the district continued to highlight training around the application of rigor, relevance and relationships strategies and the use of a rubric during classroom visits for gathering data around instructional practices. The administration also leveraged the experience of effective teacher-leaders serving as TSAs and on KLT to develop and deliver training on effective technology-based instructional strategies based upon the staff and administration identifying areas of greatest need. New teachers receive ongoing support from the district throughout the year through the district's TTIP program, which provides the teachers professional development, allows them to observe veteran teachers as well as work with a mentor to focus on improving instructional strategies and classroom management. The principal also met with all non-tenured teachers several times throughout the year for evaluation and coaching purposes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

PLCs met most Wednesdays of the school year during collaboration time. PLCs developed common lessons, common assessments, and most looked at common assessment data. They also collaborated around best practices and effective lesson ideas. District-wide PLCs met quarterly to align curriculum and look at benchmark assessment data. Departments meet together once a month following a department chair meeting with the site administration to collaborate around department needs, lessons, and testing.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The ELA and Math departments follow RCD units of study, which are tightly aligned to the CCSS. The Social Studies department administers district benchmarks and looks at data from these assessments. They discuss and plan the scope and sequence of their curriculum to align with the state framework and the district benchmarks. Science is actively aligning their lessons with the NGSS as they develop common formative assessments and seek to provide all standards to all students in the 3 major Science disciplines (Biology, Chemistry, and Physics), while embedding Earth and Space Science standards into these core disciplines.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A for high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A for high school

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Math and ELA departments have instructional materials that are tightly aligned with the CCSS. The Social Studies department also has materials aligned with the state framework. As of yet, no publisher has produced comprehensive materials in all 4 core disciplines that are fully NGSS aligned, so our teachers must find and create much of their own NGSS aligned materials. They use textbooks that are aligned to the former content standards, and then collaborate around ideas and find activities and content on-line to help them make the content more aligned with NGSS.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The district has developed RCD units for ELA and Math that all teachers follow at our site. These units are tightly aligned with the CCSS. In addition, the ELA department uses StudySync as a support material for standards-aligned instruction. The site offers the ERWC course to seniors, which has been developed by the California State University System to prepare students for university reading, writing and composition. The science courses align with the NGSS and data from the first administration of the CAST demonstrates that our students were the highest scoring in the district. Social Science classes continues to use curriculum that is aligned with the CCSS and state framework .

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

EL students are monitored to ensure they make at least one level progress per year. When they are reclassified as English Proficient, students continue to be monitored to make sure they continue to show success in all of their classes. They are reclassified and mainstreamed as soon as possible in all content areas (usually within two years), and in most subjects, outside of ELD, immediately. This year RSP students in grades 9-11 were mainstreamed into general education courses with push-in support from RSP teachers and paraprofessionals. This will expand to all students next year in 2021-2022.

Evidence-based educational practices to raise student achievement

This past year the staff continued to focus on high-yield AVID strategies around the concepts of inquiry and student organization. In addition, the district trained staff and administrators on effective technology-based strategies for use in a virtual and hybrid distance learning model. Based upon classroom observation data teachers became more efficient and effective with educational technology and distance learning strategies that increased student engagement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The site provides various venues and opportunities for parents to seek assistance for students that are struggling. The site offers parent-teacher conferences at the end of the 1st quarter for the review of student performance. These were conducted virtually this past year. In addition, the school offers free after school tutoring led by teachers and peer tutors in the library every Tuesday, Wednesday, and Thursday throughout the entire school year. This was also conducted virtually this past year. The counseling department, which normally offers coffee with counselors every month for parents to meet with counselors, continued to send out video announcements and digital communication during the pandemic. Parents are also invited to PTSA meetings where they can discuss topics of concern with the principal. Also, School Site Council offers a venue for parents and community members to learn about the various programs that our site offers to support students, be it our EL program, Special Education Program, AVID program, or various Student Services programs. This past year we have been without a parent-liaison form most of the school year, but for the few months we had one she would help support the needs of EL parents and assist with the needs of foster and homeless youth. The parent-liaison, with support from our EL coordinator, was able to hold an ELAC meeting with parents of EL students to inform them of important events coming up and provide support for student success during distance learning.

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)

Despite the pandemic, our parent liaison and EL coordinator continued to hold English Learner Advisory Committee (ELAC) meetings where parents of EL students could meet to learn about school programs and services for English Learners and assist with the development of the school's needs assessment. These meetings were supported and attended by administrators. The School Site Council also received reports throughout the year from any program associated with ConApp.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Kimball High EL department receives specific funding for technology and supplemental learning resources. This budget is overseen by the site EL coordinator and site administration. In addition, the district provides a bi-lingual paraprofessional that supports in classes with high numbers of EL students. The AVID program targets fringe students that might not otherwise prepare for college to set goals and develop study skills that prepare them to enter college after high school. They have a budget that is overseen by the AVID site coordinator and provide resources to the entire campus to improve the level of education to all students at Kimball High. Additional programs funded by district budget include: Summer Bridge (2 weeks), Mental health Services (several days per week), and a Parent Liaison (shared with Tracy High School).

Fiscal support (EPC)

Targeted EL



# 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

Throughout the school year the School Site Council (SSC) is briefed about the variety of programs that exist on the campus and what they are doing to support student achievement. The budget for these programs is also reviewed in this process, multiple times throughout the year. The SSC asks questions about the program and is able to voice concerns about changes that may need to be made, or offer their approval about what is being accomplished. The final draft of the SPSA is presented to the SSC in May for approval. In addition to the SSC, the ELAC and PTSA are presented with updates and elements of programs at Kimball High School, and they offer suggestions or give their affirmation, all of which is taken into account in drafting the plan.

Teachers and staff are involved by looking at the previous SPSA action plan and providing their input on how the action plan should be updated to provide greater clarity, focus, and staff buy-in. This has generally taken place during Wednesday staff, department, and PLC meetings. This input was then shared with the entire teaching, counseling, and paraprofessional staff at a virtual staff meeting. After the administration synthesized this input into a draft plan, it was presented to the Kimball Cabinet, consisting primarily of department chairs for final vetting, and to check to make sure all input from teachers was sufficiently accounted for.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Uniform technology access has increased dramatically over this past year due to efforts from the district to support distance learning through a virtual model. The district is in the process of providing interactive projectors to all classrooms.

The district is working with our site on identifying SDC curriculum in particular subjects to ensure access to a rigorous and relevant curriculum that meets students' particular needs.

Understanding among students, staff and parents regarding how the state identifies students as college and career ready: As part of the site plan, site leadership is working with teacher leaders to address this very issue.

Some teachers feel they need further training on classroom management techniques and seek uniform norms to help enforce common best practices.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.3%	0.2%	0.2%	4	3	3
African American	8.5%	8.0%	7.92%	126	121	120
Asian	15.2%	15.7%	17.55%	225	237	266
Filipino	10.0%	9.0%	8.71%	147	136	132
Hispanic/Latino	34.8%	35.3%	35.49%	514	531	538
Pacific Islander	1.1%	1.3%	0.99%	16	19	15
White	25.3%	25.7%	23.88%	373	387	362
Multiple/No Response	4.8%	4.8%	5.28%	71	72	80
Total Enrollment				1476	1506	1,516

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	378	403	365
Grade 10	386	377	427
Grade 11	372	377	359
Grade 12	340	349	365
Total Enrollment	1476	1506	1,516

### Conclusions based on this data:

1. Kimball High School has a very ethnically diverse student population, which we view as one of it's strengths.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			145	9.60%	8.60%	9.6%
Fluent English Proficient (FEP)			437			28.8%
Reclassified Fluent English Proficient (RFEP)			12			9.3%

### Conclusions based on this data:

1. We still have a lot of students that we need to strategically target to work to reclassify English Learners to RFEP students. This is particularly important for our long-term EL population that has been classified as EL for more than 5 years.
2. The pandemic has made it difficult to assess students through the ELPAC. We will need to analyze the data from this spring in the fall of 2021 to identify next steps.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	347	360	370	343	356	368	343	355	368	98.8	98.9	99.5
All Grades	347	360	370	343	356	368	343	355	368	98.8	98.9	99.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2612.	2609.	2617.	26.82	24.51	29.62	37.61	36.62	35.60	21.28	26.48	22.83	14.29	12.39	11.96
All Grades	N/A	N/A	N/A	26.82	24.51	29.62	37.61	36.62	35.60	21.28	26.48	22.83	14.29	12.39	11.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31.49	28.45	32.07	52.19	56.34	47.55	16.33	15.21	20.38
All Grades	31.49	28.45	32.07	52.19	56.34	47.55	16.33	15.21	20.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.82	34.18	41.30	42.27	49.15	46.74	16.91	16.67	11.96
All Grades	40.82	34.18	41.30	42.27	49.15	46.74	16.91	16.67	11.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.45	19.15	24.46	64.14	69.01	64.13	13.41	11.83	11.41
All Grades	22.45	19.15	24.46	64.14	69.01	64.13	13.41	11.83	11.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.03	36.34	35.60	49.27	49.86	51.63	13.70	13.80	12.77
All Grades	37.03	36.34	35.60	49.27	49.86	51.63	13.70	13.80	12.77

**Conclusions based on this data:**

1. The 2018-2019 school year showed the highest achievement of Kimball High students yet.
2. The areas of "listening" and "research/inquiry" have stayed fairly uniform with slight improvements. "Writing" has shown significant growth and "reading" has shown an alarming decline. Reading will need to be analyzed by our core departments to determine how we might help students in this area.
3. We await 2021 data to use as one piece toward identifying the learning loss that can be attributed 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	344	360	369	339	354	367	339	353	367	98.5	98.3	99.5
All Grades	344	360	369	339	354	367	339	353	367	98.5	98.3	99.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2582.	2585.	2582.	14.45	13.03	14.17	21.53	24.65	24.80	27.73	26.06	23.71	36.28	36.26	37.33
All Grades	N/A	N/A	N/A	14.45	13.03	14.17	21.53	24.65	24.80	27.73	26.06	23.71	36.28	36.26	37.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.48	26.06	22.89	31.27	27.20	34.06	44.25	46.74	43.05
All Grades	24.48	26.06	22.89	31.27	27.20	34.06	44.25	46.74	43.05

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.04	17.28	17.98	44.25	47.31	53.41	40.71	35.41	28.61
All Grades	15.04	17.28	17.98	44.25	47.31	53.41	40.71	35.41	28.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.40	17.28	17.71	58.70	57.51	55.04	23.89	25.21	27.25
All Grades	17.40	17.28	17.71	58.70	57.51	55.04	23.89	25.21	27.25

### Conclusions based on this data:

1. We await 2021 data to use as one piece toward identifying the learning loss that can be attributed 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		1588.3		1597.5		1578.5		37
Grade 10		1610.1		1623.0		1596.8		28
Grade 11		1570.7		1564.8		1575.9		29
Grade 12		1588.7		1584.6		1592.3		25
All Grades								119

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		40.54		32.43		21.62		5.41		37
10		50.00		28.57		17.86		3.57		28
11		13.79		48.28		27.59		10.34		29
12		24.00		44.00		32.00		0.00		25
All Grades		32.77		37.82		24.37		5.04		119

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		48.65		32.43		16.22		2.70		37
10		53.57		28.57		14.29		3.57		28
11		37.93		34.48		24.14		3.45		29
12		36.00		52.00		12.00		0.00		25
All Grades		44.54		36.13		16.81		2.52		119



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		5.41		51.35		29.73		13.51		37
10		28.57		28.57		32.14		10.71		28
11		6.90		34.48		44.83		13.79		29
12		16.00		36.00		36.00		12.00		25
All Grades		13.45		38.66		35.29		12.61		119

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		18.92		78.38		2.70			37
10		32.14		57.14		10.71			28
11		0.00		75.86		24.14			29
12		12.00		80.00		8.00			25
All Grades		15.97		73.11		10.92			119

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		78.38		16.22		5.41			37
10		89.29		7.14		3.57			28
11		82.76		17.24		0.00			29
12		92.00		8.00		0.00			25
All Grades		84.87		12.61		2.52			119

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		18.92		59.46		21.62			37
10		39.29		46.43		14.29			28
11		6.90		62.07		31.03			29
12		28.00		48.00		24.00			25
All Grades		22.69		54.62		22.69			119

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		10.81		86.49		2.70		37
10		10.71		78.57		10.71		28
11		17.24		82.76		0.00		29
12		8.00		88.00		4.00		25
All Grades		11.76		84.03		4.20		119

**Conclusions based on this data:**

1. Speaking is the domain where most of our EL population is doing considerably well.
2. Listening and Writing are areas where we have a large numbers of students in the "somewhat/moderate" category, so some attention here could really move a lot of students to "well developed".
3. Reading is an area of immediate concern. This could represent that students actually are that deficient, or they aren't giving their full effort on the test. We will follow up through our EL coordinator to see if we can better understand this data.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1506	38.9	8.6	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	129	8.6
Foster Youth	6	0.4
Homeless	4	0.3
Socioeconomically Disadvantaged	586	38.9
Students with Disabilities	105	7.0






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	121	8.0
American Indian	3	0.2
Asian	237	15.7
Filipino	136	9.0
Hispanic	531	35.3
Two or More Races	72	4.8
Pacific Islander	19	1.3
White	387	25.7

### Conclusions based on this data:

1. Kimball High School has a very ethnically diverse student population, which we view as one of it's strengths. We believe this promotes open-mindedness which translates into fewer student conflicts.
2. Students reported feeling safer at Kimball High based upon the district's safety and climate survey. We will need to continue to build on this momentum and identify specifics on the improvement in perception.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

**Conclusions based on this data:**

1. Everything will need to be reevaluated once things come back to normal after students return full time post-pandemic.

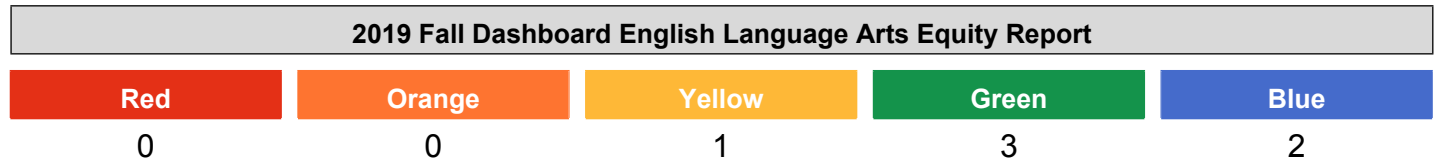
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Green 37.3 points above standard Increased ++12.7 points 353	 Yellow 12.3 points below standard Increased Significantly ++29.4 points 52	 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	 Green 15 points above standard Increased ++8.9 points 121
Students with Disabilities				
 No Performance Color 86.7 points below standard Increased ++8.5 points 23				

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 13.1 points below standard Maintained ++1.5 points 32	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Blue 60.9 points above standard Increased Significantly ++18.8 points 54	<b>Filipino</b>  Green 63 points above standard Declined -4.5 points 34
<b>Hispanic</b>  Green 26.7 points above standard Increased Significantly ++24.1 points 119	<b>Two or More Races</b>  No Performance Color 41.6 points above standard Declined Significantly -37.7 points 18	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Blue 47.9 points above standard Increased Significantly ++17.2 points 88

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

<b>Current English Learner</b> 74.1 points below standard Increased ++10.3 points 24	<b>Reclassified English Learners</b> 40.8 points above standard Increased Significantly ++34.8 points 28	<b>English Only</b> 39.7 points above standard Increased ++14.5 points 237
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#### Conclusions based on this data:

1. The overall scores for ELA increased and are generally above the standard in the green range. From this data we can conclude that student are being taught standards based curriculum and mastering it at a fairly high level.
2. The scores for the subgroups of EL's increased significantly, although still in the yellow range. From this data you can conclude that the EL students are making progress and increasing their levels of proficiency. Reclassified EL's and English only EL's scored above the standard by 40 points which is an increase from 14-35 points. Although EL's scored 74 points below the standard, this was an increase of 10 points.
3. We will need to look at 2021 SBAC data in the fall of 2021 to identify gaps due to learning loss from the COVID pandemic.



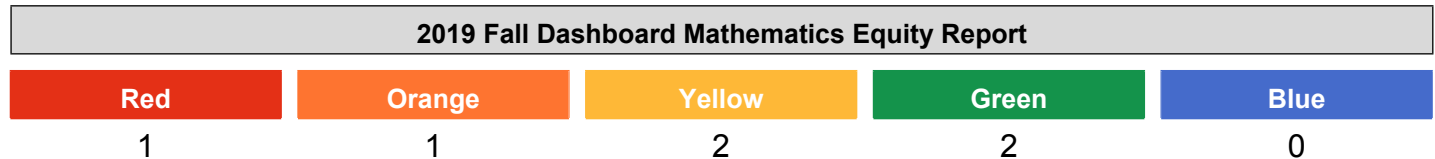
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 42 points below standard Maintained ++1.4 points 352	<b>English Learners</b>  Red 121.4 points below standard Maintained ++1.2 points 52	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Orange 68.6 points below standard Maintained ++2.7 points 121	<b>Students with Disabilities</b>  No Performance Color 220 points below standard Declined Significantly -54.6 points 23

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 104.3 points below standard Increased ++4.9 points 32	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Yellow 8.5 points below standard Declined Significantly -18.3 points 54	<b>Filipino</b>  Green 1.5 points above standard Declined -13.2 points 34
<b>Hispanic</b>  Yellow 66.9 points below standard Increased ++14.8 points 118	<b>Two or More Races</b>  No Performance Color 18.8 points below standard Declined Significantly -57 points 18	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Green 24.6 points below standard Increased ++11.4 points 88

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 171 points below standard Declined -10.5 points 24	<b>Reclassified English Learners</b> 78.9 points below standard Maintained ++1.4 points 28	<b>English Only</b> 41.2 points below standard Maintained -2.2 points 236
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#### Conclusions based on this data:

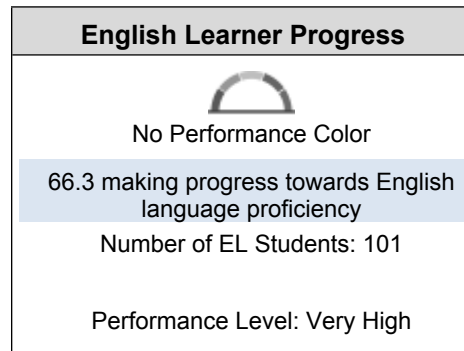
- Overall students scored in the yellow indicating 42 points below the standard. Although scores did not decrease, the scores indicate that students are not proficient in math and that greater interventions at lower levels of math are necessary to increase student understanding of the subject matter.
- English Learners continue to be a group that scores very low in math. Based on this data, greater intervention is necessary to increase proficiency.
- Learning loss due to the pandemic will need to be assessed early next year to monitor students' progression through math course levels.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	13.8	15.8	50.4

#### Conclusions based on this data:

1. Based on this data 80% of the EL's either maintained a level 1-4 or progressed at least one level.
2. Overall EL performance is very high, but we can work on increasing the amount of EL's who progress one level and/or are reclassified.
3. ELPAC data will need to be analyzed due to the disjointed testing process during the COVID pandemic. Other data indicates that reading skills need to be addressed.

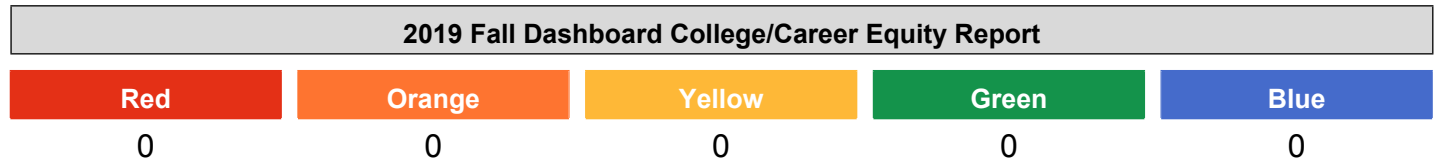
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Green 45.2 Increased +2.6 354	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
42.6 Prepared	42.6 Prepared	45.2 Prepared
25.4 Approaching Prepared	25.4 Approaching Prepared	21.5 Approaching Prepared
32.1 Not Prepared	32.1 Not Prepared	33.3 Not Prepared

#### Conclusions based on this data:

1. Based on this data, almost 45 percent of students are scoring in the green, and the subgroups of EL's, students with disabilities and socioeconomically disadvantaged all increased.
2. Based on this data we need to increase the percentage of students that are completing A-G courses.
3. Based on this data, students with disabilities are a subgroup that needs improvement. We will need to pay attention to the data of our mainstreamed RSP population with regard to A-G and college/career readiness as this should improve dramatically over the next few years do to adjustments in the students' access to core classes.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. No data to analyze at this time.



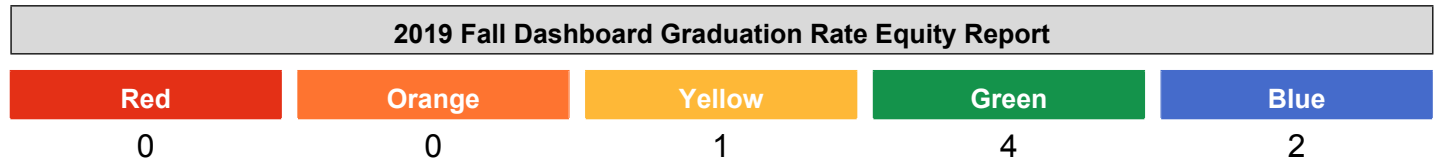
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Blue		Green		No Performance Color	
95.2		91.8		Less than 11 Students - Data Not Displayed for Privacy	
Increased +1.3		Increased +11.3		1	
354		49			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Green		Green	
Less than 11 Students - Data Not Displayed for Privacy		94.5		87.5	
6		Maintained +0.9		Increased +2.7	
		164		32	

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 96.7 Declined -3.3 30	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Yellow 91.1 Declined -4.6 56	<b>Filipino</b>  Blue 100 Maintained 0 30
<b>Hispanic</b>  Blue 96.6 Increased +5.8 118	<b>Two or More Races</b>  No Performance Color 92.9 Increased +5.4 14	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>White</b>  Green 93.9 Increased +1 99

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
93.9	95.2

#### Conclusions based on this data:

1. Based on this data over 95% of students graduate from KHS; this includes an increase the subgroups of EL's and students with disabilities. We can conclude that most students who attend KHS graduate.
2. We will need to look at data from the pandemic as soon as it is released to identify what is needed to help as many students as possible successfully graduate from high school.

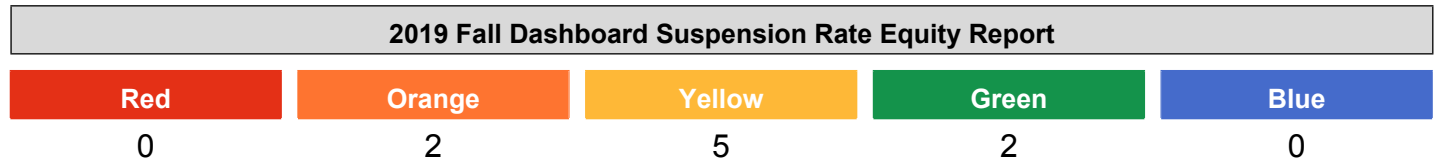
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 6.1 Declined Significantly -7.8 1599	<b>English Learners</b>  Yellow 8.1 Declined -7.6 149	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 9
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 8	<b>Socioeconomically Disadvantaged</b>  Yellow 7.7 Declined Significantly -8.9 650	<b>Students with Disabilities</b>  Orange 11 Declined -16.8 118

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 12.1 Declined -7.9 132	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  Green 5.7 Declined Significantly -2.3 246	<b>Filipino</b>  Yellow 2.8 Maintained +0.2 142
<b>Hispanic</b>  Yellow 6.7 Declined Significantly -10.5 578	<b>Two or More Races</b>  Yellow 6.8 Declined -6.8 73	<b>Pacific Islander</b>  No Performance Color 0 Declined -10.5 20	<b>White</b>  Green 4.4 Declined Significantly -10.9 405

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.9	6.1

#### Conclusions based on this data:

1. The suspension data shows a decline in all student groups with Filipino being the only ethnicity that maintained its suspension rate.
2. Students with Disabilities, Hispanic, and White showed the greatest significant decline in suspension rate with 16.8, 10.5, and 10.9 respectively.
3. Even though African American and Students with Disabilities have shown a decline in suspension rates, they remain the two student groups with highest rates of suspension, which requires deeper analysis.

# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students to be college and career ready by having more students be A-G eligible, complete career pathways, and demonstrate proficiency on CAASPP testing.

## Identified Need

The number of A-G eligible students are too low  
There is a belief that our CAASPP data does not accurately reflect how much our students know.  
Teachers, students and parents don't know or understand how the state measures whether students are college and career ready, or not.  
Students and teachers need to more clearly understand how career pathways work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career readiness, as measured on the California State dashboard.	Currently 45.2% in 2019 (no data available for 2020 due to the pandemic) with a 2.6% growth from the previous year.	Increase College and Career readiness, as measured on the California State dashboard, by 3%
CAASPP test results as reported on the California State dashboard.	65.22% of KHS students met or exceeded the standard in ELA on the SBAC in 2018-2019. 38.97% of KHS students met or exceeded the standard in Math on the SBAC in 2018-2019. 32% of KHS students met or exceeded the standard in Science on the CAST in 2018-2019	Increase Math, ELA, and Science rates by 3% by students that met or exceeded the standard. This would signify making up from learning loss since 2020.
A-G eligibility as reported through Aeries.	A-G eligibility rate for KHS in 2019-2020 fell from 35% to 32%.	Increase A-G eligibility rate by 2%

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**

Increase and improve communication around how the College and Career Ready metric is calculated among students and staff. Create an awareness campaign that emphasizes the importance of being college and career ready by satisfying the state's metrics, including information about A-G eligibility and the benefits of being A-G eligible. This would include creating literature and presentations that would go out to students and parents.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2205

Source(s)

LCFF

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Provide opportunities for students to take interim assessments to practice the interface and online testing so that they feel comfortable and confident in taking CAASPP 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)

**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 opportunities for teachers to analyze CAASPP claim data and identify areas of their curriculum where they could provide strategic focus on target standards and claims.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
8300	LCFF

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide material support for the comprehensive instructional program that promotes college and career readiness.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
90967	LCFF
56241	LCFF - Supplemental

## 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 program development of academic-based extra-curricular activities that promote students applying learning to real world applications.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data may be skewed for a year or two as we recover from learning loss associated with dealing with the COVID-19 pandemic and virtual learning. In many cases just working to get back to pre-pandemic levels of achievement will take consistent effort. As teachers return to more familiar modes of teaching, staff will be able to turn more attention to these strategies, rather than just deal with survival-mode activities to keep instruction moving forward 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.

Differences were based on the lack of ability to carry on business as anticipated because we were forced into a distance learning or hybrid learning model for the entire 2020-2021 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.

The focus will be to either maintain pre-pandemic levels, when data is unavailable for the pandemic year, or regain what was lost when we see data that dropped as a result of the pandemic.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff through the development of a culture based on positive and supportive relationships.

## Identified Need

Though Kimball High made substantial growth in parents', students', and staff members' perception of positive school climate and safety, there is still room to make more improvement. Quarantine and distance learning as a result of the pandemic have created new social/emotional needs among students and all stake holders. The staff should conduct a cycle of inquiry on the survey data around the districts' climate and safety survey to identify strategies to be more responsive to our students needs post-pandemic. We also want to make sure that students haven't fallen out of the habit of regular school attendance due to the disengagement associated with the COVID pandemic.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kimball High School climate and safety surveys	For the 2020-2021 school year 78.4% of all parents, 66.64% of all students, and 90.52% of all staff members had overall positive attitude toward the overall climate at Kimball High School. On the safety survey the percentages of positive attitudes were 71.29% for parents, 80.17% for students, and 91.49% for staff.	Increase the percentage of students, parents and teacher that respond positively on the School climate and safety surveys by 5% in all categories.
Attendance	Pre-COVID attendance rates were 96%.	As students return back to full in-person instruction post-pandemic shutdown, work to ensure that attendance rates return to 96% (pre-pandemic 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

Staff will conduct a cycle of inquiry around the School Climate Survey data to identify areas of greatest need and collaboratively strategize around how to address those 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)

9500

Source(s)

LCFF

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with particular attention to freshmen

#### Strategy/Activity

Create and implement a program where students (particularly freshmen) identify 5 staff members they trust and they interact with each staff member so that the staff is aware.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF

#### 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

Monitor attendance each month and communicate with parents of students with attendance issues (including tardies) to identify appropriate 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)

2400

Source(s)

LCFF

#### Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All incoming freshmen students

**Strategy/Activity**

Develop plans for the introduction of Link Crew or a similar program for the 2022-2023 school year to meet the social/emotional needs of incoming freshmen as they transition to high 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)

0

Source(s)

None Specified

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our survey results showed substantial growth, particularly among our staff, but it will be important to make sure that parents and students feel safe with returning to campus for in-person instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Any significant changes were due to being in a distance learning/hybrid instructional model for the duration of the 2020-2021 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.

In the face of the COVID pandemic we are adjusting our focus to the social emotional needs of students and helping students return back to full participation in school.

# 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

Site Specific Goal

## Goal 3

Continue to improve instruction through the focused implementation of rigor, relevance, and relationships. Use the Professional Learning Communities (PLC) model to identify students' academic and emotional needs and provide interventions as needed to make up for learning-loss due to the COVID pandemic.

## Identified Need

Though the staff is in the early stages of collecting and analyzing data, there is a need to take this to the next step where it becomes universal among all PLCs and becomes engrained in the cultural practice at our site.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evidence that PLCs are administering one common formative assessment per quarter and that they are analyzing the data from these assessments to adjust instructional practices.	Some PLCs are currently offering students common formative assessments and teachers inconsistently look at data from such assessments.	PLC members will administer one CFA quarterly where data is analyzed through a cycle of inquiry and teachers refine their instructional practices as a result.
Develop the capacity of teachers to consistently deliver rigorous and relevant instruction that increases students engagement as recorded through an observation rubric.	Data from 2019: According to the CIR tool rubric tool used by administration, on a four point scale teachers are instructing in rigor, relevance and student engagement at averages of 1.83, 1.85, and 1.92, respectively. Data from 2020: Comprehensive data wasn't collected during distance learning in all three domains of rigor, relevance and student engagement.	Increase average scores on the CIR tool rubric to above 2.0 in all three categories, to indicate that students are being exposed to more rigorous, relevant, and engaging instruction on a more frequent basis.
Data from Fast Bridge assessments in ELA, Math, and Social/Emotional needs for students.	Baseline data was acquired in 2020-2021: Math (Fall): 42% in College Pathway, 35% in Low Risk, 16% in Some Risk, and 7% in	Improve all metrics by 5%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>High Risk. Changes in Spring administration: CP = +1%, LR = -12%, SR = +12%, and HR = -1%.</p> <p>Reading (Fall): 52% in College Pathway, 28% in Low Risk, 12% in Some Risk, and 8% in High Risk. Changes in the Spring administration: CP = -1%, LR = -4%, SR = -3%, and HR = +8%.</p> <p>Social/Emotional = 67% are No Risk and 33% are High Risk.</p>	
Creation of a multi-tiered system of support (MTSS) plan that provides academic intervention time within the existing bell schedule, or if necessary, outlines a plan for a modified bell schedule that allows for intervention time.	Work as a staff to develop intervention time within the existing bell schedule, and, if determined to be necessary, develop a proposal for a change in the 2022-2023 schedule so that teachers can meet the identified needs of students based on PLC data analysis.	Have the plan ready by the end of December, 2021

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

Ensure that teachers have every Early Release Monday possible available for some PLC time.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Continue to train staff on new AVID strategies that increase student engagement around rigorous activities. Also continue to reinforce and review previously taught strategies. This will be done during in-service and staff meetings and led by the Kimball Leadership Team.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10500

Source(s)

LCFF

#### 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

Train staff more extensively on Fast Bridge data and implement the use of an effective data analysis tool to conduct a Cycle of Inquiry (COI) on this data.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

LCFF

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Analyze SBAC ELA and Fast Bridge assessment data with a focus on reading skills. Identify needs for improvement in specific standards and collaborate as a staff for intervention strategies. Continue to monitor through Fast Bridge data throughout the 2021-2022 school year.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7000

LCFF

**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**

Continue the use of Technology Support Advisors (TSAs) as educational technology leaders on campus for the professional development of all teachers regarding the effective use of technology in the classroom, with a focus on assessment tools for the collection and analysis of data.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12295

LCFF

13819

LCFF - Supplemental

**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**

Form a committee of teacher leaders and administrators to look at intervention strategies that can be used within the existing bell schedule as a part of MTSS. Work as a staff to develop intervention time within the existing bell schedule, or develop a proposal for a change in the 2022-2023 schedule so that teachers can meet the identified needs of students based on PLC data analysis.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8180

LCFF

7768

LCFF - Supplemental

**Annual Review****SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The staff became more familiar with effective AVID strategies and the use of educational technology as part of their regular instruction. With the transition to distance learning, the administration limited observation data using the Rigor and Relevance Framework to only one domain, so we weren't able to collect comprehensive data this past 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.

The pandemic led to much more of our professional development to focus on educational technology elements than planned, but this was still a great positive adjustment.

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 administration will return to observing in all domains of the Rigor and Relevance Framework. With the district's development of the TSA position, the site will continue to focus on developing teachers' capacity with educational technology, particularly around the collection and analysis of data. There will also be a more concerted effort around the analysis of new data from Fast Bridge assessments.

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,975.00

## 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 (\$)
LCFF	\$156,147.00
LCFF - Supplemental	\$77,828.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$233,975.00

Total of federal, state, and/or local funds for this school: \$233,975.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Benjamin Keller	Principal
Jason Yang	Classroom Teacher
Scott Anderson	Classroom Teacher
Esmeralda Munoz	Classroom Teacher
Tyler Mullen	Classroom Teacher
Lynnet Riley	Other School Staff
Sandy Wells	Parent or Community Member
Sandeep Garewal	Parent or Community Member
Lisa Sawyer	Parent or Community Member
Tristan Wells	Secondary Student
Makenna Holly	Secondary Student
Alexis Diaz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee 

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/21/2020.

Attested:

	Principal, Benjamin Keller on 5/13/2021
	SSC Chairperson, Sandy Wells on 5/13/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# 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
McKinley Elementary School	39-75499-6042857	May 13, 2021	June 8, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

The purpose of the school wide program is to increase the overall effectiveness of the school instructional program by creating a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

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.

Our plan has been developed with input from all appropriate stakeholder groups. Our plan also provides services that meet the needs of all students in order to achieve readiness for college, career and life-long learning.

# 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).

### LCAP - Stakeholder Survey Results 2021

#### Parents - Climate

Str Agr Agree Total Percent

Q8 11.00 32.00 49.00 87.76% This school motivates students to learn

Q14 13.00 29.00 53.00 79.25% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q26 10.00 24.00 43.00 79.07% The buildings and grounds at this school are clean and well maintained

Q30 18.00 23.00 49.00 83.67% This school communicates the importance of respecting all cultural beliefs and practices

Q33 28.00 15.00 45.00 95.56% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q33 13.00 21.00 44.00 77.27% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q33 11.00 23.00 42.00 80.95% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 20.00 18.00 48.00 79.17% The school staff responds to me in a timely manner

Q35 26.00 18.00 48.00 91.67% The school office staff is friendly and professional

150.00 203.00 421.00 83.85%

#### Students - Climate

Str Agr Agree Total Percent

Q6 19.00 23.00 49.00 85.71% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q28 18.00 21.00 49.00 79.59% This school communicates the importance of respecting all cultural beliefs and practices

Q30 17.00 26.00 48.00 89.58% My teachers recognize the good work I am doing

Q31 22.00 22.00 49.00 89.80% This school motivates students to learn.

Q32 9.00 23.00 48.00 66.67% The buildings and grounds at this school are clean and well maintained

Q39 15.00 30.00 49.00 91.84% I feel comfortable working with classmates and participating in class

Q40 13.00 21.00 49.00 69.39% This school has a climate that fosters a feeling of safety, security, and support at school

113.00 166.00 341.00 81.82%

#### Staff - Climate

Str Agr Agree Total Percent

Q6 8.00 11.00 19.00 100.00% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q18 9.00 10.00 19.00 100.00% Members of the school/department collaborate to achieve our school goals

Q21 3.00 13.00 19.00 84.21% The buildings and grounds at this school are clean and well maintained

Q22 5.00 13.00 18.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 9.00 10.00 19.00 100.00% I am treated with respect by my colleagues at work

Q24 7.00 12.00 19.00 100.00% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 3.00 13.00 19.00 84.21% Our district ensures effective communication across the organization

44.00 82.00 132.00 95.45%

## 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 are conducted weekly, with at least 30% of classrooms being visited. Findings indicated that best practices are being implemented in all grade levels. While difficult during a year with mostly Distance Learning, our greatest strength is the classroom teachers' ability to keep the students engaged and on task.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We used FastBridge Assessments as well as assessments from Units of Study in Math, ELA/STEM to guide instruction and improve student achievement for all of our subgroups. Due to COVID-19 our staff was unable to analyze California Dashboard information which includes CAASPP, ELPAC, suspension rates, English Learner progress and chronic absenteeism.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At McKinley we engage in the PLC process several times per month. During the meetings we identify priority standards and analyze results on formal and informal assessment. We use the results to design Tier 1 and Tier 2 interventions. We implement the district ELA assessments, STEM Units of Study and Math assessments that are reliable indicators of student success on CAASPP.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 2020-2021 school year, there were no teachers teaching outside of their subject area. There are 22 fully credentialed teachers and one teacher working towards being fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All McKinley School teachers have access to instructional materials that are aligned to California Content Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and site professional development activities have been based around Rigor, Relevance and Relationships and the California Content Standards, NGSS, and STEM

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district has provided us with content coaches and the assistance of a STEM Teacher on Special Assignment that joins us for STEM Meetings.



Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McKinley teachers collaborate a minimum of once a week with their grade level and PLC teams.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

McKinley uses standards- aligned curriculum, instruction, and materials that align to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

P.E is one hundred minutes per week. ELD is thirty minutes per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers follow pacing guides for science, math, and language arts, which allows flexibility to include 30 minutes of intervention for students that need extra support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned content and materials. Students also have access to intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention is provided to struggling students a minimum of thirty minutes per day. The intervention is built into the master schedule.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship Rubrics, Professional Learning Communities(PLC), Response to Intervention(RTI), Math and ELA/STEM units of Study. These practices work toward meeting the needs of all students.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McKinley School is a Title-1 school that uses its resources to fund paraprofessionals to provide intervention and English Learners support. The funds allow us to give targeted intervention, tutoring and professional development for teachers and classified staff members. The district has provided the schools with a parent liaison. Our parent liaison communicates with our parents about all school related events and opportunities to get involved in their child's education. Our parent liaison is bilingual and able to translate for parent meetings and translate materials into Spanish as needed. The district has also provided us with counseling services.

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)

McKinley involved parents, teachers, and other school personnel virtually through Parent/Teacher Conferences, Student Study Teams(SSTs), IEP meetings, School Site Council(SSC), ELAC, and Back to School Night.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All Students have access to daily intervention and ELD support. Intervention is pull-out and push-in.

### Fiscal support (EPC)

McKinley has Title-1 support, Targeted and Targeted English Learner support. We utilize our categorical funds to support student learning and achievement by providing afterschool intervention, Paraprofessionals to help with intervention in the classroom, an EL para to provide intervention to our EL students, Professional Development for staff in the areas of PLC, RTI and STEM. Additionally, we provide our students with opportunities to participate in field trips, and the Artist in Residence program through San Joaquin County Office of Education. We also utilize funds to purchase materials for additional projects such as STEM.

## **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 stakeholders involved in reviewing and updating this plan includes the School Site Council and the entire staff during Early Release Mondays.

The SPSA goals and Budget were discussed on the following dates:

11/13/2020 (Reviewed data and the SPSA goals and expenditures with School Site Council)

11/18/2020 (Met with School Staff at our regular ERW to review SPSA and Budget)

01/11/2021 (Reviewed expenditures with School Site Council and gathered information for SPSA)

05/13/2021 (Reviewed and voted on the SPSA goals and budget with our School Site Council for 2021-2022, MS TEAMS Meeting)

Discussions included a thorough review of school data using the California Dashboard and District Assessments. An analysis of current school goals, development of future school goals and past and future revenues and expenditures.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on low test scores, McKinley would benefit from having more intervention paraprofessionals to support intervention in the classroom.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	0.23%	0.24%	2	1	1
African American	5.62%	4.15%	3.54%	24	18	15
Asian	10.54%	8.53%	7.78%	45	37	33
Filipino	2.34%	3.92%	4.25%	10	17	18
Hispanic/Latino	59.95%	61.52%	65.8%	256	267	279
Pacific Islander	2.81%	2.53%	2.36%	12	11	10
White	13.35%	14.06%	11.32%	57	61	48
Multiple/No Response	%	%	4.72%			0
Total Enrollment				427	434	424

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	92	84
Grade 1	74	63	60
Grade 2	72	69	66
Grade3	53	64	77
Grade 4	76	63	72
Grade 5	63	83	65
Total Enrollment	427	434	424

### Conclusions based on this data:

1. We are in declining enrollment.
2. The African American, Pacific Islanders, and Asian student groups have decrease by a few percentage points since 2017-2018.
3. The Hispanic/Latino, White and Filipino students groups have increased slightly by a few percentage points since 2017-2018.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	194	176	123	45.4%	40.6%	29.0%
Fluent English Proficient (FEP)	11	20	59	2.6%	4.6%	13.9%
Reclassified Fluent English Proficient (RFEP)	7	19	50	3.7%	9.8%	28.4%

### Conclusions based on this data:

1. English Learner enrollment has decreased from 2016-2019.
2. Number of English Learners being reclassified has increased from 2017-2019.
3. The number of students identified as fluent English proficient has increased from 2017-2019

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	59	72	73	55	71	73	55	71	96.1	93.2	98.6
Grade 4	70	75	62	67	74	62	67	74	62	95.7	98.7	100
Grade 5	77	65	88	76	64	84	76	64	84	98.7	98.5	95.5
All Grades	223	199	222	216	193	217	216	193	217	96.9	97	97.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2405.	2397.	2408.	13.70	14.55	15.49	27.40	20.00	26.76	28.77	27.27	22.54	30.14	38.18	35.21
Grade 4	2445.	2445.	2416.	8.96	13.51	9.68	31.34	22.97	17.74	22.39	31.08	30.65	37.31	32.43	41.94
Grade 5	2451.	2496.	2447.	6.58	12.50	7.14	25.00	32.81	21.43	23.68	26.56	28.57	44.74	28.13	42.86
All Grades	N/A	N/A	N/A	9.72	13.47	10.60	27.78	25.39	22.12	25.00	28.50	27.19	37.50	32.64	40.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.44	10.91	22.54	45.83	49.09	43.66	34.72	40.00	33.80
Grade 4	11.94	14.86	11.29	56.72	58.11	50.00	31.34	27.03	38.71
Grade 5	11.84	15.63	10.71	40.79	57.81	44.05	47.37	26.56	45.24
All Grades	14.42	13.99	14.75	47.44	55.44	45.62	38.14	30.57	39.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	12.73	11.27	43.06	38.18	52.11	40.28	49.09	36.62
Grade 4	11.94	9.46	9.84	56.72	56.76	44.26	31.34	33.78	45.90
Grade 5	11.84	26.56	11.90	47.37	53.13	45.24	40.79	20.31	42.86
All Grades	13.49	16.06	11.11	48.84	50.26	47.22	37.67	33.68	41.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	14.55	11.27	69.44	60.00	67.61	19.44	25.45	21.13
Grade 4	10.45	14.86	6.45	52.24	70.27	67.74	37.31	14.86	25.81
Grade 5	5.26	14.06	7.14	63.16	64.06	54.76	31.58	21.88	38.10
All Grades	8.84	14.51	8.29	61.86	65.28	62.67	29.30	20.21	29.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.83	20.00	15.49	52.78	58.18	59.15	26.39	21.82	25.35
Grade 4	16.42	17.57	8.06	65.67	59.46	56.45	17.91	22.97	35.48
Grade 5	17.11	26.56	9.52	43.42	50.00	46.43	39.47	23.44	44.05
All Grades	18.14	21.24	11.06	53.49	55.96	53.46	28.37	22.80	35.48

**Conclusions based on this data:**

1. Due to COVID-19 school closures the most current data is from 18-19. Based on 17/18 and 18/19 data, in language arts, for all students, there was a decrease of three percentage points.
2. In the area of reading during the 18-19 school year, 45.62 percent of our students nearly met the standard. Over 14% scored above the standard in reading
3. According to the 17/18 and 18/19 school year, in the area of research/Inquiry we scored over the 50% with students at or near the standard.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	59	72	73	57	71	73	57	71	96.1	96.6	98.6
Grade 4	70	75	62	68	73	62	68	73	62	97.1	97.3	100
Grade 5	76	65	88	75	64	84	75	64	84	98.7	98.5	95.5
All Grades	222	199	222	216	194	217	216	194	217	97.3	97.5	97.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2388.	2414.	9.59	3.51	7.04	34.25	31.58	32.39	26.03	17.54	28.17	30.14	47.37	32.39
Grade 4	2434.	2438.	2419.	4.41	5.48	1.61	17.65	20.55	17.74	36.76	43.84	40.32	41.18	30.14	40.32
Grade 5	2461.	2476.	2440.	12.00	15.63	8.33	12.00	18.75	11.90	25.33	18.75	17.86	50.67	46.88	61.90
All Grades	N/A	N/A	N/A	8.80	8.25	5.99	21.30	23.20	20.28	29.17	27.84	27.65	40.74	40.72	46.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.55	24.56	28.17	46.58	24.56	30.99	32.88	50.88	40.85
Grade 4	11.76	16.44	6.45	20.59	31.51	37.10	67.65	52.05	56.45
Grade 5	13.33	26.56	14.29	30.67	18.75	15.48	56.00	54.69	70.24
All Grades	15.28	22.16	16.59	32.87	25.26	26.73	51.85	52.58	56.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.70	10.53	11.27	52.05	42.11	49.30	34.25	47.37	39.44
Grade 4	5.88	5.48	6.45	52.94	56.16	45.16	41.18	38.36	48.39
Grade 5	12.00	20.31	7.14	32.00	35.94	29.76	56.00	43.75	63.10
All Grades	10.65	11.86	8.29	45.37	45.36	40.55	43.98	42.78	51.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.81	7.02	12.68	56.16	54.39	56.34	26.03	38.60	30.99
Grade 4	10.29	12.33	6.45	48.53	54.79	46.77	41.18	32.88	46.77
Grade 5	9.33	12.50	7.14	40.00	45.31	34.52	50.67	42.19	58.33
All Grades	12.50	10.82	8.76	48.15	51.55	45.16	39.35	37.63	46.08

**Conclusions based on this data:**

1. Due to COVID-19 school closures, the most current data is from 2018-2019. According to our math data in 18/19, overall student achievement indicated that 48% of the students met or nearly meeting the standard.
2. In the 18/19 school year, overall the students' ability to demonstrate the ability to support mathematical conclusions indicated that over 50% have met or nearly met the standard.
3. According to our math data in 18/19, overall student achievement, when applying mathematical concepts and procedures, showed that 43.32% of our students have met or nearly met 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1427.4	1432.9	1439.6	1451.9	1398.7	1388.4	45	27
Grade 1	1471.6	1456.8	1465.1	1458.3	1477.6	1454.9	26	29
Grade 2	1498.7	1490.0	1491.9	1491.1	1505.2	1488.6	35	15
Grade 3	1475.2	1498.8	1468.3	1505.3	1481.5	1491.7	28	23
Grade 4	1520.7	1515.6	1512.0	1515.4	1528.8	1515.1	28	27
Grade 5	1527.9	1542.5	1531.6	1547.2	1523.8	1537.4	20	31
All Grades							182	152

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	11.11	37.78	44.44	*	40.74	*	3.70	45	27
1	42.31	10.34	*	37.93	*	37.93	*	13.79	26	29
2	57.14	20.00	*	33.33	*	46.67		0.00	35	15
3	*	4.35	*	52.17	*	43.48	*	0.00	28	23
4	*	18.52	46.43	44.44	*	25.93	*	11.11	28	27
5	*	54.84	55.00	22.58	*	12.90		9.68	20	31
All Grades	35.71	21.05	37.91	38.82	18.13	32.89	8.24	7.24	182	152

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.11	22.22	*	55.56	*	18.52	*	3.70	45	27
1	53.85	13.79	*	44.83	*	34.48	*	6.90	26	29
2	62.86	20.00	*	73.33	*	6.67	*	0.00	35	15
3	*	34.78	*	52.17	*	8.70	*	4.35	28	23
4	60.71	37.04	*	48.15	*	7.41	*	7.41	28	27
5	60.00	67.74	*	16.13	*	12.90		3.23	20	31
All Grades	53.85	34.21	24.73	45.39	12.64	15.79	8.79	4.61	182	152

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.70	*	14.81	44.44	74.07	*	7.41	45	27
1	42.31	10.34	*	24.14	*	41.38	*	24.14	26	29
2	48.57	13.33	*	33.33	*	46.67	*	6.67	35	15
3	*	4.35	*	17.39	*	65.22	42.86	13.04	28	23
4	*	11.11	*	29.63	*	44.44	*	14.81	28	27
5	*	16.13	55.00	35.48	*	35.48	*	12.90	20	31
All Grades	24.73	9.87	29.12	25.66	28.57	50.66	17.58	13.82	182	152

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.00	14.81	28.89	77.78	*	7.41	45	27
1	69.23	20.69	*	72.41	*	6.90	26	29
2	71.43	13.33	*	80.00		6.67	35	15
3	*	8.70	60.71	86.96	*	4.35	28	23
4	53.57	29.63	39.29	62.96	*	7.41	28	27
5	55.00	25.81	*	64.52		9.68	20	31
All Grades	55.49	19.74	36.81	73.03	7.69	7.24	182	152

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.00	29.63	42.22	62.96	*	7.41	45	27
1	42.31	3.45	50.00	86.21	*	10.34	26	29
2	51.43	46.67	45.71	53.33	*	0.00	35	15
3	*	69.57	46.43	30.43	*	0.00	28	23
4	60.71	59.26	*	33.33	*	7.41	28	27
5	80.00	80.65	*	9.68		9.68	20	31
All Grades	49.45	48.03	41.21	45.39	9.34	6.58	182	152

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	3.70	73.33	70.37	*	25.93	45	27
1	53.85	20.69	*	48.28	*	31.03	26	29
2	57.14	6.67	34.29	86.67	*	6.67	35	15
3	*	8.70	50.00	56.52	46.43	34.78	28	23
4	*	7.41	60.71	62.96	*	29.63	28	27
5	*	29.03	60.00	58.06	*	12.90	20	31
All Grades	26.92	13.82	52.75	61.84	20.33	24.34	182	152

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.78	48.15	24.44	33.33	*	18.52	45	27
1	*	6.90	61.54	86.21	*	6.90	26	29
2	37.14	13.33	62.86	86.67		0.00	35	15
3	*	0.00	75.00	95.65	*	4.35	28	23
4	42.86	11.11	50.00	66.67	*	22.22	28	27
5	*	19.35	65.00	70.97		9.68	20	31
All Grades	37.91	17.11	53.30	71.71	8.79	11.18	182	152

#### Conclusions based on this data:

1. Due to COVID-19 school closures, the most current data is from 2018-2019. In 2018-19, 88.92% of our students scores in somewhat/moderately and well developed domains.
2. The total number of students assessed in 17/18 and 18/19 decreased by 30 students.
3. In 18/19 47.03 % of our students were well developed in the speaking domain and 45.39 were in what somewhat/moderately in the speaking domain.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
434	69.8	40.6	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	176	40.6
Foster Youth	2	0.5
Homeless	5	1.2
Socioeconomically Disadvantaged	303	69.8
Students with Disabilities	78	18.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	4.1
American Indian	1	0.2
Asian	37	8.5
Filipino	17	3.9
Hispanic	267	61.5
Two or More Races	22	5.1
Pacific Islander	11	2.5
White	61	14.1

### Conclusions based on this data:





1. According to the data our total enrollment is 434 students and 69.8% are socioeconomically disadvantages.
2. Our school student population is made up of 267 Hispanic and 40.6% of our students are English Learners.
3. The student population at MES includes 61.5% Hispanic and 38.5% of other race/ethnic groups.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Due to COVID-19 school closures, Fall 2019 data is the most current information available. Our overall data shows that we have no groups in red.
2. Our English Language Arts and Mathematics are in orange.
3. Our chronic absenteeism is in yellow and our suspension rate is green.

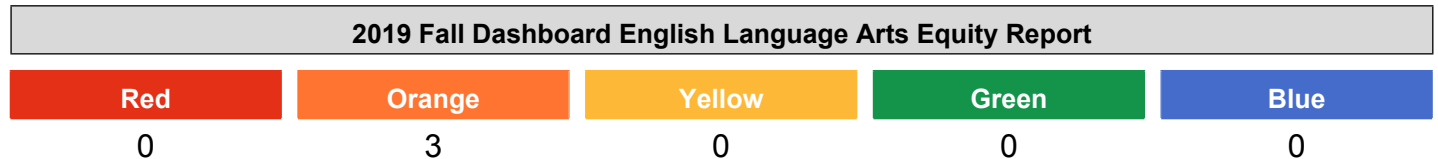
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 41.5 points below standard Declined Significantly -22.3 points 195	<b>English Learners</b>  Orange 39.6 points below standard Declined Significantly -18.5 points 104	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Orange 51 points below standard Declined Significantly -22.2 points 151	<b>Students with Disabilities</b>  No Performance Color 111.3 points below standard Declined -13.7 points 45

### 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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 13.7 points below standard Declined -12.5 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.3 points below standard Declined Significantly -19.5 points 127	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 45.6 points below standard Declined Significantly -35.4 points 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
66.6 points below standard Declined Significantly -23.6 points 71	18.5 points above standard Declined Significantly -16 points 33	45.2 points below standard Declined Significantly -27.1 points 90

#### Conclusions based on this data:

1. Due to COVID-19 school closures, data from Fall 2019 is the most current data available. We have no groups in the red.
2. Five of our students groups have no performance color. They all have less than 11 students in the group.
3. All of our student groups fell below standards in English Language Arts.

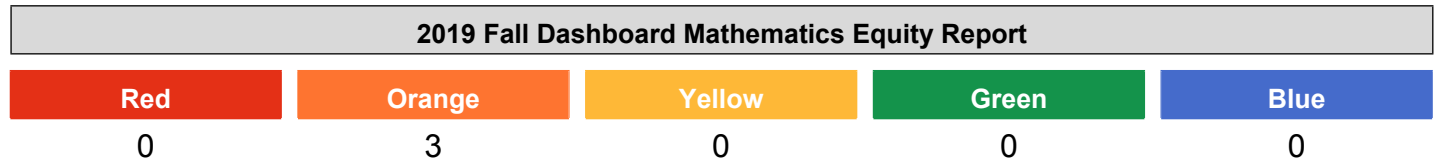
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 58.4 points below standard Declined -12.3 points 194	<b>English Learners</b>  Orange 51.7 points below standard Declined -4.9 points 103	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Orange 64.8 points below standard Declined -9.2 points 150	<b>Students with Disabilities</b>  No Performance Color 125.7 points below standard Declined Significantly -16.9 points 44

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 20.1 points below standard Increased ++4.8 points 18	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>  Orange 62.8 points below standard Declined -8.4 points 126	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>White</b>  No Performance Color 67 points below standard Declined Significantly -53 points 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

<b>Current English Learner</b> 72.2 points below standard Declined -7.4 points 70	<b>Reclassified English Learners</b> 8.2 points below standard Declined -8.9 points 33	<b>English Only</b> 67.3 points below standard Declined Significantly -21 points 90
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#### Conclusions based on this data:

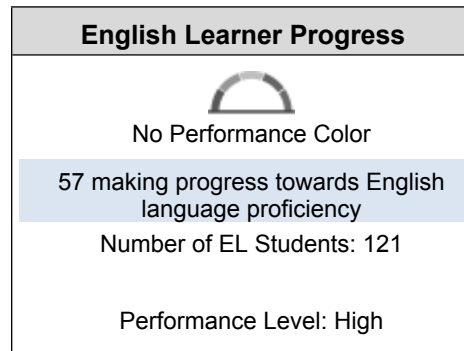
1. Due to COVID-19 school closures, 2019 Fall data is the most current data available. None of our subgroups were in the red.
2. Five of our subgroups have no performance color. They all have less than 11 students.
3. Our English Learners, Hispanics and Socioeconomically Disadvantage students fell in the orange.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	27.2	4.9	52.0

#### Conclusions based on this data:

1. Due to COVID-19 School Closures, 2019 Fall data is the most current data available. According to the data, 57% of our English Learners are making progress towards language proficiency.
2. We have 121 English Language Learners.
3. Out of the 121 English Learners, Sixty three progressed at least one ELPI Level.



# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. There is no data in this section.

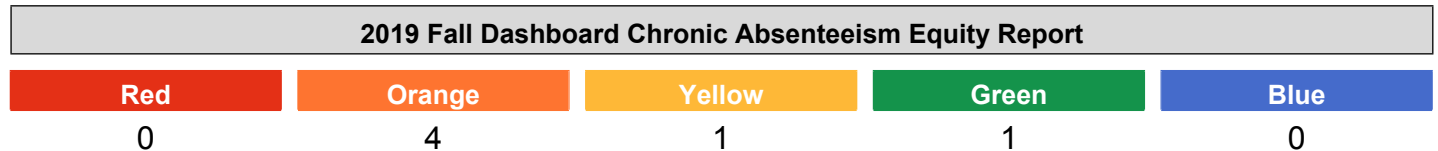
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 15.8 Declined -1 487	<b>English Learners</b>  Orange 13.8 Increased +2.1 196	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Socioeconomically Disadvantaged</b>  Orange 16.7 Increased +0.8 353	<b>Students with Disabilities</b>  Yellow 18.4 Declined -1.3 103

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <div>21.7</div> Increased +1.7 <div>23</div>	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>1</div>	<b>Asian</b>  Green <div>4.8</div> Declined -3.6 <div>42</div>	<b>Filipino</b>  No Performance Color <div>4.8</div> <div>21</div>
<b>Hispanic</b>  Orange <div>16.8</div> Increased +0.8 <div>298</div>	<b>Two or More Races</b>  No Performance Color <div>12.5</div> Declined -11.5 <div>24</div>	<b>Pacific Islander</b>  No Performance Color <div>45.5</div> Declined -31.5 <div>11</div>	<b>White</b>  Orange <div>14.9</div> Increased +3.3 <div>67</div>

### Conclusions based on this data:

1. Due to COVID-19 School Closures, 2019 Fall data is the most current data available. According to the data all students fell in the yellow.
2. Five of our subgroups show no performance color. They have less than 11 students in the group.
3. Our Asian students fell in the green and students with disabilities are yellow.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

### Conclusions based on this data:

1. There is no data in this section.

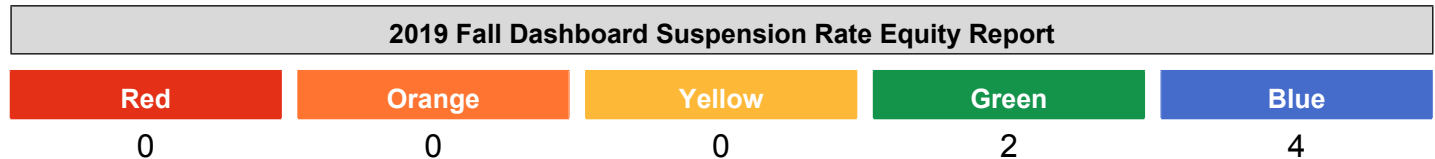
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 0.6 Declined -0.9 513	<b>English Learners</b>  Blue 0 Maintained 0 203	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 5
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 8	<b>Socioeconomically Disadvantaged</b>  Blue 0.5 Declined Significantly -1.2 366	<b>Students with Disabilities</b>  Green 1.9 Declined -3 108

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Maintained 0 26	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 47	<b>Filipino</b>  No Performance Color 0 Maintained 0 22
<b>Hispanic</b>  Green 1 Maintained -0.1 312	<b>Two or More Races</b>  No Performance Color 0 Declined -4 24	<b>Pacific Islander</b>  No Performance Color 0 Declined -7.7 12	<b>White</b>  Blue 0 Declined -3 69

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	0.6

#### Conclusions based on this data:

1. Due to COVID-19 school closures, 2019 Fall data is the most current data available. There are no subgroups in the red.
2. Our total student population is in the green.
3. Our English Learners and socioeconomically disadvantage students are in the blue.



# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

## Identified Need

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their individual career paths. Academic performance in the area of Language Arts is an issue based on our needs assessment. More than 40% of our 3rd through 5th grade students are performing below standards. The Dashboard data shows that 57% of our English Learners are making progress. We need to increase the number of English Language Learners and English only students that are performing at grade level in all content areas. The students of today are markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers need to continue to have the training, support and time to implement shifts in instructional practices in order to best support the needs of our students. We need to continue to focus on English language arts and mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP in the area of English Language Arts	40% performed at the below Standard Level, 22% met the Standard.	The percent of students meeting the standard will increase by 2%.
CAASPP in the area of Mathematics	46.08% performed at the below Standard Level, 20.28% met the Standard.	The percent of students meeting the standard will increase by 2%
ELPAC Data in the area of English Language Development	57% of our English learners are meeting the performance standards.	Increase our reclassification level by 2% annually.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will meet weekly in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level team (Tier 1 and 2). During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and design common formative assessments.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

### **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 three paraprofessionals to support English Learners by providing designated English Language Development . (Targeted EL, SES, FY Funding) (include possible salary increase)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

45,910.00

Title I

2328.00

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide one paraprofessional to support English Learners in small groups in and out of the classroom. She will work on English language arts and mathematics. She will organize all ELD paperwork and assessments. (include possible salary increase)

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

38,370.00	LCFF - Supplemental
1946.00	

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

T-K -5th grade

### Strategy/Activity

Provide Accelerated Reader, Library Support and books, funds for classroom libraries, Student Planners and Agendas, and supplemental classroom supplies for at-risk students, field trips (including transportation); Artist In Residence.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,500.00	Title I
1600.00	LCFF

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide teacher release time and subs for team coaching and classroom observations.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF - Supplemental

## 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 teacher resources, materials and supplies for the instructional program, such as writing and science journals. Also includes color copies and laminating. This includes a classroom budget of \$13.00 per student and copy budget.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,300.00	Title I
2,060.00	LCFF - Supplemental
1588.00	LCFF

**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**

Engage parents in activities that will help them to better support their children in the area of English Language Arts, Mathematics, English Language Development and Integrated STEM. Activities such as Science nights, Math nights and Literacy nights.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I

**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**

Purchase replacement and new technology to support teaching and learning through the implementation of California State Standards. Replace light bulbs for projectors and computer software. Also replace document cameras and projectors 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)
1,000.00	Title I
1,000.00	LCFF

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide Professional Development for teachers in the areas of Response to Intervention(RTI) and Professional Learning Communities (PLC), as well as various teaching 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)

5000.00

Source(s)

Title I

**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide teachers and/or paras for afterschool 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)

5872.00

Source(s)

Title I

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Each of the above strategies and services were successfully implemented for the 2019-20 school year. Our school staff continues to work in their professional learning communities to analyze data and plan interventions. Based on our last available CAASPP results, our students need more focused instruction in mathematics, English language arts and English language development. According to our scores on the Dashboard more that 40% of our students are scoring below grade level on math and language arts. We have three students groups with a performance color and

they are our English Learners, Hispanic and socioeconomically disadvantaged students. Our overall academic performance rating in 2019 was orange. One hundred percent of our teachers are engaged in the PLC process and 100% of our students have access to Tier 1 and 2 interventions. Our English learners received 30 minutes of Designated English language instruction. All of our teachers engage in lesson studies that focused on NGSS. All of our students have access to technology in the form of laptops and computers in the lab. The Professional Learning community meetings continue to have a positive impact due to conversations and collaboration around student 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.

We could not identify any major differences between budgeted expenditures and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal to prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups was our focus in 2020-21. This goal will continue to be our priority in the 2021-22 school year. The actions and services supported the achievement of this goal, especially the professional development for teachers, PLC's, RTI, iRead and the English Learner support. Bridging the digital divide for students, specifically for identified subgroups will continue to be a priority. These activities and supports will continue for the 2021-22 school year.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

To ensure that we are providing a safe and equitable learning environment that includes decreasing chronic absenteeism, suspension rates and increasing parent involvement. Student attendance is an important factor in student achievement. Our absences have increased over the past two years. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absences reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- Overall	15.8% Absent during the instructional days they were enrolled.	Decrease by 3% Annually
Chronic Absenteeism-English Learners	13.8% Absent during the instructional days they were enrolled.	Decrease by 3% Annually
Chronic Absenteeism-Students with Disabilities	18.4% Absent during the instructional days they were enrolled.	Decrease by 5% Annually
Suspension Rate-Overall	0.6% Suspended at least once.	Maintain/ decrease current suspension/expulsion rates for all students.
Measure Parent involvement through the sign in logs and approved volunteer applications.	2% of our parents volunteer in classroom and field trips annually	10 or more parents will apply to volunteer in classrooms/Field trips.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Highlight the importance of attendance on Facebook, in newsletters throughout the year and discuss with parent groups, attendance assemblies and School Site Council meetings. Continue to discuss attendance data in staff meetings. Include office supplies to support the academic 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)

3,000.00

Source(s)

LCFF

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Provide Social Emotional Learning programs such as Second Step as well as assemblies that focus on anti-bullying, Character Counts, Social Media, etc. This includes incentives and awards.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500.00

Source(s)

Title I

1,883.00

LCFF - Supplemental

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

#### Strategy/Activity

Provide a teacher and library tech for after school intervention for grades 1-5, that focus on reading, math and science This includes materials and supplies. Purchase sports equipment for extracurricular activities. Include the Boys and Girls Club students in all 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)
4,000.00	Title I
4,000.00	LCFF - Supplemental

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Provide Conflict Managers to monitor and support students during all recesses. Conflict managers are able to make relationships with younger students and engage them in physical activities, such as jump rope and four square.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASB

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as chronically absent.

### Strategy/Activity

Continue to send SARB and SART letters and meet with parents to reverse our decline in attendance. Offer support services for students and families with regards to attendance from our District-provided 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)
0	

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Continue meeting with our staff to discuss and create strategies to encourage students to come to school and arrive on time.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

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

**Strategy/Activity**

Continue to invite parents to school related events. Offer parent education workshops to increase knowledge and capacity for parents in regards to their child's education. Information will be distributed to our parents via email, news letters, Remind app, and our phone messaging system. Parents will be involved in decision making through School Site Site Council, DELAC and the District Title 1 meetings. Translate materials and provide interpreters to makes phone calls and assist at events/ meetings when needed or requested. Postage and copies/Copier maintenance included.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,000.00

Source(s)

LCFF

1,500.00

LCFF - Supplemental

1,000.00

Title I

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

**Strategy/Activity**

Provide a counselor 5 days a week for students that are in need of mental health 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)

District Funded

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Truancy prevention continues to be an area of need. The California Dashboard added Chronic Absenteeism in the Fall of 2018. Since the fall of 2018 McKinley has not been in the Red category, however we tend to fall between the orange and yellow categories. Classroom attendance incentives were provided for students who had perfect attendance each trimester. We also have school wide attendance assemblies. The focus was on punctuality and full day attendance for all students. An analysis of the data and conversations with staff indicated a continued need for targeted strategies to increase attendance rates for all students groups. Our suspension rate is in the green category. Communication with parents and stakeholders has become much more frequent using our different medias. Overall, our strategies for creating a safe and equitable environment have been successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is no difference in implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same. We will continue to focus on chronic absenteeism, mental health, student behavior, and parent involvement in their children's education.

# 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

Prepare all students to meet grade level California Next Generation Science Standards (NGSS), which focuses on understanding the scientific concepts found in the Life Sciences, Earth and Space Sciences, and Physical Sciences integrating the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts in the natural world.

## Goal 3

Prepare all students to meet grade level standards in the areas of Life Sciences, Physical Sciences, and Earth and Space Sciences.

## Identified Need

With our focus on STEM, we have found academic performance in the area of natural sciences to be an issue based on our needs assessment. At least half of our 5th grade students are performing 'below standards' in Life Science, Physical Sciences, and Earth and Space Sciences, as reported on the CAST assessment. The last available data is from the 2019 CAST Assessment due to COVID-19.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Life Sciences portion of the CAST Assessment	63.10% performed at the Below Standard level, 34.52% performed at the Near Standard level	Increase performance at the Near Standard level by 15%
CA Dashboard Physical Sciences portion of the CAST Assessment	59.52% performed at the Below Standard level, 40.48% performed at the Near Standard level	Increase performance at the Near Standard level by 15%
CA Dashboard Earth and Space Sciences portion of the CAST Assessment	50.00% performed at the Below Standard level, 45.24% performed at the Near Standard level	Increase performance at the Near Standard level by 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity



Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA instruction.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development for teachers in STEM 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)

5588.00

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance, one time per month. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

### **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

Focus on science instruction monthly with the teacher Leadership Committee throughout the school year. Leadership team will meet during the school year, review data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

#### Strategy/Activity 5

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide teacher release time for collaboration and planning of STEM curriculum and activities, as well as observations

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000.00

Title I

#### Strategy/Activity 6

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Our site's STEM Leadership team will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' needs.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

TK-5th Grade Students

**Strategy/Activity**

Provide additional materials for STEM assignments and projects.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200.00	Title I

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on our last available CAST results, our students need to be better prepared with science instruction across disciplines. Student learning of science depends on our elementary teachers having adequate knowledge of science. Currently, many of our elementary teachers have limited knowledge of science and had limited opportunities to learn strands of scientific proficiency in their undergraduate course work. In order for our teachers to teach science as practice, we see the need for sustained science-specific professional development that supports student learning which is rooted in the science that teachers teach and includes opportunities to learn and engage about science, about current research on how children learn science, and how to teach science. We are far from our students being scientifically proficient which will require us to have coherent system that aligns standards, curriculum, instruction, assessment, teacher preparation, and ongoing professional development for our teachers across elementary grade levels. Quality scientific instruction entails strategically designing student encounters with real life scientific experiences that take place over a period of months and years through learning progressions. We are doing a disservice to our students if we do not give our teachers the support they need to continue scientific pedagogy to plan and enact instruction. Thus, in addition to understanding the science content

itself, effective teachers need to understand learners and pedagogy design and need to monitor students' science learning experiences.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Based on our monthly STEM Leadership team and data collected using our Rigor, Relevance, and Engagement rubrics for our walk-throughs, we have seen science instruction being implemented this past school year on a more consistent basis. We have had ongoing professional development using sense making notebooks, science talks, and 5E lesson designs this past year, but would like to continue building upon this work this coming school year as we have seen an increase in positive growth mindsets, as our students view themselves talking and thinking like scientists and engineers. We have not fully planned and implemented the integration of technology to support students' critical thinking, communication, collaboration, and creativity skills necessary for STEM integration, so we are making this a targeted focus for the upcoming 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.

We will be providing teachers more professional development opportunities.

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,139
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,645.00

## 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	\$112,698.00

Subtotal of additional federal funds included for this school: \$112,698.00

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 (\$)
	\$1,946.00
LCFF	\$16,188.00
LCFF - Supplemental	\$51,813.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$69,947.00

Total of federal, state, and/or local funds for this school: \$182,645.00

# 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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shannon Bancroft	Principal
Tommy Webb	Classroom Teacher
Emily DiGiulio	Classroom Teacher
Danielle Faasisila	Classroom Teacher
Barbara Moser	Other School Staff
Ashley Fisher	Other School Staff
Kari Potter	Parent or Community Member
Randy Cruz	Parent or Community Member
Melissa Garza	Parent or Community Member
Mariza Mora	Parent or Community Member
Ana Guzman	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 05/13/2021.

Attested:



Principal, Shannon Bancroft on 05/13/2021



SSC Chairperson, Ashley Fisher on 05/13/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
Monte Vista Middle School	39-75499-6042840	April 28, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate stakeholder groups. These stakeholder groups include faculty, staff, parents, School Site Council with embedded ELAC, students, and other focus groups.

# 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).

LCAP Climate and Safety Data, CHKS, Panorama.

Climate and Safety Data: Stakeholder Survey Results - 2021

### CLIMATE

Number of responses

Parents - Climate Str Agr Agree Total Percent

Q8 72.00 167.00 286.00 83.57% This school motivates students to learn

Q14 75.00 154.00 282.00 81.21% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q26 62.00 143.00 268.00 76.49% The buildings and grounds at this school are clean and well maintained

Q30 73.00 147.00 265.00 83.02% This school communicates the importance of respecting all cultural beliefs and practices

Q33 78.00 150.00 240.00 95.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q33 60.00 111.00 212.00 80.66% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q33 60.00 105.00 208.00 79.33% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q33 64.00 116.00 222.00 81.08% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor

Q34 77.00 162.00 267.00 89.51% The school staff responds to me in a timely manner

Q35 99.00 146.00 267.00 91.76% The school office staff is friendly and professional

720.00 1401.00 2517.00 84.27%

2020 = 79.77% Approval Rating v. 2021 = 84.27% Approval Rating. One year change = +4.5% Positive Change.

Students - Climate Str Agr Agree Total Percent

Q6 118.00 268.00 472.00 81.78% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q28 107.00 232.00 456.00 74.34% This school communicates the importance of respecting all cultural beliefs and practices

Q30 92.00 251.00 457.00 75.05% My teachers recognize the good work I am doing

Q31 89.00 214.00 456.00 66.45% This school motivates students to learn

Q32 60.00 189.00 454.00 54.85% The buildings and grounds at this school are clean and well maintained

Q39 93.00 234.00 454.00 72.03% I feel comfortable working with classmates and participating in class

Q40 74.00 229.00 453.00 66.89% This school has a climate that fosters a feeling of safety, security, and support at school

633.00 1617.00 3202.00 70.27%

2020 = 68.06% Approval Rating v. 2021 = 70.27% Approval Rating = +2.21% Positive Change

Staff - Climate Str Agr Agree Total Percent

Q6 26.00 33.00 66.00 89.39% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q18 28.00 33.00 65.00 93.85% Members of the school/department collaborate to achieve our school goals

Q21 45.00 17.00 64.00 96.88% The buildings and grounds at this school are clean and well maintained

Q22 37.00 23.00 65.00 92.31% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 34.00 28.00 65.00 95.38% I am treated with respect by my colleagues at work

Q24 23.00 35.00 65.00 89.23% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q25 17.00 36.00 65.00 81.54% Our district ensures effective communication across the organization

210.00 205.00 455.00 91.21%

2020 = 87.83% Approval Rating v. 2021 = 91.21% Approval Rating = +3.38 Positive Change

Summary: 84% of parents, 70% of students, and 91% of staff believe that our school climate is a positive, clean, and a safe environment where students and staff treat each other with respect.

#### TUSD Stakeholder Survey Results - 2021

##### SAFETY

Number of responses

##### Parents - Safety Str Agr Agree Total Percent

Q26 62.00 143.00 268.00 76.49% The buildings and grounds at this school are well maintained

Q28 50.00 99.00 211.00 70.62% My child is safe on school grounds before school

Q28 67.00 117.00 234.00 78.63% My child is safe on school grounds during the day

Q28 69.00 112.00 229.00 79.04% My child is safe on school grounds in the classroom

Q28 43.00 89.00 209.00 63.16% My child is safe on school grounds after school

Q29 83.00 162.00 265.00 92.45% The rules of this school are clearly communicated to parents

374.00 722.00 1416.00 77.40%

2020 = 81.90% Approval Rating v. 2021 = 77.40% Approval Rating = -4.5% Negative Change

##### Students - Safety Str Agr Agree Total

Q30 92.00 254.00 457.00 75.71% The buildings and grounds at this school are well maintained

Q35 119.00 270.00 457.00 85.12% I feel safe while attending class virtually and/or in person

Q36 92.00 215.00 457.00 67.18% I feel safe from gang activity and gang violence at school

Q38 152.00 260.00 457.00 90.15% I know the school rules

455.00 999.00 1828.00 79.54%

2020 = 61.40% Approval Rating v. 2021 = 79.54% Approval Rating = +18.14% Positive Change

##### Staff - Safety Str Agr Agree Total

Q19 37.00 26.00 65.00 96.92% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

Q20 37.00 24.00 65.00 93.85% My workplace is safe

Q21 45.00 17.00 64.00 96.88% The buildings and grounds at this school are well maintained

119.00 67.00 194.00 95.88%

2020 = 96.40% Approval Rating v. 2021 = 95.88% Approval Rating = -0.52% Negative Change

82% of parents, 61% of students, and 96% of staff feel safe at school and feel that the facility is clean and well maintained.

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#### FastBridge Baseline Data - Fall 2020 (Distance Learning)

##### aReading Findings: All Grades

College Pathway Level = 22%

Low Risk Level = 27%

Some Risk Level = 36%

High Risk Level = 15%

##### aMath Findings: All Grades

College Pathway Level = 19%

Low Risk Level = 36%

Some Risk Level = 29%

High Risk Level = 16%



There is some doubt about the correlation between FastBridge scores and past SBAC scores. FastBridge scores tend to be elevated when compared to SBAC scores. For example, using the latest SBAC data from 2019, approximately 32% of our students met or exceeded ELA standards compared with FastBridge data at 49%. In Math, the discrepancy is larger: SBAC indicates 20% of our students met or exceeded standards, but FastBridge indicates 55% of our students are meeting or exceeding standards.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

For the first two months of the school year, we used the Relationship Rubric during instructional rounds. Due to the pandemic, students were placed in a Distance Learning Model. We wanted to make sure teachers made every effort possible to create relationships with students. Therefore, we used the Relationship Rubric. After relationships were established, we switched to the Rigor Rubric to ensure standards based rigorous distance learning. We visited 30%-50% of our classrooms each week. The majority of the visits were through Microsoft Teams until the students returned to campus in the Hybrid Model on March 22, 2021. The data is uploaded to the ICLE visitation site.

Current Rigor Instructional Round Data:

Thoughtful Work: 43% Beginning, 29% Emerging, 13% Developed, 0% Well Developed

High Level Questioning: 54% Beginning, 30% Emerging, 13% Developed, 0 Well Developed

Academic Discussion: 77% Beginning, 14% Emerging, 6% Developed, 0% Well Developed

If we compare this year's data to last year's, we have to take into consideration Pre-COVID in person learning v. COVID Distance Learning. Teachers have struggled to maintain rigorous course work while teaching online. Therefore, this data should not be looked at in a negative light, rather in a different light, comparing apples to oranges.

In addition to over 200 instructional rounds observations, we completed some 60-65 formal and informal observations this year for the purpose of evaluations and coaching.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All lessons are driven by the California State Standards. Our staff has aligned practice to district benchmarks. All data is brought to staff, including CAASPP data, survey data, ELPAC data, and even PFT data in PE). Data is reviewed in faculty meetings and during specific PLC time. Teachers use the data to inform planning and to modify current lessons.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Units of study data, common formative assessments in PLCs. Teachers administered Benchmark Assessments this year, but were not required to input data, though these exams are reviewed in PLCs in an effort to plan better lessons to improve teaching and learning.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

See below (no longer tracked)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

List teacher credential info. Interns are not fully credentialed. There are 40 teachers on staff. Thirty teachers are fully credentialed. Nine teachers are interns or pre-interns. One teacher is on temporary assignment. All teachers have access to instructional materials training on SBE-adopted instructional materials before and during the school year. There are opportunities for professional development at the site, district, and community levels. When possible, teachers are sent to conferences around the state to collect information and bring it back for faculty growth. This year, conferences were not allowed due to COVID safety precautions.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Topics of PD. PLCs. Strategies. Math lesson studies. All staff development is aligned to content standards, assessed student performance, and professional needs. Topics include, but are not limited to: PLC time for data analysis, evaluations, content area professional development Math/Science lesson studies, EL information, strategies, and monitoring, suicide prevention, ICLE professional development (RRR), Special Education scheduling, CAASPP/TOMS professional development, Special Education training, active shooter training. In addition, this year, Professional Development was particularly heavy in technology training due to Distance Learning. Two TSA's were hired to assist in moving from in person learning to online learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Above and beyond any site assistance, MVMS has employed expert assistance from: Coach Emily Freeland for ICLE (RRR), Brian Flaig (Math Director), Delgel Pabalan (District Science TOSA), Heather Rayburn (ELA TOSA), Tania Salinas (District assessment and accountability), Julianna Stocking (Assoc. Supe of Ed Services), Maria Salazar (District EL Coordinator), Dr. Deb Schneider (STEM/IMC Director), Melissa Beattie (Professional Learning Director) and many experts from the San Joaquin County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in a content level/grade level PLC every 2 weeks or more. Teacher bring data to analyze and to use to inform instruction for the whole grade level or discipline. There is designated time given by the District for PLCs each month.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

They are receiving state standards aligned materials with state standards aligned instruction using adopted state materials. SRC Info for adopted materials. Adopted materials include: ELA - StudySync McGraw Hill, Math - Digits Pearson, Algebra I Houghton Mifflin, Social Studies - McGraw Hill.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All subject areas meet recommended instructional minutes for ELA, Math, and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Both ELA and Math follow the sequence of units created by district teams. However, the pace may vary dependent upon SpEd numbers included in any given section. This year, the District chose priority standards due to fewer classroom minutes during Distance Learning. However, teachers still presented curriculum in the order in which it was designated through the priority standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all materials deemed appropriate by the district. Each year MVMS passes the Williams Act inspection with no shortage of materials. This year, there was no shortage of materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All classes have SBE-adopted and standards-aligned instructional materials, including intervention and supplemental materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ELD classes, SpEd RSP inclusion classes, Read 180

Evidence-based educational practices to raise student achievement

ELD classes, Read 180, RCD units, inclusion courses, Moby Max, OAAC, asynchronous office hours for after class help.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our Parent Liaison went to a neighboring district. Her position has been a vacancy since she left. Boys and Girls Club has been open for minimal amounts of students to extra homework help. Our yearly parenting classes with PIQE were canceled due to COVID. Adult ELD was canceled due to COVID. We have a 0.6 Librarian Teacher to assist in intervention.

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)

Our parents and students have input in a variety of ways: School Site Council with ELAC, DELAC, District parent/student meetings, MVMS Leadership Team, Parent Surveys

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Employees, supplemental materials, translation services, agendas, teacher planning time, AVID, After School Tutoring, technology

Fiscal support (EPC)

Site funds, AVID funds, Title I funds, Targeted SES/EL/FY funds, Targeted EL funds

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The school consults with School Site Council, Faculty Leadership, faculty, staff, and to a limit extent, our Leadership students. We also take any input from any parent or community group and use this input to form our School Site Plan.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our school has full resources (materials and texts). The only resource lacking would be personnel, especially in the areas of Special Education and underperforming students. There are some facilities issues including our library and locker rooms.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.53%	0.53%	0.55%	5	5	5
African American	7.04%	7.11%	5.8%	66	67	53
Asian	9.50%	9.55%	10.61%	89	90	97
Filipino	3.31%	3.08%	3.72%	31	29	34
Hispanic/Latino	65.10%	64.12%	64.44%	610	604	589
Pacific Islander	1.28%	1.7%	1.86%	12	16	17
White	10.46%	10.08%	10.07%	98	95	92
Multiple/No Response	%	%	2.95%			0
Total Enrollment				937	942	914

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	319	284	298
Grade 7	319	328	282
Grade 8	299	330	334
Total Enrollment	937	942	914

### Conclusions based on this data:

1. We do not appear to be in declining enrollment according to this data.
2. White population continues to decline.
3. The majority of our students are Hispanic.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	369	352	359	39.4%	37.4%	39.3%
Fluent English Proficient (FEP)	194	193	193	20.7%	20.5%	21.1%
Reclassified Fluent English Proficient (RFEP)	5	8	29	1.5%	2.2%	8.2%

### Conclusions based on this data:

1. Over one third of our student population struggles with the English language.
2. FEPs are holding steady.
3. RFEPs are increasing. This may be due to the change of achievement measures that qualify a student to be 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	337	327	286	332	318	278	332	318	278	98.5	97.2	97.2
Grade 7	292	328	321	287	323	311	287	323	311	98.3	98.5	96.9
Grade 8	313	293	323	308	287	318	308	287	318	98.4	98	98.5
All Grades	942	948	930	927	928	907	927	928	907	98.4	97.9	97.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2482.	2470.	2491.	5.12	6.60	8.99	28.61	17.30	28.06	27.41	32.39	26.98	38.86	43.71	35.97
Grade 7	2511.	2507.	2503.	5.57	8.05	8.36	29.62	26.63	20.58	30.31	26.63	32.80	34.49	38.70	38.26
Grade 8	2514.	2509.	2511.	7.14	5.57	5.66	24.35	22.30	23.27	26.30	29.62	28.30	42.21	42.51	42.77
All Grades	N/A	N/A	N/A	5.93	6.79	7.61	27.51	22.09	23.81	27.94	29.53	29.44	38.62	41.59	39.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.34	11.67	10.79	47.29	41.32	50.00	43.37	47.00	39.21
Grade 7	13.24	13.98	10.97	45.30	42.86	40.32	41.46	43.17	48.71
Grade 8	11.36	12.24	13.52	40.91	36.71	40.25	47.73	51.05	46.23
All Grades	11.22	12.65	11.81	44.55	40.43	43.27	44.23	46.92	44.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.24	8.86	14.03	45.48	37.34	43.88	44.28	53.80	42.09
Grade 7	14.29	15.53	14.56	47.04	45.96	50.16	38.68	38.51	35.28
Grade 8	12.66	9.79	8.49	43.51	45.10	50.94	43.83	45.10	40.57
All Grades	12.30	11.47	12.27	45.31	42.75	48.51	42.39	45.78	39.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.34	5.38	8.99	62.35	64.56	65.47	28.31	30.06	25.54
Grade 7	5.57	8.70	8.71	63.41	54.35	61.29	31.01	36.96	30.00
Grade 8	7.79	6.27	7.23	62.01	62.72	62.58	30.19	31.01	30.19
All Grades	7.66	6.81	8.28	62.57	60.43	63.02	29.77	32.76	28.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.36	14.20	17.99	54.52	52.37	51.44	30.12	33.44	30.58
Grade 7	17.07	20.19	17.74	52.61	50.00	48.39	30.31	29.81	33.87
Grade 8	16.56	15.38	15.41	43.18	47.20	45.28	40.26	37.41	39.31
All Grades	16.29	16.65	17.00	50.16	49.95	48.23	33.55	33.41	34.77

**Conclusions based on this data:**

1. Overall achievement at Monte Vista has been slowly increasing despite the growth in Special Education population.
2. Reading achievement has increased slightly while writing achievement has shown solid growth.
3. Scores in research Inquiry have remained steady.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	337	328	286	335	322	282	335	322	282	99.4	98.2	98.6
Grade 7	291	329	321	287	322	314	287	322	314	98.6	97.9	97.8
Grade 8	312	294	323	308	291	319	306	291	319	98.7	99	98.8
All Grades	940	951	930	930	935	915	928	935	915	98.9	98.3	98.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2459.	2466.	2479.	5.97	7.45	9.93	14.33	12.11	17.38	30.75	30.43	28.01	48.96	50.00	44.68
Grade 7	2456.	2474.	2480.	4.53	8.39	9.24	9.06	12.11	11.78	25.09	23.60	23.25	61.32	55.90	55.73
Grade 8	2485.	2467.	2467.	5.88	3.09	6.27	14.05	9.28	7.52	21.90	23.37	19.44	58.17	64.26	66.77
All Grades	N/A	N/A	N/A	5.50	6.42	8.42	12.61	11.23	12.02	26.08	25.88	23.39	55.82	56.47	56.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.94	12.77	14.18	28.36	27.10	33.33	59.70	60.12	52.48
Grade 7	6.62	12.42	12.10	21.60	24.22	25.16	71.78	63.35	62.74
Grade 8	8.17	4.81	7.52	28.76	26.12	18.81	63.07	69.07	73.67
All Grades	9.05	10.17	11.15	26.40	25.80	25.46	64.55	64.03	63.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.16	8.07	11.70	36.42	34.78	35.46	56.42	57.14	52.84
Grade 7	5.92	8.70	9.55	29.27	36.96	36.94	64.81	54.35	53.50
Grade 8	10.46	6.19	8.46	30.07	43.64	30.72	59.48	50.17	60.82
All Grades	7.87	7.70	9.84	32.11	38.29	34.32	60.02	54.01	55.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.27	7.79	13.83	41.49	41.12	40.78	52.24	51.09	45.39
Grade 7	6.27	8.70	7.64	44.60	51.55	50.00	49.13	39.75	42.36
Grade 8	8.50	3.09	5.02	40.85	43.64	41.38	50.65	53.26	53.61
All Grades	7.00	6.64	8.63	42.24	45.50	44.15	50.75	47.86	47.21

**Conclusions based on this data:**

1. Overall Math achievement on the CAASPP has increased at a slow rate.
2. Achievement in math concepts/procedures and Math communicating reasoning have shown growth.
3. Math Problem solving/analyzing data showed a slight decrease.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1518.1	1538.8	1511.2	1547.0	1524.5	1530.0	137	99
Grade 7	1529.7	1555.8	1519.3	1567.6	1539.7	1543.4	109	131
Grade 8	1544.8	1562.7	1533.7	1572.1	1555.4	1552.8	101	103
All Grades							347	333

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	21.90	25.25	37.96	44.44	23.36	22.22	16.79	8.08	137	99
7	33.94	32.06	29.36	38.93	24.77	20.61	11.93	8.40	109	131
8	39.60	31.07	33.66	35.92	18.81	27.18	*	5.83	101	103
All Grades	30.84	29.73	34.01	39.64	22.48	23.12	12.68	7.51	347	333

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	37.23	61.62	34.31	25.25	16.06	9.09	12.41	4.04	137	99
7	42.20	52.67	34.86	34.35	14.68	7.63	*	5.34	109	131
8	55.45	52.43	24.75	33.98	12.87	10.68	*	2.91	101	103
All Grades	44.09	55.26	31.70	31.53	14.70	9.01	9.51	4.20	347	333

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	14.60	9.09	20.44	23.23	28.47	42.42	36.50	25.25	137	99
7	17.43	12.21	29.36	29.01	26.61	37.40	26.61	21.37	109	131
8	34.65	15.53	20.79	30.10	26.73	33.01	17.82	21.36	101	103
All Grades	21.33	12.31	23.34	27.63	27.38	37.54	27.95	22.52	347	333

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	28.47	23.23	58.39	60.61	13.14	16.16	137	99
7	35.78	18.32	55.96	60.31	*	21.37	109	131
8	39.60	20.39	48.51	66.02	11.88	13.59	101	103
All Grades	34.01	20.42	54.76	62.16	11.24	17.42	347	333

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.55	78.79	35.04	18.18	12.41	3.03	137	99
7	56.88	84.73	33.94	11.45	*	3.82	109	131
8	64.36	75.73	29.70	22.33	*	1.94	101	103
All Grades	57.35	80.18	33.14	16.82	9.51	3.00	347	333

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.06	9.09	26.28	40.40	57.66	50.51	137	99
7	22.02	14.50	28.44	45.04	49.54	40.46	109	131
8	35.64	21.36	23.76	35.92	40.59	42.72	101	103
All Grades	23.63	15.02	26.22	40.84	50.14	44.14	347	333

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	10.22	21.21	78.83	68.69	10.95	10.10	137	99
7	20.18	6.11	77.98	84.73	*	9.16	109	131
8	33.66	3.88	60.40	92.23	*	3.88	101	103
All Grades	20.17	9.91	73.20	82.28	6.63	7.81	347	333

**Conclusions based on this data:**

1. There has been an upward trend in students receiving a 3 or 4 on the ELPAC.
2. There is a positive decrease in students receiving a 1 on the ELPAC.
3. It is possible that fewer students receiving a 1 can lead to more students receiving a 2.





# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
942	74.5	37.4	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	352	37.4
Foster Youth	7	0.7
Homeless	12	1.3
Socioeconomically Disadvantaged	702	74.5
Students with Disabilities	163	17.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	67	7.1
American Indian	5	0.5
Asian	90	9.6
Filipino	29	3.1
Hispanic	604	64.1
Two or More Races	36	3.8
Pacific Islander	16	1.7
White	95	10.1





### Conclusions based on this data:

1. Our largest population is our Hispanic population.
2. Three quarters of our total population lives in poverty.
3. Our percentage of students with disabilities is a low estimate as many students do not get tagged correctly until after the CBEDs count.. Still, most California schools have between 7-9% students with disabilities. Even at 17.3% we are far above the norm.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Academic performance has climbed steadily and has moved from orange to yellow.
2. Chronic absenteeism has decreased steadily and is marked at the green indicator.
3. Our suspension rate, which was quite high, has steadily decreased and moved to the green indicator.

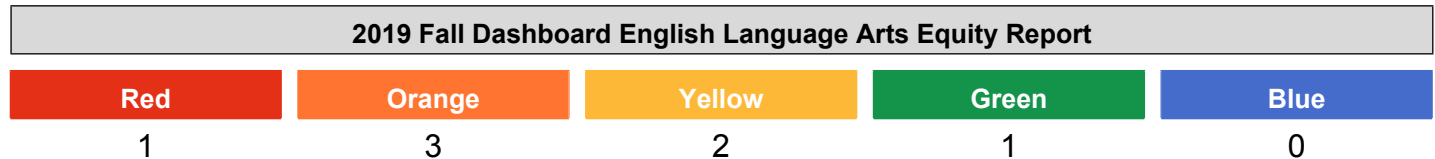
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow 47.2 points below standard Increased ++5.1 points 883		 Orange 69.3 points below standard Maintained 0 points 439		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 92.9 points below standard Declined Significantly -26.3 points 12		 Yellow 61.7 points below standard Increased ++3 points 661		 Orange 134.2 points below standard Increased ++6.8 points 156	

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Red 86.6 points below standard Declined -11.6 points 58	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Green 2.2 points below standard Increased ++11.6 points 84	<b>Filipino</b>  No Performance Color 24.2 points above standard Increased Significantly ++16.2 points 29
<b>Hispanic</b>  Orange 61.1 points below standard Maintained -0.6 points 576	<b>Two or More Races</b>  No Performance Color 7.4 points below standard Increased Significantly ++31.6 points 32	<b>Pacific Islander</b>  No Performance Color 42.3 points below standard Declined -5.2 points 16	<b>White</b>  Yellow 10.9 points below standard Increased Significantly ++37.1 points 83

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

<b>Current English Learner</b> 105.9 points below standard Declined -11 points 301	<b>Reclassified English Learners</b> 10.6 points above standard Increased ++7.8 points 138	<b>English Only</b> 37.4 points below standard Increased ++14 points 363
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#### Conclusions based on this data:

1. As a group, MVMS students increased ELA achievement by 4.2 points.
2. Most demographic groups maintained or increased ELA achievement, except for the African American population, which showed a decline of 12 points. SWD had a substantial increase.
3. English only and reclassified English Learners showed large increases in ELA achievement. English Learners showed a decline.

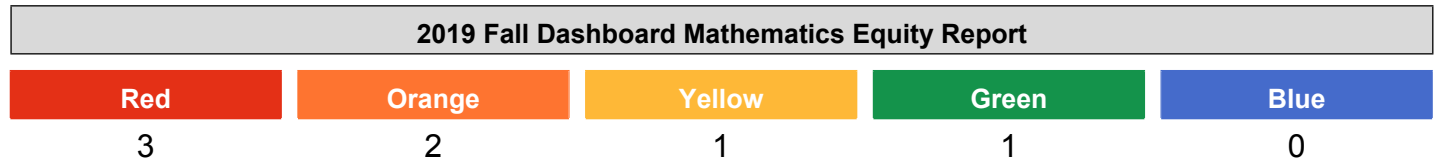
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 92 points below standard Increased ++4.5 points 882	<b>English Learners</b>  Red 115.6 points below standard Maintained -0.5 points 437	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color 204.9 points below standard Declined Significantly -58.7 points 12	<b>Socioeconomically Disadvantaged</b>  Orange 107.4 points below standard Increased ++3.4 points 660	<b>Students with Disabilities</b>  Orange 193.5 points below standard Increased Significantly ++22.1 points 157



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Red 144.3 points below standard Declined Significantly -18.6 points 58	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Green 16.6 points below standard Increased Significantly ++18.6 points 84	<b>Filipino</b>  No Performance Color 20.5 points below standard Increased ++7.4 points 29
<b>Hispanic</b>  Red 109.3 points below standard Maintained 0 points 575	<b>Two or More Races</b>  No Performance Color 80.2 points below standard Increased ++10.2 points 32	<b>Pacific Islander</b>  No Performance Color 88.4 points below standard Declined -7.7 points 16	<b>White</b>  Yellow 44.8 points below standard Increased Significantly ++26.7 points 83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 155.4 points below standard Declined -12.4 points 299	<b>Reclassified English Learners</b> 29.5 points below standard Increased ++7 points 138	<b>English Only</b> 81.2 points below standard Increased ++13.6 points 364
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#### Conclusions based on this data:

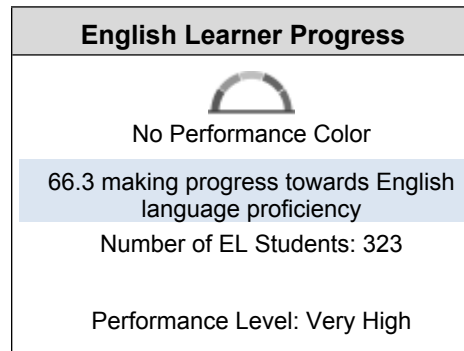
1. As a whole, MVMS increased Math achievement by 4.5 points.
2. Most major subgroups showed increases in Math achievement. However, African American students lost 18.6 points. It is interesting to note that SWD had a phenomenal increase in Math achievement, increasing by some 22.1 points.
3. English only and reclassified English Learners showed increases in Math achievement while English learners showed a decline of 12.4 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4	22.2	9.5	56.6

#### Conclusions based on this data:

1. Ten percent of the EL students decreased by one ELPI level.
2. Approximately 25% percent of the EL students maintained their ELPI level.
3. Approximately 65% of all EL students at Monte Vista progressed at least one ELPI level, earning the school performance level as rated Very High, which is the highest rating possible.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	0	0	6	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 6.8 Declined Significantly -5 982	<b>English Learners</b>  Green 7.4 Declined Significantly -4.7 366	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<b>Homeless</b>  No Performance Color 17.6 Declined -8.4 17	<b>Socioeconomically Disadvantaged</b>  Green 7.8 Declined Significantly -5.4 743	<b>Students with Disabilities</b>  Green 8.7 Declined Significantly -9.6 173

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Green 8.7 Declined -8.2 69	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Asian</b>  Blue 2.1 Maintained 0 95	<b>Filipino</b>  Blue 0 Declined -9.7 31
<b>Hispanic</b>  Green 7.6 Declined Significantly -4 634	<b>Two or More Races</b>  No Performance Color 5.4 Declined -13.8 37	<b>Pacific Islander</b>  No Performance Color 12.5 Increased +4.2 16	<b>White</b>  Green 7.4 Declined -10.3 95

#### Conclusions based on this data:

- Overall, all students had a low enough rate to move MVMS' chronic absenteeism to the green.
- Filipino and Asian populations had a chronic absenteeism scoring high in the blue.
- In general, there was a slight decline of all other subgroups, but they remained in the green.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

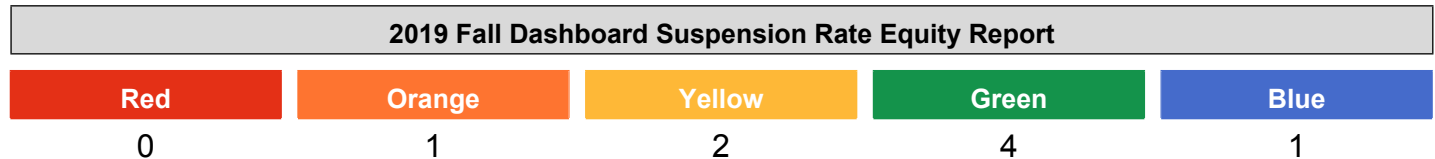
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 6.3 Declined -2.9 1003	<b>English Learners</b>  Green 6.5 Declined Significantly -3.6 370	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 7
<b>Homeless</b>  No Performance Color 0 Declined -14.3 18	<b>Socioeconomically Disadvantaged</b>  Green 6.6 Declined -2.9 759	<b>Students with Disabilities</b>  Yellow 12.6 Declined Significantly -4.4 175



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Yellow 8.1 Declined -11.1 74	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  Green 3.2 Declined -2.9 95	<b>Filipino</b>  Blue 0 Declined -5.7 31
<b>Hispanic</b>  Green 6.3 Declined Significantly -3 647	<b>Two or More Races</b>  No Performance Color 13.5 Increased +3.2 37	<b>Pacific Islander</b>  No Performance Color 0 Declined -8.3 16	<b>White</b>  Orange 8.2 Increased +3.5 98

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.1	6.3

#### Conclusions based on this data:

1. Overall, the suspension rate of 9.1% in 2018 fell to 6.3% in 2019.
2. All students as a whole declined in suspension rate, with SWD and English Learners declining significantly.
3. All subgroups declined in suspension rate except for White students and students of two or more races.

# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all student groups, including learning loss from the COVID Pandemic.

## Identified Need

Students achieving at low levels in ELA and Math

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized tests/ SBAC	Grade 6 ELA 37% met or exceeded standard; Math 27% met or exceeded standard Grade 7 ELA 29% met or exceeded standard; Math 21% met or exceeded standard Grade 8 ELA 29% met or exceeded standard; Math 12% met or exceeded standard	Grade 6 ELA 40% meet or exceed standard; Math 30% meet or exceed standard Grade 7 ELA 32% meet or exceed standard; Math 24% meet or exceed standard Grade 8 ELA 32% meet or exceed standard; Math 15% meet or exceed standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Professional Development  
Student Agendas  
Teacher Peer Coaching  
Library Books  
Classroom supplies  
Science/Math Competitions  
EL support  
At risk academic 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)
26100	LCFF
164282	Title I
23000	LCFF - Supplemental
67162	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Because Monte Vista Middle School has an abundance of interns and newer teachers, we have found that rigorous and relevant professional development is key to ensuring our students are receiving instruction to put them on the right path to achieving college and career readiness. Our professional development has focused on closing the achievement gap that exists among our diverse demographic groups. Of course, this year, with the COVID-19 Pandemic, outside professional development was put on hold. This year, our professional development was hosted entirely online through virtual workshops and meetings. These past three years, our faculty has taken a deep dive into creating and perfecting the work of the PLC. The majority of the faculty has attended several PLC conferences, including a general PLC conference, a PLC conference aimed at crating success among diverse populations, and a grading conference to overhaul our current grading system. This year, we continued strengthening our PLCs while remaining COVID safe, in virtual environments. However, our big push this year was improving our technology skills as we moved from in-person learning to Distance Learning. We have had in-house professional development, including building engagement templates for State audits, Microsoft Teams Skill Building workshops, Keenan professional development, EL Strategies for Distance Learning, Suicide Prevention, Generation Genius Science Training, AVID Strategies, Booking.com training, Reopening Plan In-Services, FastBridgeTraining, Unconscious Bias Training, LPAC workshop, Second Step Curriculum Training, SBAC Training, Library Information, COVID Safety Training. Our Buy Back Days have been well attended and have been directed at Technology. If we examine our last available data, the results of our state testing from 2019, we see that Grade 6 increased ELA and Math scores over the previous year, Grade 7 increased Math scores, and Grade 8 increased ELA and Math scores. Monte Vista students moved forward in 5 of the 6 main

academic data points. This would suggest that our Professional Development push at Monte Vista is working.

All other activities in this goal are assigned to increase academic achievement and are led by professional development.

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 this uncertain year, we did not spend down our budget. We budget accordingly for students on campus. Students did not return until March 22, 2021. Therefore, much of our budget remains unspent. However, we are being very strategic in spending the remaining dollars taking into consideration the odd situations that grew from our year on Distance Learning. Over the past few years, our goal has been to use Title I dollars to get technology into each classroom to create an equitable situation with other campuses. We were very successful. However, due to the Pandemic, our 850 laptops were taken and distributed to high school students. Our continuing goal is to replace this loss, bit by bit, using funding that we did not spend directly on students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to our goal for the coming year is a return to in-person learning and a return to our strong professional growth model, in the amount of actual dollars budgeted for professional development. This change can be seen throughout the SPSA, in the line item budget portion of the SPSA. Our expectations for our student performance only increases each passing 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

This goal is extremely important for our campus due to our high numbers of low SES, Special Education, and EL students. Achieving LCAP Goal 1 is predicated on reaching LCAP Goal 2. Our students must feel supported and valued to be successful. Many of our students come with many struggles, including low parental involvement, poverty, learning disabilities, mental health issues, low reading ability, and lack of English fluency. Building a positive culture and community on campus, with SEL supports built into the curriculum, is of utmost importance. In addition, we must continually work on student-staff relationships because, as in many schools, when the staff does not look like the students, there is often mistrust among students, staff, and families. Our objective is to remove barriers to learning to the extent possible.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TUSD Stakeholder Survey: Students, Staff, and Parents - Climate TUSD Stakeholder Survey: Students, Staff, and Parents - Safety	Climate Approval: Parents = 84% Students = 70% Staff = 91% Safety Approval: Parents = 77% Students = 80% Staff = 96%	Climate Approval: Parents = 82% Students = 70% Staff = 90% Safety Approval: Parents = 84% Students = 63% Staff = 98%

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

Positive Award Assemblies for students and Parents, including attendance and improvement awards/incentives  
Picture IDs and lanyards for feelings of inclusion

WEB (Where Everybody Belongs) Peer Mentor Program  
 ASB Leadership  
 Partnership with Boys and Girls Clubs of Tracy  
 Academic Community Competitions  
 School-Wide AVID  
 Bilingual Office Communications  
 PIQE Parenting Classes  
 Adult ESL Class for 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)
500	LCFF
47300	Title I
1550	LCFF - Supplemental
7716	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of the programs listed have contributed to promoting a positive, healthy, safe, and equitable culture at Monte Vista. We have two types of categories of programs that focus on this goal. We have student programs such as WEB, AVID, Awards and Positive Attendance Assemblies, a great partnership with the Boys and Girls Clubs of Tracy. All of these programs give students a true sense of belonging, motivation to succeed academically, positive attendance goals, and outlets to improve mental health and self-esteem. The second category is directed at parent involvement. There is a strong correlation between student success and parent involvement. As we have added programs to increase parent involvement, we have seen an increase in academic achievement and an increase in positive relationships between families and staff. We offer English classes, parenting classes, and Parent Café with outside speakers to help connect parents to Monte Vista.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID 19, the economic future is uncertain. However, our budget has remained fairly stable from year to 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.

Our goal remains the same: equity in education in a safe learning environment.



# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all students.

## Goal 3

Inclusion: Increase academic achievement for all students, with an emphasis on Special Education students, specifically, SDC inclusion.

## Identified Need

Monte Vista has an increasingly larger Special Education population. These students need Tier 3 interventions. We are moving to a fully inclusive program for the 2021-2022 school year. All Special Education students will be placed in general education inclusion sections, which will be serviced by two fully credentialed teachers: one general education and one Special Education.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SBAC Math, ELA, and Science Results	Orange	Yellow

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)

Specifically SDC, RSP, and Speech Students

### Strategy/Activity

Full Inclusion Model

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
4000	LCFF
	None Specified

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

First year of implementing this goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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, 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$351,610.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$221,582.00

Subtotal of additional federal funds included for this school: \$221,582.00

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	\$30,600.00
LCFF - Supplemental	\$99,428.00

Subtotal of state or local funds included for this school: \$130,028.00

Total of federal, state, and/or local funds for this school: \$351,610.00

# 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:

- Barbara Silver School Principal
- Dawn Arbogast, Carol Wyant, Melissa Gonzales Classroom Teachers
- Mona Perez Other School Staff
- Viridiana Gonzalez, LaShay Lundy, Paula Magallanes Parent or Community Members
- Alejandro Magallanes Secondary Students

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 April 28, 2021.

Attested:



Principal, Barbara Silver on April 28, 2021



SSC Chairperson, Viridiana Gonzalez on April 28, 2021



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Save Data View Current Document View Section

All data saved.

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

Clear

☐ State Compensatory Education Advisory Committee

Clear

☒ English Learner Advisory Committee

Clear

☐ Special Education Advisory Committee

Clear

☐ Gifted and Talented Education Program Advisory Committee

Clear

☐ District/School Liaison Team for schools in Program Improvement

Clear

☐ Compensatory Education Advisory Committee

Clear

☐ Departmental Advisory Committee

Clear

☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 28, 2021

Attested:

Clear

Principal, Barbara Silver

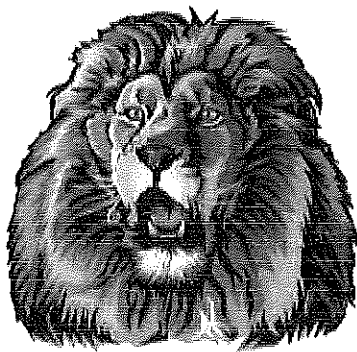
on April 28, 2021

Clear

SSC Chairperson, Viridiana Gonzalez

on April 28, 2021

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North School	39-75499-6042865	5-6-21	

## 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

Additional Targeted Support and Improvement

The School Plan for Student Achievement identifies and addresses the instructional needs of all students and specifies how categorical funds will be used during the school year. North school is on Additional Targeted Support and Improvement with the qualifying category in servicing Special Education students. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities.

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.

Our plan has been created with input from all appropriate stakeholder groups.

Note (Parent input during parent club meetings, ELAC, SSC, and teacher staff meetings)

The contents of this plan are aligned with school goals for improving student achievement. The plan is reviewed annually and updated with categorical expenditures of funds by the School Site Council.



The school will provide quality curriculum and supports to all students and staff. The school will, on an ongoing basis, review the progress of students and revise to provide support for students to meet the challenging State academic standards.

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). 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.

# 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).

North school is using the TUSD Stakeholder Survey to analyze the differences in stakeholders' responses (Parents, Staff, and Students) on the school's climate and safety.

### School Climate Survey Results 2021

#### Group

##### Parents

90% believe the school motivates students to learn. On average 97% of parents feel comfortable talking to teachers. 85% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 82% believe the school motivates students to learn. 79% believe the school is clean.

##### Staff – Cert. and Class.

89% believe they encourage all students to do challenging schoolwork. 88% believe they collaborate to achieve our school goal with fellow teachers. 94% believe the school is clean. 95% of teachers believe they are treated with respect by colleagues at work. 82% believe the district ensures effective communication across the organization.

##### Students

85% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 82% believe the school motivates students to learn. 61% of students believe the school is clean. 70% believe the school has a climate that fosters a feeling of safety and support at school.

### School Safety Survey Results

#### Group

##### Parents

83% believe their students are safe before, during, and after school at North.

##### Staff

88% believe the buildings and grounds at this school are well maintained. 93% believe their workplace is safe.

##### Students

90% feel safe at this school. 71% feel safe from gang activities. 93% of students know the school rules.

In summary all stakeholders feel safe at school and believe the facilities to be clean during work hours. All stakeholders believe the schoolwork and academics provided are challenging to students and are fairly taught during the school day.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted for all teachers on the evaluation cycle using the district rubric and evaluation form. Conferences were set and lesson plans were discussed on student learning and improving practices. All teachers received classroom observations in the form of virtual walk-throughs using the AVID/STEM adapted rubric. This AVID/STEM rubric has been adapted from the 3R rubric in partnership with the International Center for Leadership in Education. Using the AVID/STEM rubric has allowed our STEM implementation team to reflect on our site practices and share out information with fellow teachers.

We will continue with our work on Rigor, Relevance, and Relationships while continuing to implement AVID/STEM using our adapted rubric and best instructional practices with a focus of expanding AVID/STEM for the following school year.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff, ELAC, and School Site Council has analyzed assessment results from the California Dashboard and SBAC from the 2018-2019 school year. Due to the Covid-19 pandemic all state assessments were cancelled at the end of the 2019-2020 school year.

We have included in our ELAC and School Site Council meetings Fastbridge overall score data in aRead and aMath along with middle school F grade reports.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

### 2018 - 2019 SBAC Data:

ELA	Math	Science	
Overall: Met/Exceed	25.61	19.33	8.38
3 Met/Exceed	36.84	47.37	N/A
4 Met/Exceed	10.53	6.58	N/A
5 Met/Exceed	23.29	14.67	13.33
6 Met/Exceed	27.16	21.79	N/A
7 Met/Exceed	35.9	18.51	N/A
8 Met/Exceed	25.61	26.5	3.75

### Fastbridge Data:

3 Categories High Risk (HR), Some Risk(SR), and Normal (N) scores including College Pathway  
The numbers represent students at each category per grade level

#### aRead

Kinder:	HR=16, SR=18, N=17
1st grade:	HR = 19, SR=11, N=28
2nd grade:	HR= 12, SR=15, N=34
3rd grade:	HR= 9, SR= 20, N=41
4th grade:	HR= 40, SR= 6, N=34
5th grade:	HR=15, SR= 26, N= 27
6th grade:	HR=11, SR= 39, N= 51
7th grade:	HR= 15, SR=40, N=34
8th grade:	HR= 26, SR= 56, N=32

#### aMath

Kinder:	HR= 15, SR=11, N= 25
1st grade:	HR= 14, SR= 19, N=25
2nd grade:	HR= 15, SR= 19, N= 28
3rd grade:	HR= 19, SR=28, N=29
4th grade:	HR= 13, SR= 20, N=18
5th grade:	HR= 12, SR=34, N=22
6th grade:	HR= 18, SR=39, N=43
7th grade:	HR= 25, SR=32, N= 35
8th grade:	HR= 45, SR= 43, N=23

#### Middle School F grades:

1st Trimester:	6th= 200 7th= 234 8th= 106 Total = 541
2nd Trimester:	6th= 207 7th= 265 8th=162 Total = 634

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

We have 32 teachers that are fully credentialed with 3 teachers without a full credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school site plan includes goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap. In addition to the five district professional development days, we also have Early Release Wednesdays (ERW's), which are used to collaborate as a grade level, receive professional development in the areas of AVID and STEM implementation, English language instruction and Math. Structured Professional Learning Community (PLC) time has been scheduled to support teachers in the development of the curriculum and AVID and STEM implementation. We will also continue to have PLCs to support the new curriculum, Rigorous Curriculum Design (RCD), AVID training as well as provide time for teachers to collaborate.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

North School allows for teachers to use Early Release Wednesday to plan during PLC time to align their lessons to the state standards, district RCD units, AVID/STEM implementation, and time for intervention planning and technology development. Teachers administer RCD align district unit assessments every trimester and load their data in a district databank system.

We are in year 2 of North school going AVID school-wide with 6th and 7th grade having AVID elective classes 8th grade having an AVID elective class the following year. We have dedicated many ERW to have AVID school-wide strategies implemented from kinder-8th grade for those teachers not teaching the AVID elective.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

North School continues its ongoing instructional assistance and support for teachers by working with:

2 AVID site co-coordinators

STEM TOSA (Teachers On Special Assignment)

TTIP Mentors

EL Coordinator

EL Counselor from the district

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is done by grade level/subject matter during their Professional Learning Community PLC time

Five district professional development days

Early Release Wednesday ERW

Release days for planning

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

North School is implementing state standards and curriculum by using district and board approved curriculums.

K-5 uses the McGraw-Hill program "Wonders" along with Wonders ELD and Wonders New Comers for ELA. For Math K-5 uses My Math from the same publisher.

6-8 Use Study-Sync for ELA, ELD, and New Comers . For Math we use the Math Digits curriculum

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

North School adherences to the yearly academic minutes required by the law and to the minutes in ELD designated time and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers follow the Rigorous Curriculum Design RCD units and the districts pacing guide. K-5 teachers have designated intervention time with student stations in the classroom with additional assistance from para-educators helping in the classroom.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has a text book and any standards-based instructional materials as adopted by the school board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

North School uses the following district adopted instructional materials:

Wonders

StudySync

MyMath

Digits

RCD Units ELA and Math

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

North School has the following services for its students:

Intervention time during the school day

Intervention afterschool

Para push-in and pull out to support students

Evidence-based educational practices to raise student achievement

Site Base assessments by teachers at grade level

District Assessments RCD Benchmarks

Smarter Balanced Assessment Consortium (SBAC): Cancelled during the 2019-2020 school year due to the Covid-19 pandemic

English Language Proficiency Assessments for California (ELPAC) for English Language Learners. Cancelled during the 2019-2020 school year due to the Covid-19 pandemic

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

North School provides in a regular non-pandemic year many forms of parent engagement ranging from Back to School Night, Teacher/Parent Conferences, Open House, AVID informational Night, 8th grade Promotion Parent Meetings, Kinder ABC Bootcamp, Tracy Police Academy for Parents, Winter Craft Night, Family Movie Night, School Music Concerts, Farmers Market, ELAC, Parent Café, 2nd Cup of Coffee, and School Site Council. All these opportunities give parents the opportunity to assist the school in working to improve student achievement. This year due to the pandemic guest and volunteers were not allowed on campus. We received parent engagement by having parent club meetings with the principal, website post, phone messenger, and virtual meetings with our ELAC and School Site Council.

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)

North school provides the opportunity for teachers and parents to provide input for school programs during ERM's, ELAC, and School Site Council meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Refreshments for Parent meetings, Day Care for Parent Events, Parent Class materials, Parent Communications, Translators

Fiscal support (EPC)

Title I, Targeted RS 0710 (EL) Targeted RS 0709 (EL, FY, SES)

## **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**

North School believes in stakeholder involvement and transparency in analyzing data and decision making. All stakeholders were involved in SPSA this involvement ranged from Teacher input during ERW's and School site council. Parents gave their input during parents club meetings, ELAC, and School Site Council meetings. Students take surveys and the SSC team reviews the data. Data was collected from School Climate Survey, LCAP Survey, report cards, and Fastbridge scores on student performance. ERW's are held every Wednesday of the school year except when it is a holiday or when school is not in session. ELAC meetings are held every two months on Tuesday virtually. School Site Council meetings are held the second Thursday of every month.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Currently, we need teacher training to support students with special needs, not just Resource teachers but also general education teachers. Our special Ed department has two RSP teachers and they share one para to support a full case of 28 students per teacher making it challenging to provide support for our students. This year we have extra support for 8th grade by having a shared RSP teacher which works at North 2 and a half days with out 8th grade RSP students. The districts special education department supports North school by sending additional teachers to help with Dyslexia services and speech services because of our high number of special education students.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.27%	0.26%	1	2	2
African American	2.95%	2.96%	4.07%	22	22	31
Asian	4.82%	6.33%	7.22%	36	47	55
Filipino	2.54%	2.42%	2.76%	19	18	21
Hispanic/Latino	79.65%	78.47%	75.98%	595	583	579
Pacific Islander	1.07%	0.54%	0.52%	8	4	4
White	7.50%	7.54%	7.35%	56	56	56
Multiple/No Response	%	%	1.84%			0
Total Enrollment				747	743	762

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	75	76	68
Grade 1	67	72	78
Grade 2	83	56	69
Grade 3	79	77	58
Grade 4	82	77	80
Grade 5	84	75	75
Grade 6	103	122	109
Grade 7	80	109	119
Grade 8	93	79	106
Grade 9	1		
Total Enrollment	747	743	762

### Conclusions based on this data:

- Enrollment has declined in 6th grade
- Enrollment has increased in 7th and 8th grade

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	428	381	352	57.3%	51.3%	46.2%
Fluent English Proficient (FEP)	67	102	140	9.0%	13.7%	18.4%
Reclassified Fluent English Proficient (RFEP)		55	53	0	12.9%	13.9%

Conclusions based on this data:

1. We had a decrease in English Learners from the prior year
2. We have an increase in Fluent English Proficient students

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	80	76	76	77	76	76	77	76	95	96.3	100
Grade 4	89	81	77	86	81	76	85	80	76	96.6	100	98.7
Grade 5	84	86	75	78	83	73	77	83	73	92.9	96.5	97.3
Grade 6	83	104	121	81	102	119	81	102	119	97.6	98.1	98.3
Grade 7	88	82	112	86	78	106	86	78	105	97.7	95.1	94.6
Grade 8	112	91	84	104	90	82	103	90	82	92.9	98.9	97.6
All Grades	536	524	545	511	511	532	508	510	531	95.3	97.5	97.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2363.	2365.	2402.	7.89	3.90	15.79	6.58	14.29	21.05	35.53	29.87	34.21	50.00	51.95	28.95
Grade 4	2407.	2420.	2377.	7.06	8.75	3.95	15.29	10.00	6.58	25.88	33.75	18.42	51.76	47.50	71.05
Grade 5	2424.	2462.	2455.	6.49	7.23	8.22	16.88	28.92	15.07	15.58	24.10	27.40	61.04	39.76	49.32
Grade 6	2471.	2477.	2467.	3.70	8.82	2.52	23.46	16.67	26.05	28.40	30.39	25.21	44.44	44.12	46.22
Grade 7	2523.	2516.	2506.	8.14	3.85	7.62	31.40	32.05	19.05	30.23	34.62	35.24	30.23	29.49	38.10
Grade 8	2518.	2530.	2516.	1.94	7.78	3.66	26.21	26.67	21.95	39.81	31.11	39.02	32.04	34.44	35.37
All Grades	N/A	N/A	N/A	5.71	6.86	6.59	20.47	21.37	19.02	29.72	30.59	29.94	44.09	41.18	44.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.00	5.19	13.16	36.00	48.05	55.26	52.00	46.75	31.58
Grade 4	8.24	12.50	3.95	43.53	60.00	39.47	48.24	27.50	56.58
Grade 5	10.53	12.05	12.33	39.47	50.60	41.10	50.00	37.35	46.58
Grade 6	6.17	11.76	5.88	54.32	31.37	38.66	39.51	56.86	55.46
Grade 7	16.28	12.82	10.48	52.33	55.13	44.76	31.40	32.05	44.76
Grade 8	11.76	14.61	12.20	48.04	41.57	51.22	40.20	43.82	36.59
All Grades	10.89	11.59	9.42	45.94	46.95	44.63	43.17	41.45	45.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.95	5.26	10.53	31.58	35.53	53.95	64.47	59.21	35.53
Grade 4	8.33	5.00	1.32	46.43	43.75	32.89	45.24	51.25	65.79
Grade 5	11.84	10.84	8.22	34.21	54.22	43.84	53.95	34.94	47.95
Grade 6	8.64	11.76	4.20	34.57	37.25	41.18	56.79	50.98	54.62
Grade 7	8.14	8.97	13.33	58.14	55.13	45.71	33.72	35.90	40.95
Grade 8	7.84	15.73	9.76	54.90	48.31	52.44	37.25	35.96	37.80
All Grades	8.12	9.84	7.91	44.16	45.47	44.82	47.72	44.69	47.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.89	5.19	11.84	72.37	61.04	68.42	19.74	33.77	19.74
Grade 4	3.57	8.75	3.95	52.38	68.75	63.16	44.05	22.50	32.89
Grade 5	7.89	10.84	10.96	52.63	63.86	57.53	39.47	25.30	31.51
Grade 6	7.41	5.88	5.88	62.96	66.67	61.34	29.63	27.45	32.77
Grade 7	10.47	3.85	6.67	54.65	73.08	69.52	34.88	23.08	23.81
Grade 8	2.94	8.99	6.10	71.57	67.42	74.39	25.49	23.60	19.51
All Grades	6.53	7.27	7.34	61.39	66.80	65.73	32.08	25.93	26.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.00	5.19	19.74	53.33	42.86	46.05	42.67	51.95	34.21
Grade 4	8.24	10.00	5.26	50.59	51.25	26.32	41.18	38.75	68.42
Grade 5	9.21	14.46	6.85	35.53	49.40	43.84	55.26	36.14	49.32
Grade 6	9.88	13.73	13.45	44.44	54.90	52.10	45.68	31.37	34.45
Grade 7	17.44	8.97	12.38	60.47	67.95	54.29	22.09	23.08	33.33
Grade 8	9.80	19.10	12.20	59.80	52.81	47.56	30.39	28.09	40.24
All Grades	9.90	12.18	11.86	51.29	53.24	46.14	38.81	34.58	42.00

**Conclusions based on this data:**

1. North School has a high 90% overall CAASPP student participation
2. There is a significant drop in scores in the 4th grade across all ELA test
3. No 2019-2020 Data due to the Covid-19 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	80	81	76	78	77	76	78	77	76	97.5	95.1	100
Grade 4	89	81	77	84	81	76	84	81	76	94.4	100	98.7
Grade 5	84	86	75	79	84	75	78	84	75	94	97.7	100
Grade 6	83	104	121	78	102	120	78	102	120	94	98.1	99.2
Grade 7	88	82	112	86	81	108	85	81	108	97.7	98.8	96.4
Grade 8	112	91	84	105	91	83	105	90	83	93.8	100	98.8
All Grades	536	525	545	510	516	538	508	515	538	95.1	98.3	98.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.	2391.	2422.	11.54	5.19	17.11	25.64	22.08	30.26	24.36	24.68	22.37	38.46	48.05	30.26
Grade 4	2409.	2425.	2400.	1.19	2.47	2.63	9.52	14.81	3.95	32.14	39.51	39.47	57.14	43.21	53.95
Grade 5	2423.	2452.	2457.	1.28	0.00	6.67	5.13	14.29	8.00	30.77	34.52	36.00	62.82	51.19	49.33
Grade 6	2477.	2455.	2448.	2.56	1.96	0.00	19.23	8.82	11.67	30.77	30.39	26.67	47.44	58.82	61.67
Grade 7	2481.	2479.	2464.	2.35	1.23	3.70	12.94	17.28	11.11	28.24	33.33	24.07	56.47	48.15	61.11
Grade 8	2509.	2524.	2517.	4.76	11.11	6.02	19.05	16.67	20.48	34.29	27.78	28.92	41.90	44.44	44.58
All Grades	N/A	N/A	N/A	3.94	3.69	5.39	15.35	15.34	13.94	30.31	31.65	29.00	50.39	49.32	51.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	14.29	30.26	33.33	36.36	32.89	43.59	49.35	36.84
Grade 4	4.76	7.41	6.58	28.57	29.63	15.79	66.67	62.96	77.63
Grade 5	1.30	3.57	10.67	15.58	21.43	29.33	83.12	75.00	60.00
Grade 6	7.69	7.92	3.33	37.18	21.78	28.33	55.13	70.30	68.33
Grade 7	5.95	7.41	6.48	21.43	33.33	25.93	72.62	59.26	67.59
Grade 8	14.56	22.22	14.46	45.63	34.44	38.55	39.81	43.33	46.99
All Grades	9.72	10.51	10.97	30.95	29.18	28.44	59.33	60.31	60.59

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.97	7.79	23.68	43.59	38.96	43.42	47.44	53.25	32.89
Grade 4	2.38	2.47	3.95	32.14	41.98	30.26	65.48	55.56	65.79
Grade 5	3.85	3.57	6.67	30.77	46.43	34.67	65.38	50.00	58.67
Grade 6	0.00	2.94	2.50	38.46	34.31	35.83	61.54	62.75	61.67
Grade 7	5.88	3.70	1.85	41.18	38.27	43.52	52.94	58.02	54.63
Grade 8	7.69	4.44	4.82	35.58	52.22	42.17	56.73	43.33	53.01
All Grades	4.93	4.08	6.51	36.88	41.94	38.48	58.19	53.98	55.02

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	11.69	22.37	47.44	42.86	46.05	33.33	45.45	31.58
Grade 4	3.57	6.17	2.63	38.10	38.27	32.89	58.33	55.56	64.47
Grade 5	3.90	3.57	8.00	32.47	46.43	32.00	63.64	50.00	60.00
Grade 6	8.97	2.94	1.67	50.00	35.29	36.67	41.03	61.76	61.67
Grade 7	7.06	2.47	4.63	55.29	61.73	52.78	37.65	35.80	42.59
Grade 8	3.88	8.89	12.05	54.37	54.44	60.24	41.75	36.67	27.71
All Grades	7.52	5.83	7.81	46.73	46.21	43.68	45.74	47.96	48.51

**Conclusions based on this data:**

1. North School has a high 96% to 100% overall participation in the CAASPP test
2. 4th grade show lower met and exceeded scores when compared to prior years and other grade levels
3. No 2019-2020 Data due to the Covid-19 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.1	1409.2	1445.5	1412.7	1410.5	1401.1	45	41
Grade 1	1451.9	1468.6	1440.2	1474.3	1462.9	1462.6	39	42
Grade 2	1493.8	1513.5	1490.9	1513.5	1496.2	1512.8	49	28
Grade 3	1502.5	1494.4	1505.5	1494.9	1499.0	1493.2	51	20
Grade 4	1527.2	1517.9	1531.6	1522.2	1522.2	1513.1	44	48
Grade 5	1523.9	1548.7	1515.7	1557.9	1531.7	1539.0	34	38
Grade 6	1535.1	1541.3	1534.0	1549.5	1535.7	1532.6	49	43
Grade 7	1528.5	1515.2	1519.2	1521.7	1537.4	1508.2	30	39
Grade 8	1577.1	1563.2	1575.0	1586.7	1578.7	1539.1	30	27
All Grades							371	326

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	2.44	33.33	43.90	28.89	36.59	*	17.07	45	41
1	*	11.90	38.46	54.76	*	30.95	*	2.38	39	42
2	53.06	42.86	40.82	35.71		17.86	*	3.57	49	28
3	*	10.00	52.94	40.00	27.45	50.00	*	0.00	51	20
4	38.64	22.92	47.73	50.00	*	14.58	*	12.50	44	48
5	32.35	39.47	55.88	50.00	*	5.26	*	5.26	34	38
6	30.61	30.23	42.86	46.51	26.53	20.93		2.33	49	43
7	43.33	17.95	*	48.72	*	20.51	*	12.82	30	39
8	76.67	25.93	*	51.85		7.41	*	14.81	30	27
All Grades	36.12	22.39	40.97	47.55	15.09	21.78	7.82	8.28	371	326



Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.67	4.88	31.11	43.90	*	34.15	*	17.07	45	41
1	33.33	19.05	33.33	57.14	*	23.81	*	0.00	39	42
2	59.18	50.00	34.69	35.71		10.71	*	3.57	49	28
3	47.06	35.00	35.29	55.00	*	10.00	*	0.00	51	20
4	68.18	54.17	27.27	29.17	*	12.50	*	4.17	44	48
5	58.82	71.05	32.35	21.05	*	5.26	*	2.63	34	38
6	53.06	62.79	34.69	32.56	*	2.33		2.33	49	43
7	53.33	41.03	*	35.90	*	12.82	*	10.26	30	39
8	86.67	55.56	*	29.63		3.70	*	11.11	30	27
All Grades	55.26	43.56	29.92	37.12	8.89	13.50	5.93	5.83	371	326

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.32	26.67	31.71	46.67	53.66	*	7.32	45	41
1	28.21	7.14	*	45.24	30.77	38.10	*	9.52	39	42
2	42.86	21.43	34.69	53.57	*	14.29	*	10.71	49	28
3	*	5.00	27.45	25.00	41.18	55.00	27.45	15.00	51	20
4	*	6.25	45.45	33.33	34.09	43.75	*	16.67	44	48
5	*	2.63	52.94	39.47	*	50.00	*	7.89	34	38
6	*	4.65	26.53	25.58	51.02	58.14	*	11.63	49	43
7	*	5.13	*	20.51	*	51.28	*	23.08	30	39
8	70.00	0.00	*	29.63	*	51.85	*	18.52	30	27
All Grades	23.18	6.44	31.27	33.74	32.35	46.63	13.21	13.19	371	326

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.11	17.07	26.67	70.73	*	12.20	45	41
1	61.54	57.14	33.33	42.86	*	0.00	39	42
2	55.10	39.29	40.82	46.43	*	14.29	49	28
3	25.49	15.00	70.59	80.00	*	5.00	51	20
4	52.27	31.25	45.45	60.42	*	8.33	44	48
5	41.18	10.53	55.88	81.58	*	7.89	34	38
6	38.78	23.26	48.98	67.44	*	9.30	49	43
7	36.67	7.69	46.67	66.67	*	25.64	30	39
8	50.00	18.52	46.67	66.67	*	14.81	30	27
All Grades	47.98	25.15	46.36	64.11	5.66	10.74	371	326

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.11	0.00	53.33	60.98	*	39.02	45	41
1	28.21	4.76	38.46	95.24	33.33	0.00	39	42
2	63.27	53.57	30.61	42.86	*	3.57	49	28
3	68.63	65.00	27.45	35.00	*	0.00	51	20
4	86.36	77.08	*	18.75		4.17	44	48
5	79.41	89.47	*	7.89	*	2.63	34	38
6	79.59	83.72	*	13.95		2.33	49	43
7	66.67	79.49	*	10.26	*	10.26	30	39
8	90.00	81.48	*	7.41	*	11.11	30	27
All Grades	65.23	58.28	25.88	33.13	8.89	8.59	371	326

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.44	80.00	85.37	*	12.20	45	41
1	28.21	11.90	48.72	66.67	*	21.43	39	42
2	51.02	14.29	32.65	75.00	*	10.71	49	28
3	*	5.00	56.86	55.00	33.33	40.00	51	20
4	*	6.25	72.73	58.33	*	35.42	44	48
5	*	18.42	76.47	71.05	*	10.53	34	38
6	*	6.98	24.49	41.86	55.10	51.16	49	43
7	*	10.26	*	35.90	40.00	53.85	30	39
8	56.67	14.81	*	33.33	*	51.85	30	27
All Grades	25.88	9.82	50.67	58.59	23.45	31.60	371	326

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.11	48.78	42.22	48.78	*	2.44	45	41
1	*	11.90	66.67	80.95	*	7.14	39	42
2	40.82	32.14	51.02	60.71	*	7.14	49	28
3	*	10.00	72.55	90.00	21.57	0.00	51	20
4	25.00	8.33	63.64	87.50	*	4.17	44	48
5	38.24	10.53	55.88	81.58	*	7.89	34	38
6	*	32.56	87.76	60.47		6.98	49	43
7	*	5.13	60.00	82.05	*	12.82	30	39
8	43.33	0.00	50.00	85.19	*	14.81	30	27
All Grades	28.03	18.40	61.99	74.54	9.97	7.06	371	326

**Conclusions based on this data:**

1. ELPAC scores remained relative consistent across all Domains from the prior year.
2. The majority of students are in the somewhat/moderately category.
3. No 2019-2020 Data due to the Covid-19 pandemic

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
743	89.4	51.3	0.1
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	381	51.3
Foster Youth	1	0.1
Homeless	56	7.5
Socioeconomically Disadvantaged	664	89.4
Students with Disabilities	82	11.0





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	3.0
American Indian	2	0.3
Asian	47	6.3
Filipino	18	2.4
Hispanic	583	78.5
Two or More Races	11	1.5
Pacific Islander	4	0.5
White	56	7.5

Conclusions based on this data:

- 89.4% of the student population is socioeconomically disadvantaged.
- 11% of student population are students with disabilities.
- 51.3% of the student population are ELs

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		

### Conclusions based on this data:

1. North School is in Red for Suspension rates.
2. North School is in the Orange for ELA and Mathematics
3. North School is in the Yellow for Chronic Absenteeism.

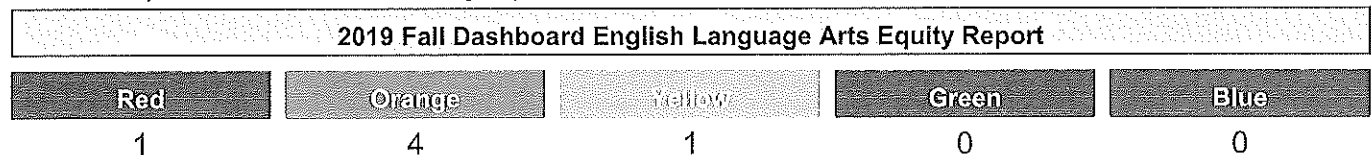
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 53.6 points below standard Declined -7.2 points 500	<b>English Learners</b>  Orange 63.7 points below standard Declined -7.8 points 314	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  Orange 66.1 points below standard Maintained -1.2 points 56	<b>Socioeconomically Disadvantaged</b>  Orange 58.6 points below standard Declined -9.2 points 447	<b>Students with Disabilities</b>  Red 116.5 points below standard Declined -4.9 points 63

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 53.5 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 70.1 points below standard Increased ++11.5 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 55.1 points below standard Declined -7.8 points 405	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 28 points below standard Increased ++5.3 points 35

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
100.3 points below standard Declined Significantly -32.8 points 196	3.1 points below standard Increased ++14.3 points 118	48.2 points below standard Increased ++3.8 points 157

#### Conclusions based on this data:

1. North School is 53.9 points below standard with a -7.4 decline
2. Students with disabilities is in the Red and is the lowest scoring category
3. Hispanic students are in the Orange with 55.4 points below standard with a -8 decline



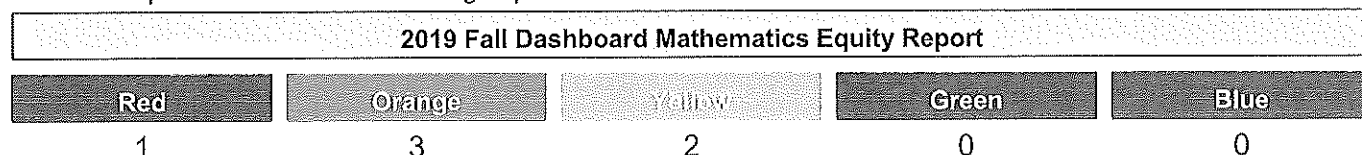
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
<b>All Students</b>		<b>English Learners</b>		<b>Foster Youth</b>	
					
Orange		Orange		No Performance Color	
75.4 points below standard		85.3 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Declined -5.1 points		Declined -9.2 points		2	
498		313			
<b>Homeless</b>		<b>Socioeconomically Disadvantaged</b>		<b>Students with Disabilities</b>	
					
Yellow		Orange		Red	
76.7 points below standard		77.3 points below standard		130.7 points below standard	
Increased ++10.7 points		Declined -4.6 points		Declined Significantly -17.4 points	
56		446		62	

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 75.1 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 80 points below standard Maintained -1.1 points 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.7 points below standard Declined -8.3 points 403	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 45.3 points below standard Increased Significantly ++28.7 points 35

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
121.4 points below standard Declined Significantly -35.5 points 195	25.6 points below standard Increased Significantly ++17.5 points 118	66 points below standard Increased ++12 points 156

#### Conclusions based on this data:

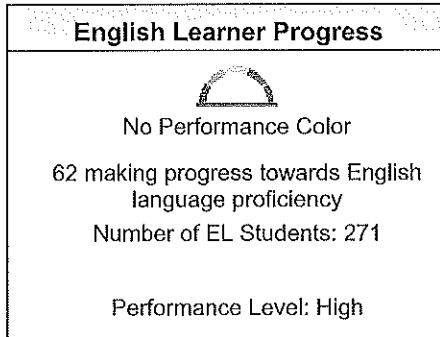
1. North school is 75.4 points below standard with a -5.1 decline in overall Math
2. Students with Disabilities are Red with 130.7 points below standard and a -17.4 decline
3. English Language Learners are 85.3 points below standard with a -9.2 decline

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	24.3	7.0	54.9

#### Conclusions based on this data:

1. North School has 271 English Language Learners
2. 62 students are making progress toward language proficiency
3. 37 EL students decreased on ELPI level

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not Applicable

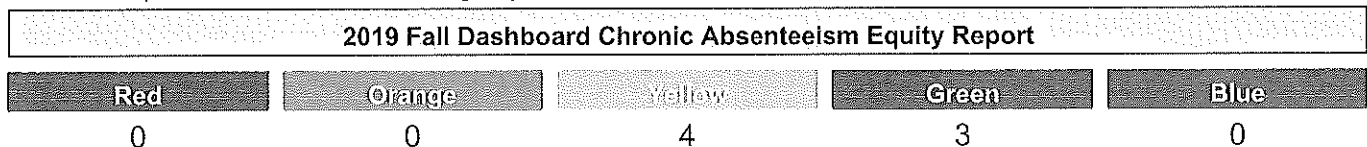
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 10.1 Declined Significantly -4.1 802	<b>English Learners</b>  Green 8.3 Declined Significantly -3.4 399	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  Yellow 12 Declined -10 83	<b>Socioeconomically Disadvantaged</b>  Yellow 10.3 Declined Significantly -4.5 725	<b>Students with Disabilities</b>  Yellow 14.3 Declined -8.6 105

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20.7 Declined -1 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 7.8 Declined -1.2 51	 No Performance Color 5.6 Maintained +0.3 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.6 Declined Significantly -4.8 615	 No Performance Color 23.1 Increased +4.9 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Yellow 17.6 Declined -1.3 68

#### Conclusions based on this data:

1. North School is Yellow for Chronic Absenteeism with a -4.1 decline
2. English Language Learners are Green with a -3.4 decline
3. Students with Disabilities are Yellow with a -8.6 decline

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. Not Applicable



# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	0	1	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
 Red 11.5 Increased Significantly +3.6 828	 Red 10.8 Increased Significantly +4.1 406	 No Performance Color Less than 11 Students - Data Not 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 14.1 Increased +3.2 92	 Red 11.6 Increased Significantly +3.7 748	 Red 11.9 Increased +3.6 109

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.3 Increased +19.3 32	 No Performance Color Less than 11 Students - Data 2	 Yellow 5.8 Declined -0.6 52	 No Performance Color 10 Increased +10 20
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.4 Increased Significantly +3.9 631	 No Performance Color 15.4 Declined -1.3 13	 No Performance Color Less than 11 Students - Data 8	 Red 8.6 Increased +0.5 70

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.9	11.5

#### Conclusions based on this data:

1. North School is Red in Suspensions with a 3.6 increase
2. English Language Learners are Red with a 4.1 increase
3. Students with Disabilities are Red with a 3.6 increase

# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

North School is in ATSI for students with disabilities  
Professional development for teachers and support staff  
Teacher substitute release time to plan  
Additional materials to support instruction  
Increase proficiency in ELA  
Increase proficiency in Math  
Focus on EL Students  
Focus on Special Education Students  
Focus on interventions to support student learning  
Timesheet for Teacher's and Paraeducators for PLC, Collaboration, Intervention  
Technology

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Assessments	Teachers are completing district Benchmark assessments in a timely manner in order to establish a baseline.	Use ERW to analyze benchmark assessment data and have teacher release time for PLC work in identifying student interventions.
Fastbridge	Decrease in overall scores in 7 and 8 grade	Use ERW time to allow PLC grade level planning and data review to identify students needs and interventions.
Iread Reports	K-2 iRead due to the pandemic has been assigned as asynchronous work.	iRead data will help monitor student growth in reading
ELPAC	Due to Covid-19 no scores	Increase our reclassification level by 1% upon testing

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in K-5 and English Language Students and Special Education Students will receive intervention during the school day. K-3 students will receive intervention by teacher and para in a small group.

Students in 6th - 8th grade will receive intervention by para as a pull out and push in model.

### Strategy/Activity

Teachers in K-8 will participate in professional development training in the following manner:  
Teacher Substitute release time to plan, intervention, essential standards, PLC, and AVID strategies

English Language Development (ELD) instruction - For K-2 grade levels from San Joaquin County Office of Education

Professional Learning Community (PLC) - Allow teachers to collaborate during ERW time.

When pandemic ends send teachers to conferences

Next Generation Science Standards - Teacher leaders

STEM - District Teachers on special assignments (TOSA) and STEM lead teachers

AVID - Continue sending teachers to AVID summer institute and AVID pathway while leading ERM in AVID Professional Development

Teacher will also have time to collaborate and plan their lessons

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27235	LCFF
201187	Title I
101633	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

North School implemented all of the above strategies except for sending teachers to PLC and CAFE due to COVID-19 pandemic which resulted in school closure.

The programs that were implemented were done during ERW time and sub-release time during the 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.

North school did not have any major differences between implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

North School will continue to send teachers to PD such as PLC and CAFE and AVID upon the pandemic ending.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

ATSI for Students with Disabilities  
English Language Learners  
Chronic Absenteeism  
Counseling Services  
Additional materials for Science, NGSS, and STEM instruction  
Increase Parent Involvement

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ADA monthly reports Aeries: attendance rates calculated	Many students do not clear their absences	To decrease chronic absenteeism by 1%
Counseling logs	currently seeing 8 to 10 students once a week	12-16 three times a week
Parent Involvement	Parent Club	Increase parent participation by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Chronic Absenteeism Subgroups:  
Students with Disabilities  
English Language Learners

## Strategy/Activity

Second Step lessons implementation K-8.  
 Award Assemblies and incentives for positive behavior/ attendance.  
 Enforce the district wide handbook for chronic absenteeism, tardies, and discipline  
 Conflict Management by Administration team to help prevent disciplinary issues  
 Continue Counseling (Mental Health Services)  
 Parent Café and 2nd Cup of Coffee  
 Increase Parent Involvement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF
26080	Title I
21800	LCFF - Supplemental

## Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic our Chronic absenteeism and suspension rates have improved since their are no students present causing discipline issues and the rules for students being present during distance learning have made our attendance be in good standing. Upon returning to in-person learning we will continue to work on attendance and suspension rates.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No difference in implementation and budget expenditure.

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 remain the same when North school returns to in-person learning we will continue to gather data on improving our chronic absenteeism and Suspension rates.  
 Continue to grow parent involvement by inviting more families to parent cafe



# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 3

North School will implement AVID School-wide strategies to increase student achievement in ELA and Mathematics for students with disabilities and English Language Learners to help students close the achievement gap.

## Identified Need

ATSI for Students with Disabilities  
English Language Learners  
Increase Scores for EL and SN in ELA, Math, and Science  
Implement AVID school-wide from Kinder to 8th grade  
STEM implementation

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID ERW for Teachers	Hold AVID ERW's at North to increase teacher professional development in AVID and WICOR strategies	Teacher's will become more familiar with AVID to implement in their classroom. We are implementing our second year goal of a college and career driven culture.
AVID Summer Institute	AVID elective teachers attend summer institute virtually due to the pandemic.	Teachers will have training needed to implement AVID in their classroom.
AVID Pathway	Continued training in AVID for all teachers to continue path to AVID implementation and accreditation.	Teachers will have training needed to implement AVID in their classroom.
Middle School AVID elective	This year we implemented 6th and 7th grade AVID elective	North School will have 6th, 7th, and 8th grade AVID electives in middle 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)

## Students with Special Needs and English Language Learners

### Strategy/Activity

All students will benefit from the implementation of AVID especially students with special needs and English language learners.

Teachers require substitute release time to collaborate and plan AVID strategies during PLC time.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26235

Source(s)

District Funded

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

North school has implemented year 1 and 2 goals in AVID with student Organization and having a college and career culture. All students will use their agenda to organize their school day. Teacher and students will have a college and career driven culture by wearing college gear on Thursdays and having college materials in their classroom.

Year 3 AVID goal will be taking organization and a college and career culture will show growth in the CCI rubric.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal we will sustain AVID year 1 and 2 goal in organization and college and career school-wide culture. We will expand our AVID elective to 8th grade next year having AVID elective in all our middle school grade levels.

# 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

--

## Goal 4

--

## Identified Need

--

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# 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

--

## Goal 5

--

## Identified Need

--

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$404,770.00

## 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	\$227,267.00

Subtotal of additional federal funds included for this school: \$227,267.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$26,235.00
LCFF	\$27,835.00
LCFF - Supplemental	\$123,433.00

Subtotal of state or local funds included for this school: \$177,503.00

Total of federal, state, and/or local funds for this school: \$404,770.00

# 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
Jose Jimenez	Principal
Victoria Klug	Classroom Teacher
Natalie Meiron	Classroom Teacher
Susana Ruiz	Other School Staff
Connie Armellino	Classroom Teacher
Claudia Franco	Parent or Community Member
Maria Espinoza	Parent or Community Member
Perla Lagunas	Parent or Community Member
Ana Chavez	Parent or Community Member
Micaela Gutierrez	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.

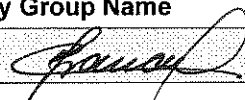
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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



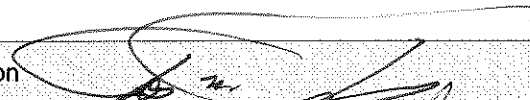
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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.

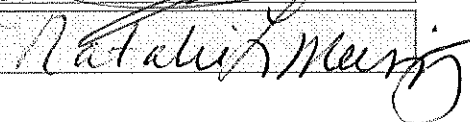
This SPSA was adopted by the SSC at a public meeting on . 5-6-2021

Attested:

Principal, Jose Jimenez on



SSC Chairperson, Natalie Meiron on





# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gladys Poet-Christian School	39-75499-6108997	May 13, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Non-Title I School

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 stakeholders involved in the development of this plan included the School Site Council, Site Staff, and PTSA. In addition, the leadership team provided input and feedback on the plan development based upon the needs and interests expressed by the stakeholders they represents. The SSC and ELAC typically meet 6 times during the year from September through May. Staff Meetings take place 1-2 times per month to discuss testing data, student achievement, curriculum, instruction, and professional development. The PTSA typically meets monthly during the school year. The PTSA President and board meet with the site principal during the summer to discuss activities, programs, and events to support the school plan and goals.



# 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).

### Stakeholder LCAP Survey Results:

#### Climate: Parents (agree & strongly agree)

85.07% This school motivates students to learn

86.63% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

82.38% The buildings and grounds at this school are clean

85.71% This school communicates the importance of respecting all cultural beliefs and practices.

95.05% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

78.16% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

91.91% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

96.34% The school staff responds to me in a timely manner

93.12% The school office staff is friendly and professional

88.25% Total

#### Climate: Students (agree & strongly agree)

85.39% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

87.56% This school communicates the importance of respecting all cultural beliefs and practices.

83.41% My teachers recognize the work I am doing

75.00% This school motivates students to learn.

63.26% The buildings and grounds at this school are clean

81.57% I feel comfortable working with classmates and participating in class.

69.91% This school has a climate that fosters a feeling of safety, security, and support at school.

78.05% Total

#### Climate: Staff (agree & strongly agree)

88.89% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

85.71% Members of the school/department collaborate to achieve our school goals

88.57% The buildings and grounds at this school are clean.

85.29% This school/department communicates the importance of respecting all cultural beliefs and practices.

97.14% I am treated with respect by my colleagues at work

82.35% Staff members at this school are recognized appropriately for their efforts and accomplishments

58.82% Our district ensures effective communication across the organization

83.95% Total

#### Safety: Parents (agree & strongly agree)

82.38% The buildings and grounds at this school are well maintained

81.98% My child is safe on school grounds before school

85.14% My child is safe on school grounds during the day

86.13% My child is safe on school grounds in the classroom

76.02% My child is safe on school grounds after school

91.53% The rules of this school are clearly communicated to parents

83.97% Total

#### Safety: Students (agree & strongly agree)

83.41% The buildings and grounds at this school are well maintained

94.47% I feel safe at this school

81.11% I feel safe from gang activity and gang violence at school

92.17% I know the school rules

87.79% Total



Safety: Staff (agree & strongly agree)

97.14% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.

94.12% My workplace is safe

88.57% The buildings and grounds at this school are well maintained.

93.27% Total

The survey results are up from the previous year. We had a far higher number of parents participate in the survey this year - close to 200 vs. 5 from the previous year. Some results/questions stand out: Students felt that the grounds are not well kept (63.26%) despite not being on campus for the 2020-21 school year until after this survey. One other question by students stood out: This school has a climate that fosters a feeling of safety, security, and support at school (69.91%). This question needs to be explored further to understand. Both the climate survey and safety survey by students were higher than in previous years. The lowest rated question on the survey was under climate by staff - Our district ensures effective communication across the organization - which had just a 58.82% positive rating.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Instructional Tours are conducted on a weekly basis. Tours were made by logging into TEAMS meetings, visiting classrooms, and by visiting classes during hybrid instruction. The District Target goal is to do instructional rounds on 30% of classrooms weekly/monthly. Feedback to teachers is provided through the Relationships, Rigor, and Relevance Rubrics with a focus on Higher Level Questioning and Student Engagement. Data indicates that teachers are not able to provide as high a level of students engagement due to Distance Learning. Being able to have students dialogue as a class and in small groups was a major challenge this year. Breakout Rooms in TEAMS started in January and helped with student engagement in terms of small group collaboration and discussions. Student engagement in general was one of the toughest challenges for teachers when teaching during Distance Learning and with a Hybrid schedule.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The staff development plan for 2019-20 and 2020-21 was focused on Reading Comprehension and Writing and will continue in 2021-22. The plan was developed based on the SBAC scores and district assessment data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from end of Unit Assessments and from formative assessments were used by teams to evaluate the effectiveness of lessons and to drive planning. Grade level teams met weekly during this year to review data, instructional plans and activities, and units of study.

## Staffing and Professional Development



#### Status of meeting requirements for highly qualified staff (ESEA)

There are currently 25 highly qualified credentialed teachers with 3 teachers teaching outside their full credentialed area. One teacher is teaching a STEM class with an emphasis on Math with a Math supplemental authorization and two middle school teachers are teaching a multiage class (one period) with qualification under supplemental credentialing.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 25 teachers at Poet and 100% of the Poet staff is fully credentialed. All teachers are provided SBE-adopted instructional materials in their core subject areas. Staff Development and Training is provided to all staff at the district level 4 times during the school year, at one full-day training session and one voluntary full-day training session. Site staff development takes place monthly at site meetings.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development activities took place in many areas and was provided by the district, county, and site. TUSD had a focus on building Relationships and provided formal training at the beginning of the school year and at districtwide grade level meetings twice this year. STEM Lesson Planning and Training took place for K-5 teachers for implementation of TUSD's STEM Unit and Grant. Training was provided for grade level teams and for the K-5 staff at Site Staff Development Meetings on Wednesdays.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff Development related to Relationships was provided by a District contracted Staff Development Coach who worked directly with site admin and staff during the school year. The first half of the school year was dedicated to learning technology, the TEAMS platform, and how to teach in a Distance Learning environment. Nearly all site based PD was focused on technology and using the TEAMS platform to deliver effective instruction. STEM TOSAs met with grade levels teams during the year to provide support for STEM implementation. District and Site PD was also dedicated to understanding the need to build positive/strong relationships with students during DL.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams in Kindergarten through 8th grade met weekly/bi-weekly to discuss activities and programs to use with the TEAMS platform, to review data and to discuss instructional strategies, and to plan the district's units of study.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards has been met. SEE SARC for information about adopted materials.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students in Grades K-8 were provided the required instructional minutes as outlined for Distance and Hybrid Learning. Synchronous instruction and asynchronous work were provided to ensure students received required number of instructional minutes in ELA and Math.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district implemented units of study with identified priority and supporting standards. Pacing Guides are provided and utilized at each of the grade levels in Language Arts and Math. New STEM Units were implemented during the 2019-20 school year with integration of Language Arts and Math with revisions for the 2020-21 school year and for Distance Learning. Intervention was provided for students during the afternoon hours in small groups and one-on-one sessions. Intervention was also provided to EL students with the support of an EL para under the guidance of teachers.



Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention and ELD services were provided to students during the afternoon portion of the instructional day in small groups and one-on-one sessions.

Evidence-based educational practices to raise student achievement

The school is focusing on the following programs aimed at increasing student achievement: AVID; Rigor, Relevance, and Relationships through ICLE, PLC Collaboration Practices, and RCD Units of Instruction and Assessment.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TUSD/Site Parent Liaisons provide community resources for eye glasses, counseling, housing, dental, homeless services, and health services. Counseling services are provided by a district contracted agency one day per week to support struggling and at-risk students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Virtual Back to School Night, Virtual and In-Person Parent Conferences, Virtual PTSA Meetings, and Virtual Site Council Meetings.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Support Services are provided to designated EL students through the use of EL Funding.

Fiscal support (EPC)

Supplemental funding is provided for Targeted At-Risk, Foster Youth and Targeted English Learners.

# 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 following are Committee Meetings and Leadership Team Meetings related to the SPSA Plan and Budget:  
Poet Site Council - 2/4/21, 3/4/21, 4/22/21, and 5/13/21  
Site Leadership Team - 9/15/20, 12/10/20, 2/2/21, 3/2/21, 5/11/21  
Poet Voluntary Buy Back Day PD Opportunities - 7/27/20-7/31/20, 1/25/21

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Needs as identified by the Data Analysis needs Assessments:  
EL Student Support  
At-Risk Student Support  
ELPAC Testing Support  
AVID Support  
Although 43% of students qualify as Title I students, there is no Title 1 funding provided. The school is not a Title I school.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.38%	0.57%		2	3
African American	3.42%	3.07%	3.58%	18	16	19
Asian	8.75%	9.6%	10.38%	46	50	55
Filipino	3.99%	4.41%	5.28%	21	23	28
Hispanic/Latino	43.35%	43.57%	42.83%	228	227	227
Pacific Islander	0.95%	1.15%	0.94%	5	6	5
White	35.74%	33.78%	32.83%	188	176	174
Multiple/No Response	%	%	3.58%			0
Total Enrollment				526	521	530

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	42	49	39
Grade 1	55	41	49
Grade 2	56	58	52
Grade3	52	59	62
Grade 4	49	56	64
Grade 5	63	50	63
Grade 6	71	68	57
Grade 7	67	73	68
Grade 8	71	67	76
Total Enrollment	526	521	530

### Conclusions based on this data:

- Poet's largest subgroup is the Hispanic student population which is increasing on an annual basis. The second largest subgroup is the White student subgroup which is decreasing on an annual basis. The Asian subgroup at 10.38% is growing about 1% per year. The other subgroups represent less than 10% of the population (each):Filipino, African American, and Pacific Islander.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	94	94	96	17.9%	18.0%	18.1%
Fluent English Proficient (FEP)	37	53	58	7.0%	10.2%	10.9%
Reclassified Fluent English Proficient (RFEP)	7	17	14	7.2%	18.1%	14.9%

### Conclusions based on this data:

1. The English Learner population has remained at approximately 17-18% of the total school population for the past several years.
2. The number of reclassified students has fluctuated from year to year between 7-18%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	54	58	52	54	57	52	54	57	100	100	98.3
Grade 4	63	52	62	62	51	61	62	51	61	98.4	98.1	98.4
Grade 5	67	64	56	67	64	52	67	64	52	100	100	92.9
Grade 6	68	72	66	67	71	66	67	71	66	98.5	98.6	100
Grade 7	70	72	75	70	71	74	70	71	74	100	98.6	98.7
Grade 8	69	72	68	68	72	66	68	72	66	98.6	100	97.1
All Grades	389	386	385	386	383	376	386	383	376	99.2	99.2	97.7

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2448.	2424.	23.08	27.78	24.56	34.62	35.19	17.54	15.38	27.78	31.58	26.92	9.26	26.32
Grade 4	2454.	2467.	2483.	24.19	25.49	27.87	24.19	33.33	32.79	16.13	11.76	18.03	35.48	29.41	21.31
Grade 5	2491.	2486.	2498.	14.93	14.06	13.46	26.87	34.38	32.69	29.85	26.56	34.62	28.36	25.00	19.23
Grade 6	2502.	2531.	2533.	2.99	12.68	13.64	34.33	46.48	42.42	34.33	16.90	24.24	28.36	23.94	19.70
Grade 7	2553.	2522.	2572.	20.00	4.23	12.16	32.86	32.39	51.35	24.29	33.80	24.32	22.86	29.58	12.16
Grade 8	2549.	2560.	2539.	8.82	12.50	9.09	35.29	33.33	27.27	27.94	33.33	31.82	27.94	20.83	31.82
All Grades	N/A	N/A	N/A	15.28	15.14	16.49	31.35	36.03	34.84	25.13	25.59	27.13	28.24	23.24	21.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	35.19	29.82	44.23	51.85	47.37	30.77	12.96	22.81
Grade 4	22.58	25.49	24.59	46.77	50.98	50.82	30.65	23.53	24.59
Grade 5	22.39	17.19	19.23	49.25	60.94	53.85	28.36	21.88	26.92
Grade 6	13.43	28.17	24.24	53.73	46.48	48.48	32.84	25.35	27.27
Grade 7	31.43	23.94	25.68	34.29	38.03	55.41	34.29	38.03	18.92
Grade 8	16.18	27.78	13.64	54.41	33.33	43.94	29.41	38.89	42.42
All Grades	21.76	26.11	22.87	47.15	46.21	50.00	31.09	27.68	27.13



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.31	24.07	15.79	55.77	57.41	57.89	26.92	18.52	26.32
Grade 4	20.97	21.57	19.67	48.39	54.90	67.21	30.65	23.53	13.11
Grade 5	20.90	29.69	19.23	49.25	46.88	67.31	29.85	23.44	13.46
Grade 6	7.46	25.35	16.67	58.21	52.11	60.61	34.33	22.54	22.73
Grade 7	30.43	15.49	33.78	42.03	53.52	58.11	27.54	30.99	8.11
Grade 8	22.06	25.00	22.73	47.06	56.94	59.09	30.88	18.06	18.18
All Grades	20.00	23.50	21.81	49.87	53.52	61.44	30.13	22.98	16.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.46	18.52	10.53	71.15	75.93	73.68	15.38	5.56	15.79
Grade 4	12.90	15.69	24.59	61.29	58.82	63.93	25.81	25.49	11.48
Grade 5	10.45	4.69	13.46	70.15	75.00	63.46	19.40	20.31	23.08
Grade 6	4.48	11.27	10.61	76.12	76.06	77.27	19.40	12.68	12.12
Grade 7	17.14	11.27	9.46	68.57	61.97	78.38	14.29	26.76	12.16
Grade 8	8.82	16.67	7.58	66.18	61.11	59.09	25.00	22.22	33.33
All Grades	11.14	12.79	12.50	68.91	68.15	69.68	19.95	19.06	17.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.31	33.33	21.05	65.38	57.41	49.12	17.31	9.26	29.82
Grade 4	20.97	27.45	19.67	56.45	47.06	54.10	22.58	25.49	26.23
Grade 5	26.87	21.88	19.23	50.75	45.31	51.92	22.39	32.81	28.85
Grade 6	10.45	26.76	25.76	64.18	53.52	56.06	25.37	19.72	18.18
Grade 7	30.00	16.90	25.68	45.71	53.52	59.46	24.29	29.58	14.86
Grade 8	22.06	27.78	16.67	47.06	55.56	46.97	30.88	16.67	36.36
All Grades	21.50	25.33	21.54	54.40	52.22	53.19	24.09	22.45	25.27

#### Conclusions based on this data:

1. There had been a steady increase in scores in ELA over the course of the SBAC test but students did not test during the 2019-20 school year.
2. A deeper analysis of the data from 17-18 and 18-19 revealed a high correlation among performance on the Writing portion of the SBAC and performance on Reading and Math overall. With students who did not pass the writing portion, there was nearly a 100% correlation with students who did not pass Reading or Math. Conversely, if students passed Math and Reading, the results were mixed: some passed Writing and some did not. This suggests that passing Writing (i.e. having the skills to communicate in writing) has a direct impact on whether students pass Reading and Math. Students did not test during the 2019-20 school year so there are no further data to compare.

3. Students have not tested for two years. With an interruption in regular instruction and a switch to Distance Learning, there are anticipated drops in scores for ELA in all subgroups.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	54	58	52	53	58	52	53	58	100	98.1	100
Grade 4	62	52	63	62	50	62	62	50	62	100	96.2	98.4
Grade 5	67	64	56	67	64	52	67	64	52	100	100	92.9
Grade 6	68	72	66	68	71	66	68	71	66	100	98.6	100
Grade 7	70	72	75	70	71	74	70	71	74	100	98.6	98.7
Grade 8	69	72	68	68	72	66	68	72	66	98.6	100	97.1
All Grades	388	386	386	387	381	378	387	381	378	99.7	98.7	97.9

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2420.	2458.	2407.	3.85	30.19	8.62	48.08	35.85	36.21	21.15	24.53	15.52	26.92	9.43	39.66
Grade 4	2448.	2465.	2488.	6.45	10.00	20.97	25.81	30.00	27.42	40.32	34.00	37.10	27.42	26.00	14.52
Grade 5	2485.	2476.	2490.	10.45	7.81	9.62	22.39	20.31	25.00	32.84	32.81	32.69	34.33	39.06	32.69
Grade 6	2507.	2553.	2531.	7.35	25.35	21.21	16.18	32.39	24.24	52.94	25.35	28.79	23.53	16.90	25.76
Grade 7	2549.	2514.	2565.	15.71	7.04	21.62	27.14	18.31	25.68	30.00	40.85	39.19	27.14	33.80	13.51
Grade 8	2554.	2557.	2541.	14.71	16.67	13.64	26.47	18.06	22.73	29.41	36.11	30.30	29.41	29.17	33.33
All Grades	N/A	N/A	N/A	10.08	16.01	16.40	26.87	25.20	26.72	34.88	32.55	30.95	28.17	26.25	25.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.69	41.51	22.41	34.62	33.96	34.48	32.69	24.53	43.10
Grade 4	14.52	18.00	35.48	38.71	46.00	38.71	46.77	36.00	25.81
Grade 5	14.93	14.06	15.38	40.30	32.81	44.23	44.78	53.13	40.38
Grade 6	13.24	36.62	31.82	48.53	39.44	31.82	38.24	23.94	36.36
Grade 7	27.14	14.08	32.88	35.71	40.85	43.84	37.14	45.07	23.29
Grade 8	26.47	30.99	22.73	39.71	36.62	33.33	33.82	32.39	43.94
All Grades	21.19	25.79	27.32	39.79	38.16	37.67	39.02	36.05	35.01



<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.31	37.74	20.69	53.85	49.06	46.55	28.85	13.21	32.76
Grade 4	9.68	16.00	27.42	58.06	54.00	46.77	32.26	30.00	25.81
Grade 5	14.93	9.38	9.62	46.27	46.88	59.62	38.81	43.75	30.77
Grade 6	2.94	21.13	19.70	60.29	60.56	50.00	36.76	18.31	30.30
Grade 7	22.86	11.27	22.97	45.71	52.11	54.05	31.43	36.62	22.97
Grade 8	19.12	16.67	15.15	45.59	55.56	42.42	35.29	27.78	42.42
All Grades	14.47	18.11	19.58	51.42	53.28	49.74	34.11	28.61	30.69

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.15	41.51	15.52	53.85	52.83	48.28	25.00	5.66	36.21
Grade 4	17.74	24.00	25.81	43.55	44.00	48.39	38.71	32.00	25.81
Grade 5	14.93	10.94	7.69	52.24	48.44	50.00	32.84	40.63	42.31
Grade 6	8.82	25.35	27.27	52.94	47.89	40.91	38.24	26.76	31.82
Grade 7	18.57	12.68	17.81	65.71	54.93	67.12	15.71	32.39	15.07
Grade 8	16.18	12.68	15.15	55.88	60.56	60.61	27.94	26.76	24.24
All Grades	16.02	20.26	18.57	54.26	51.84	53.05	29.72	27.89	28.38

**Conclusions based on this data:**

1. There had been a steady increase in the number of students Exceeding or performing At Standard in Math over the course of the SBAC Test but students did not test in 2019-20..
2. As stated in the analysis of ELA, there is a high correlation with students' ability to communicate in writing with performance in Math. The Math test has a great deal of reading (i.e. students need to be able to read and comprehend) and writing where students need to be able to communicate their reasoning in words. Thus, Reading and Writing play a key role in the performance on the Math sections of the SBAC test. Students did not test during the 2019-20 year and not further comparison of data is not available.
3. Students have not tested for two years. With an interruption in regular instruction and a switch to Distance Learning, there are anticipated drops in scores for Math in all subgroups.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1431.0	1407.0	1428.3	1414.5	1437.8	1389.6	12	11
Grade 1	1505.5	1456.3	1464.2	1454.5	1546.1	1457.8	11	13
Grade 2	1520.1	1519.8	1527.4	1529.6	1512.4	1509.7	14	12
Grade 3	*	1518.8	*	1525.8	*	1511.5	*	11
Grade 4	*	*	*	*	*	*	*	10
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	9
Grade 7	1525.2	*	1529.0	*	1520.7	*	13	4
Grade 8	*	1554.5	*	1570.8	*	1537.8	*	12
All Grades							86	90

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00		36.36	*	54.55		9.09	12	11
1	*	15.38	*	23.08	*	53.85		7.69	11	13
2	78.57	41.67	*	41.67	*	16.67		0.00	14	12
3	*	36.36	*	36.36	*	18.18	*	9.09	*	11
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	13	*
8	*	16.67	*	58.33		16.67		8.33	*	12
All Grades	39.53	27.78	31.40	38.89	20.93	27.78	*	5.56	86	90

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	45.45	*	45.45	*	9.09	12	11
1	*	7.69	*	38.46	*	38.46		15.38	11	13
2	78.57	66.67	*	16.67		16.67		0.00	14	12
3	*	45.45		45.45	*	0.00	*	9.09	*	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*	*	*	*	*
6	*	*	*	*		*		*	*	*
7	*	*	*	*	*	*		*	13	*
8	*	58.33	*	33.33		8.33		0.00	*	12
All Grades	50.00	44.44	34.88	32.22	*	17.78	*	5.56	86	90

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	27.27	*	45.45		18.18	12	11
1	*	15.38	*	0.00		61.54	*	23.08	11	13
2	*	33.33	*	16.67	*	50.00	*	0.00	14	12
3	*	18.18	*	36.36	*	36.36	*	9.09	*	11
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*
7	*	*	*	*	*	*	*	*	13	*
8	*	0.00	*	25.00	*	58.33		16.67	*	12
All Grades	30.23	12.22	26.74	23.33	25.58	52.22	17.44	12.22	86	90

Listening Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.09	*	81.82		9.09	12	11
1	*	23.08	*	76.92		0.00	11	13
2	92.86	66.67	*	33.33		0.00	14	12
3	*	18.18	*	72.73	*	9.09	*	11
7	*	*	*	*	*	*	13	*
8	*	8.33	*	83.33		8.33	*	12
All Grades	46.51	24.44	50.00	70.00	*	5.56	86	90

Speaking Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	90.91	*	9.09	12	11
1	*	15.38	*	69.23		15.38	11	13
2	78.57	50.00	*	50.00		0.00	14	12
3	*	72.73	*	18.18	*	9.09	*	11
7	92.31	*	*	*		*	13	*
8	*	83.33		16.67		0.00	*	12
All Grades	65.12	56.67	25.58	37.78	*	5.56	86	90

Reading Domain								
Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	81.82		18.18	12	11
1	*	15.38	*	53.85	*	30.77	11	13
2	*	8.33	*	83.33	*	8.33	14	12
3		18.18	*	45.45	*	36.36	*	11
5	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	13	*
8	*	0.00	*	41.67	*	58.33	*	12
All Grades	29.07	8.89	43.02	60.00	27.91	31.11	86	90



Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	54.55	*	27.27	*	18.18	12	11
1	*	7.69	*	69.23	*	23.08	11	13
2	*	25.00	*	75.00	*	0.00	14	12
3	*	9.09	*	81.82	*	9.09	*	11
4	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	13	*
8	*	0.00	*	100.00		0.00	*	12
All Grades	37.21	16.67	53.49	75.56	*	7.78	86	90

**Conclusions based on this data:**

1. While there is not a great deal of data over time to show significant trends and no data for 2019-20, the area of biggest struggle for our students is Reading and Writing. This is similar to what was seen on the CELDT test.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	40.5	18.0	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	18.0
Foster Youth	1	0.2
Homeless	15	2.9
Socioeconomically Disadvantaged	211	40.5
Students with Disabilities	37	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.1
American Indian	2	0.4
Asian	50	9.6
Filipino	23	4.4
Hispanic	227	43.6
Two or More Races	21	4.0
Pacific Islander	6	1.2
White	176	33.8

### Conclusions based on this data:

1. There has been a steady increase in the percentage of students who qualify as Socioeconomically Disadvantaged. The percentage is at over 40% of the school population.
2. There is no Title I Funding support for Title I students despite the large number of students who qualify. Poet is below the district average and does not qualify as a Title I school.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

##### Mathematics



Green

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Red

#### Conclusions based on this data:

1. SBAC Data is based on the 2018-19 school year - the last year students took the SBAC test. There had been steady gains in both ELA and Math as measured by the SBAC.
2. The data in the Fall Dashboard is based on Fall 2019. Chronic Absenteeism is still an issue. There was a slight increase again in the number of students with chronic absenteeism over the previous year which is reflected in the graph.
3. The data in the Fall Dashboard is based on the Fall of 2019. The suspension rate had increased somewhat significantly from the previous year from 17-18 to 18-19. There were a higher number of behaviors and incidents at the Middle School level which has not been the general trend over the last several years. Due to Distance Learning and the pandemic, there is a critical need for support (pro-active intervention and counseling) for students in general and especially with the middle school population.



# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

0

Orange

1

Yellow

2

Green

1

Blue

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



Green

0.6 points above standard

Increased ++5.8 points

357

#### English Learners



Yellow

17.5 points below standard

Increased ++13 points

95

#### Foster Youth



No Performance Color

Less than 11 Students - Data Not  
Displayed for Privacy

1

#### Homeless



No Performance Color

Less than 11 Students - Data Not  
Displayed for Privacy

9

#### Socioeconomically Disadvantaged



Orange

13.8 points below standard

Maintained ++1.4 points

155

#### Students with Disabilities











No Performance Color

63 points below standard

Increased  
Significantly  
++59 points  
23

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 66.9 points below standard Declined Significantly -18.5 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 1.1 points above standard Increased ++4.8 points 29	 No Performance Color 39.4 points above standard Declined Significantly -25.4 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 points below standard Increased ++12.4 points 164	 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 5	 Green 15.3 points above standard Increased ++7.4 points 115

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
66.9 points below standard Increased Significantly ++25.1 points 47	30.9 points above standard Increased ++8.6 points 48	7.3 points above standard Increased ++5 points 250

#### Conclusions based on this data:

- Overall Poet is in Green Category for English Language Arts based on data from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- The four groups are either in Orange (Socioeconomically Disadvantaged), Yellow (Hispanic and English Learners) or Green (White). There were no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.



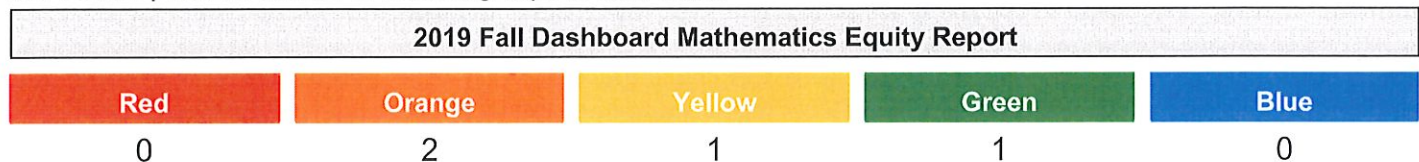
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 18.4 points below standard Increased ++3 points 357	<b>English Learners</b>  Yellow 39.5 points below standard Increased ++12.2 points 95	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Socioeconomically Disadvantaged</b>  Orange 36.5 points below standard Declined -9.9 points 155	<b>Students with Disabilities</b>  No Performance Color 89.7 points below standard Increased Significantly ++17.4 points 23

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 82.3 points below standard Increased ++6 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 13.9 points below standard Increased ++9.2 points 29	 No Performance Color 37.3 points above standard Declined Significantly -19 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 34.1 points below standard Maintained ++2.5 points 164	 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 5	 Green 2.8 points above standard Increased ++6.6 points 115

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 Increased Significantly ++16.9 points 47	1.4 points above standard Increased ++13.2 points 48	11 points below standard Maintained ++0.4 points 250

#### Conclusions based on this data:

- Overall Poet is in Green Category for Math. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- Four subgroups are either in Orange (Socioeconomically Disadvantaged and Hispanic), Yellow (English Learners) or Green (White). There were no other subgroups and no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

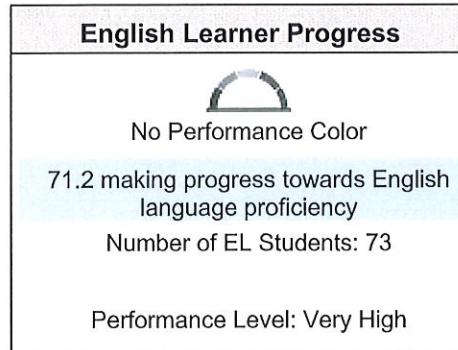


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	9.5	8.2	63.0

#### Conclusions based on this data:

1. The Academic Performance level of our English Learner Progress is "Very High" with 71.2% making progress towards English Language Proficiency. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

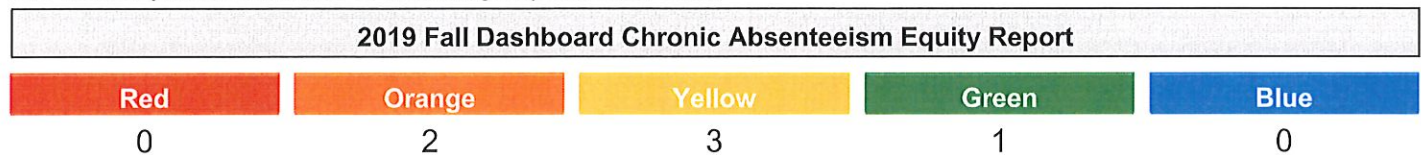
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 7.5 Increased +1.3 559	 Yellow 4.7 Increased +1.9 106	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 26.7 Declined -18.8 15	 Orange 9.2 Increased +2.4 238	 Green 6.7 Declined -1.4 45



### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color 5.3 Declined -10.5 19	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Yellow 3.7 Increased +1.8 54	<b>Filipino</b>  No Performance Color 7.1 Increased +7.1 28
<b>Hispanic</b>  Yellow 8.1 Maintained +0.1 246	<b>Two or More Races</b>  No Performance Color 21.7 Increased +12.2 23	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  Orange 6.6 Increased +1.9 181

#### Conclusions based on this data:

- Overall Chronic Absenteeism increased over the previous year and is in the Orange Category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
- The White, Socioeconomically Disadvantaged Subgroups dropped and were in the Orange. The Hispanic, English Learner, and Asian Subgroups were in the Yellow. The Students with Disabilities group improved and were in the Green. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.









2019 Fall Dashboard Suspension Rate Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
3	3	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		
<b>All Students</b>  Red 6.7 Increased +1.4 571	<b>English Learners</b>  Red 6.5 Increased +3.7 107	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color 0 Maintained 0 15	<b>Socioeconomically Disadvantaged</b>  Red 6.6 Increased +1.9 244	<b>Students with Disabilities</b>  Orange 6.4 Declined -6.8 47



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 17.4 Declined -2.6 23	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Red 7.3 Increased +3.4 55	<b>Filipino</b>  No Performance Color 3.6 Declined -0.8 28
<b>Hispanic</b>  Orange 5.6 Increased +1.1 250	<b>Two or More Races</b>  No Performance Color 4.2 Declined -0.6 24	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  Orange 6 Increased +0.8 183

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

<b>2017</b>	<b>2018</b>	<b>2019</b>
	5.2	6.7

#### Conclusions based on this data:

1. The overall suspension rate increased from 17-18 to 18-19 and was rated in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
2. The Asian, English Learner, and Socioeconomically Disadvantaged subgroups suspension rate increased and were in the Red from 17-18 to 18-19. Numbers of students in some subgroups is very small and a change in 1 student will result in a relatively large percentage increase or decrease. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
3. The White, Hispanic, and Students with Disability Subgroups were in the Orange. This analysis is from the Fall 2019 data. No new data has been provided on 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

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

## Identified Need

Although the Achievement Gap has closed incrementally over time, there are still some subgroups who are not performing at the same rate as other subgroups. The Hispanic, African American, English Learner, Socioeconomically Disadvantaged Subgroups continue to fall below the performance level of White and Asian subgroups.

Reduce the overall suspension rate for all subgroups and students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA Performance Indicator - Fall 2019 (Last year for CAASPP Data)	Hispanic - 7 pts. Below Standard (Yellow). African American - 66 pts. Below Standard (no color indicator - too small of a subgroup). Socioeconomically Disadvantaged - 14 pts. Below Standard (Orange). English Learner - 17 pts. Below Standard (Yellow)	Reduction of Points Below Standard by 5 pts. for each subgroup.
CA Dashboard - Math Performance Indicator - Fall 2019 (Last Year for CAASPP Data)	Hispanic - 34 pts. Below Standard (Yellow). African American - 82 pts. Below Standard (no color indicator - too small of a subgroup). Socioeconomically Disadvantaged - 36 pts. Below Standard (Orange). English Learner - 39 pts. Below Standard (Yellow)	Reduction of Points Below Standard by 10 pts. for each subgroup.
FastBridge ELA / Reading	Baseline Data to be established in Fall 2021	
FastBridge Math	Baseline Data to be established in Fall 2021	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Suspension Rate - Fall 2019 (Last Year for Available Data)	6.7% Suspension Rate	Reduce the rate to 5% or less.

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

AVID Program Funding & Support - Continue implementing AVID from 3rd through 8th grade for 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)
8525	District Funded
2750	LCFF - Supplemental
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

EL Para-Educator for EL Support - provide support in class and outside of class 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)
9550	LCFF - Supplemental

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students, EL Students

#### Strategy/Activity

Level II Intervention and Support for At-Risk Students - provide before and after school small group instruction for At-Risk Students. Convene meetings to identify students and to create plans for improvement. Hold meetings 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)
6145	LCFF - Supplemental

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-Risk Students, Special Education Students, EL Students

#### Strategy/Activity

SST/IEP/504 Parent Meetings - Hold IEP, SST, and 504 Meetings with parents and staff.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF
3000	LCFF - Supplemental

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

#### Strategy/Activity

ELPAC Testing 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)
1000	LCFF - Supplemental

**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**

Purchase Paper, Materials, Classroom Supplies to support instruction. Postage for communication 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)
14722	LCFF
3000	LCFF - Supplemental

**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**

Operational Costs for Copy Machines - Lease agreements, maintenance agreements, ink and toner 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)
9929	LCFF

**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**

Technology - Purchase replacement projectors, projector bulbs, printers, and other support technology.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall math scores as measured by the CAASPP have steadily increased every year (Green). The last year for CAASPP testing took place in Spring 2019. Based on the data from 2019, we are still performing below standard overall by 18.4 pts. despite significant gains. In ELA, overall scores as measured by the CAASPP have also steadily increased every year (Green). As a school we were 0.6 points above standard. During the 2019-20 school year, we continued working with our Rigor, Relevance, and Relationship consultant on Higher Level Questioning and Student Engagement to improve teaching and learning. All staff participated in learning new strategies for increasing student engagement and asking students to think more critically via higher level questioning techniques. During the 2020-21 school year, most of the year was spent in Distance Learning with the last part of the year in a Hybrid A/B Schedule. Early staff development was spent learning the Microsoft TEAMS platform to deliver Distance Learning instruction. Most of the remainder of staff development was geared towards increasing student achievement and engagement using digital programs and activities via MS TEAMS. Due to students learning for most of the year via Distance Learning, we expect some learning loss as measured by the CAASPP and our newly implemented FastBridge Program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A large portion of the budgeted items and activities were geared towards having students on campus for learning. Due to the pandemic, many of the budgeted items were not necessary or greatly reduced. For example, classroom budgets and paper/toner costs were far less than in previous years. Learning and activities were adapted to a Distance Learning format and funding provided some measure of support for the greatly altered learning environment.

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 significant changes will be made to the goals, activities/strategies, outcomes, or metrics. There will be a greater emphasis on identifying struggling students and providing support and services to mitigate the learning loss due to the pandemic and closure of the school for a complete calendar 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

Provide a Safe and Equitable Learning Environment.

## Goal 2

Provide a Safe and Equitable Learning Environment.

## Identified Need

Decrease the number/percentage of suspensions. Increase the number of students and parents participating in school-wide activities, events, and programs to continue building a positive, engaging school community and learning environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Suspension Rate	6.7% (Red)	Less than 5%
Increase the number of parents participating in Open House / Back to School Night	Approximately 70% attendance for BTSN in 19-20. Virtual Open House attendance rate of 36.2% for the Fall of 2020	At least 75% Parent Attendance for 2021-22 Open House in Aug. 2021
Increase the number/percentage of students participating in Dance Performances	Approximately 30% for 5th-8th grade in 2019-20 school year prior to school closure. 0% participating in 2020-21 due to the pandemic.	Increase participation to at least 50%.
Increase the number of parents participating in Middle School Parent Conferences	57% for 2019-20. 52% Virtual Attendance in 2020-21.	Increase by 10%
Parent Safety Approval - LCAP Survey	83.97% in 2020-21	Increase 5%
Student Safety Approval - LCAP Survey	87.79% in 2020-21	Increase 5%
Parent Climate Approval - LCAP Survey	88.25% in 2020-21	Increase 5%
Student Climate Approval - LCAP Survey	78.05% in 2020-21	Increase 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Extra Curricular Activity Support - Subs for Performances

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The main focus of Goal 2 is to build a positive school climate and culture and to increase student and parent participation in school-wide activities. There are several PTSA and School Sponsored activities and events during the course of a typical school year and all are generally well-attended and represented by a range of students and parents. Parents and families are generally very pleased with the school, education, and climate. Parent Approval rating was 88.25% and student approval rating was 78.05%. The suspension rate for the 2018-19 school year rose to 6.7%. This was up from 5.1%. Due to the pandemic, suspension numbers and information cannot be compared. Also due to the pandemic and closure, there were very few activities available for students and parents. It will be critical to work on re-establishing and maintaining a positive, supportive school climate once school is in full session.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the school closure, the budgeted item to support Dance Performances was not used.

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 increase in the suspension rate in the 2018-19 school year was unusually higher than normal. The school will continue to focus on strategies, programs, and activities to work proactively with students to keep them engaged and on track for a positive school experience. There will be a major focus on supporting students, welcoming students back to full session, in-person learning,

and building/fostering a positive and safe school culture. Activities and strategies to support students and families will be a main focus for the 2021-22 school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

## Goal 3

Improve students' ability to read and respond in writing.

## Identified Need

Reading and Writing Scores as measured by the CAASPP and Unit Assessments. Math Scores as measured by the CAASPP. Although this data is from 2019, the need to build Reading and Writing Fluency will be more important than ever. The pandemic and school closure affected the school's ability to build on the work that was done during the 2019-20 school year as attention was shifted to learning a new platform for learning (MS TEAMS) and teaching in a Distance Learning Environment. The need to address needs with Reading and Writing has not changed. The ability to work effectively to address the need was greatly impacted and much work will need to be done in 2021-22 to support students both academically (and socially/emotionally).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA Scores - 2019 CAASPP Data	52% At or Above	Increase 5%
Reading Scores - 2019 CAASPP Data	23% Above; 50% Near; 27% Below	Increase by 5% Above and Near
Writing Scores - 2019 CAASPP Data	21% Above; 61% Near; 18% Below	Increase by 5% Above and Near
Math - Communicating Reasoning - 2019 CAASPP Data	19% Above; 53% Near; 28% Below	Increase by 5% Above and Near

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

AVID Certification, Training, and Implementation in 3rd - 8th Grade. Focus on WICOR - Writing, Inquiry, Collaboration, Organization, and Writing. (Goal 1, Activity 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)

District Funded

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Refine the Writing Rubrics that were developed in 2019-20 for the 3 Genres at all Grade Levels / K-8th. Evaluate the Writing Standard and articulate the writing rubrics.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will refine and build on the use of AVID Strategies for Reading and Writing (WICOR)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal began in 19-20 and was put on hold for the 2020-21 school year due to the pandemic. Because the need to increase student achievement in reading and writing (which affects overall learning), this goal will be carried into the 21-22 school year. No testing data is available as State Testing was cancelled in 2020 due to COVID 19.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no budgeted items for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

### Goal 4

#### Identified Need

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 1

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

##### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school’s goals. Duplicate the table as needed.

## LEA/LCAP Goal

### Goal 5

#### Identified Need

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,821.00

## 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 (\$)
District Funded	\$8,525.00
LCFF	\$33,851.00
LCFF - Supplemental	\$25,445.00

Subtotal of state or local funds included for this school: \$67,821.00

Total of federal, state, and/or local funds for this school: \$67,821.00

# 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
- 4 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
William Maslyar	Principal
Kris Golden	Classroom Teacher
David Adams	Classroom Teacher
Sherry Martinho	Classroom Teacher
Jessica Mayo	Classroom Teacher
Madeline Shab	Parent or Community Member
Leti Melendez	Parent or Community Member
Valerie Norton	Parent or Community Member
Lilia Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

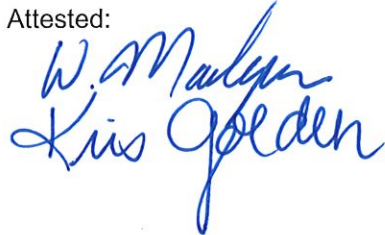
Signature	Committee or Advisory Group Name
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2020.

Attested:



Principal, William Maslyar on May 13, 2021
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SSC Chairperson, Kris Golden on May 13, 2021
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# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019



# School 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
George and Evelyn Stein High School	39-75499-0114140	May 6, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate stakeholder groups. School Site Council, Site Safety Committee, site ELAC team, teachers and other staff worked to develop the plan. The contents of Stein's plan are aligned with goals established by the school. Stein will empower students to identify and pursue their personal, academic, and career goals by providing a rigorous alternative education environment that accommodates a variety of needs. The plan is reviewed often during Professional Learning Communities (PLC) and School Site Council in order to asses student progress towards meeting grade level standards. The implementation of LCAP

provides an opportunity for schools to align their goals and funds, while being held accountable working towards meeting students needs. LCFF provides schools and LEA's the ability to design programs and provide services to meet students needs while preparing them to be 21st Century life long learners.

# 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).

Stein uses the TUSD Stakeholder Survey on school climate to review and analyze as a guide to improve programming and school culture/climate.

### ~TUSD 2021 Stakeholder Survey - School Safety

Students: 94% know the school rules. 92% report they believe buildings and grounds at this school are well maintained and that they feel safe at school. 84% feel safe from gang activity and gang violence at school. Overall, there is an increase in students feeling safe while at school.

Parents: Previously, we did not have any responses in the area from parents. This year 70% of parents feel their child is safe at Stein. 85% state they know the rules. Before and after school safety received the lowest rating at 62%.

Staff: 92% report the buildings and grounds at school are well maintained. 100% feel confident to conduct safety drills to prepare for emergencies and the workplace was safe.

### ~TUSD 2021 Stakeholder Survey - School Climate

Students: 80% Strongly Agree or Agree Stein has a climate that fosters a feeling of safety, security, and support at school. Increase from 87% to 91% of students believe Stein encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and from 87% to 92% believe teachers recognize the work they are doing. 87% feel comfortable working with classmates and participating in class. From 85% to 91% of students believe Stein motivates them to learn. 85% believe school communicates the importance of respecting all cultural beliefs and practices and the buildings and grounds are clean.

Parents: Last year two parents responded to the survey and they only answered two questions each. There was an increase with 23 parents responding to the survey this year. Overall 82% report a positive school climate. On average 83% feel comfortable talking with teachers, Counselor or Principal, if they have a questions, comment or concern about their child and 100% report the school office staff is friendly and professional. 65% believe the buildings and grounds at the school are clean and well maintained. 73% believe the school encourages all students to do challenging work regardless of their gender, race, ethnicity or nationality. 86% of parents believe the school motivates students to learn.

Staff: 100% believe Stein encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality. 90% of the school/department collaborate to achieve our school goals, and the buildings and grounds at Stein are clean. 90% believe the school/department communicates the importance of respecting all cultural beliefs and practices. 90% believe they are treated with respect by colleagues at work. 81% feel the staff members are recognized appropriately for their efforts and accomplishments.

### Summary

The stakeholders, consisting of students, parents and staff, at a rate of 85% believe the climate at Stein is positive, clean and fosters a feeling of safety, security, and support. Whereas, 85% of students and staff feels safe while at school.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. There is a focus on Relationships and learner engagement, using teaching framework provided by the International Center for Leadership in Education. Teachers are encouraged to reflect on their practices, teaching strategies and collaboration with colleagues. The majority of the school year, teachers have taught in a Distance Learning - virtual platform using Microsoft Teams. Teachers are encouraged to collaborate, use and attend the districts professional development trainings and resources.

~Instructional Rounds: Approximately, 30% of time during the week in the classrooms. Observe: learner engagement, relevance & building of relationships with students. Focus on student lead learning where teacher is the facilitator. Summary: Stein has moved from a packet driven program to one where students are engaged in direct instruction, participation and leaders of their own learning. The virtual format has created a unique challenge for teachers and students. Teachers have identified the benefits of implementing some level of virtual learning when students return to the classroom.

~Evaluation Observations: seven teachers with 2 formal evaluations, one teacher with informal evaluation, one teacher with 1 formal and informal evaluation.

~Summary of Findings: Teachers are creative in planning and facilitating lessons where students were engaged and able to discover content through interactive lesson activities.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers, para educators, counselor, administrative staff and School Site Council has analyzed assessment data from SBAC, CAASPP, and begun to look at Renaissance (STAR) ELA/Math. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards nor are we able to use the California Dashboard data due to no current available data. Fastbridge assessment are done at the beginning and end of the school year. Teachers are utilizing assessment tools in Study Sync and Edgenuity. ELPAC assessments and previous State assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

SBAC 2019

- ~Not meeting performance goals: ELA increase of 78.5 points
- ~Not meeting performance goals: Math increase of 29 points in math
- ~Both areas remain in the "below standards" ratings
- ~English Learner's progress 46.9 percent

Summary

Stein has significantly increased scores in ELA and Math and English Learner's is the largest subgroup to gain progress . Stein continues to remain in the area of not meeting performance goals.

Due to testing waived for the 2020 school year, Stein has evaluated the use of Renaissance STAR ELA/Math, Fast Bridge Assessments and ELPAC scores in addition to curriculum-embedded assessments to modify instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

- ~11 fully credential
- ~0 without full credential
- ~1 credentialed counselor
- ~1 Resource (Special Education Specialist)
- ~1 Special Education Para-Educator

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers participate in District Departmental Meetings on a regular basis. Stein's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap. Teachers participate in Professional Learning Communities (PLC) planning cross-curricular lessons and activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

- ~5 District school days dedicated to staff development and continuous improvement
- ~28 Site days dedicated to staff development and continuous improvement
- ~All teachers provide Social Emotional Learning and Academic guidance during Vision period three days a week.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

- ~Teachers who are in the TTIP receive additional support in the classroom on a regular basis by a staff-development specialist. New teachers who qualify for the Induction Program to clear their preliminary credentials are assigned a support provider for the program.
- ~Teachers new to the continuation school program are assigned a mentor teacher/advisor.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- ~Every Wednesday, teachers participate in site professional development, district staff development and teacher collaboration time.
- ~Membership in the California Continuation Education Association (CCEA)
- ~Department PLC
- ~Cross-Curricular Project Based Learning
- ~District participation on NGSS, ELA and Social Science Committees

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- ~All textbooks adopted from the most recent state approved and local governing board approved list.
- ~All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
- ~All students, including English Learners have access to their own textbooks and instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and to take home.
- ~Expository Reading and Writing Course (ERWC) from California State University
- ~Khan Academy for Math
- ~Edgenuity Online Curriculum

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Does Not Apply

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- ~In most classes, the maximum enrollment is 21 students per class
- ~99% of students enrolled in courses required for UC/CSU admission
- ~All students attended courses three times a week with their assigned Advisor

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

- ~All students have access to in class materials
- ~All students have access to textbooks and instructional materials to use at home
- ~All students have online/technology access in classrooms or the computer lab

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

- ~All student enrolled in course(s) meeting college entrance requirements.
- ~Online a-g approved courses
- ~Khan Academy
- ~NGSS
- ~ERWC
- ~Study Sync
- ~Edgenuity online curriculum
- ~Cyber High online curriculum

## Opportunity and Equal Educational Access



Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- ~Advisory period where students develop plan to recover credits and get back on track to graduate
- ~students receive individualized attention to meet their academic and personal needs
- ~credit recovery via direct instruction
- ~credit recovery via online platforms
- ~students are in the class until credits needed for graduation are earned
- ~students are allowed to move ahead
- ~para push-in
- ~tutorial support class
- ~SEL during Advisory
- ~Opportunity for students to meet with outside counselors.

Evidence-based educational practices to raise student achievement

- ~Rigor, Relevance, Relationship Framework
- ~ERWC
- ~AVID Strategies
- ~Cross Curricular Planning and Instruction
- ~Khan Academy
- ~STAR Reading and Math Pretest
- ~English Language Proficiency Assessments for California (ELPAC) for English Language Learners
- ~SDAIE and GLAD strategies
- ~Project Based Learning

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Stein provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:

- ~Serving on School Site Council
- ~Safety Committee
- ~Western Association of Schools and Colleges (WASC) accreditation group
- ~Model Schools committee
- ~fundraisers
- ~volunteer in school events
- ~Alternative Education Parent Workshops with the principal
- ~College and Career Speakers
- ~Weekly Academic Progress Reports
- ~Individualized Education Plan Meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- ~School Site Council
- ~Site and District ELAC
- ~Parent/teacher conferences
- ~Quarterly Meetings with administrator

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- ~Renaissance Learning - Reading and Math
- ~SJCOE STEM Lab Field trips
- ~NEWSELA
- ~Edgenuity MyPath
- ~Refreshments for Alternative Education Parent Workshops

Fiscal support (EPC)

LCFF

## **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**

Stein works together to create a SPSA that is representative of overall goals, instruction and growth. Teachers, administrators, para-educators and members of School Site Council evaluate data, such as SBAC/graduation rates and listen to student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from SBAC scores, the California Dashboard (DASS) discussed in small groups during Professional Learning Communities then reported out where all stakeholders provide insight.

~School Site Council Meetings, ELAC and Alternative Education Parent Workshops held consecutively, every quarter on Wednesdays.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- ~Increase parent engagement
- ~We have a high percentage of long-term English Learners.
- ~A need to analyze and monitor their academic language growth supporting the ability to reclassify as English Proficient.
- ~Additional support, such as AVID strategies and engaging reading support, allowing access to grade level content.
- ~College and Career Readiness planning that is useful for students post-graduation.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.9%	0.93%			1
African American	5%	5.5%	9.35%			10
Asian	2.5%	2.7%	2.8%			3
Filipino	%	5.5%	0.93%			1
Hispanic/Latino	69%	77%	72.9%			78
Pacific Islander	%	%	0.93%			1
White	%	11.8%	9.35%			10
Multiple/No Response	%	1.8%	2.8%			0
Total Enrollment						107

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 11		23	25
Grade 12		87	82
Total Enrollment	121	137	107

### Conclusions based on this data:

1. Hispanic/Latino number of students continues to increase.
2. Number of students attending Stein has increased over a three year period.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			27	27	30	25.2%
Fluent English Proficient (FEP)			21	6		19.6%
Reclassified Fluent English Proficient (RFEP)			0	19		0.0%

### Conclusions based on this data:

1. Number of English Learner students continue to rise over three year period.
2. Percent of reclassified Fluent English Proficient increased over a two year period. Due to COVID-19, testing and reclassification was interrupted.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			54			54			53			100
All Grades			54			54			53			100

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			2473.			1.89			9.43			28.30			60.38
All Grades	N/A	N/A	N/A			1.89			9.43			28.30			60.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			1.89			32.08			66.04
All Grades			1.89			32.08			66.04

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			1.89			22.64			75.47
All Grades			1.89			22.64			75.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			1.89			64.15			33.96
All Grades			1.89			64.15			33.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			1.89			41.51			56.60
All Grades			1.89			41.51			56.60

**Conclusions based on this data:**

- 1. Students are struggling in Demonstrating Understanding of Literary and Non-fictional texts, producing clear and purposeful writing and investigating, analyzing and presenting information.
- 2. Students demonstrated that they have effective communication skills.
- 3. Grade level reading and comprehension is below.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			56			55			55			98.2
All Grades			56			55			55			98.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			2430.			0.00			0.00			5.45			94.55
All Grades	N/A	N/A	N/A			0.00			0.00			5.45			94.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			0.00			0.00			100.0
All Grades			0.00			0.00			100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			0.00			24.07			75.93
All Grades			0.00			24.07			75.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11			0.00			35.19			64.81
All Grades			0.00			35.19			64.81

### Conclusions based on this data:

1. ~two of the areas there have marked improvements.
2. ~high rate of students enrolled were tested.
3. 94% standards not met.





# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11		*		*		*		9
Grade 12		1562.0		1563.0		1560.4		28
All Grades								37

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		14.29		32.14		46.43		7.14		28
All Grades		13.51		37.84		40.54		8.11		37

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		17.86		64.29		17.86		0.00		28
All Grades		18.92		62.16		13.51		5.41		37

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		3.57		17.86		46.43		32.14		28
All Grades		2.70		29.73		43.24		24.32		37

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		3.57		60.71		35.71		28
All Grades		5.41		62.16		32.43		37

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		89.29		10.71		0.00		28
All Grades		81.08		18.92		0.00		37

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		10.71		50.00		39.29		28
All Grades		10.81		54.05		35.14		37

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		0.00		96.43		3.57		28
All Grades		5.41		91.89		2.70		37

**Conclusions based on this data:**

1. Over 60% of our English Learners are close to being able to reclassify.
2. Greater than 30% show improvement - this is an area needing growth.
3. Written language continues to be a major hurdle for our English Learners.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
110	68.2	29.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	29.1
Socioeconomically Disadvantaged	75	68.2
Students with Disabilities	19	17.3






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	5.5
American Indian	1	0.9
Asian	3	2.7
Filipino	6	5.5
Hispanic	79	71.8
Two or More Races	2	1.8
White	13	11.8

### Conclusions based on this data:

1. More than half of the student population is Socioeconomically Disadvantaged.
2. English Learners and Socioeconomically Disadvantaged students makes up 90+% of our population.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Red</div>		

**Conclusions based on this data:**

1. Targeted instruction and planning is needed for all students.
2. Suspension rate is in the red - need alternative to suspension intervention.
3. Stein is in the red for College/Career.

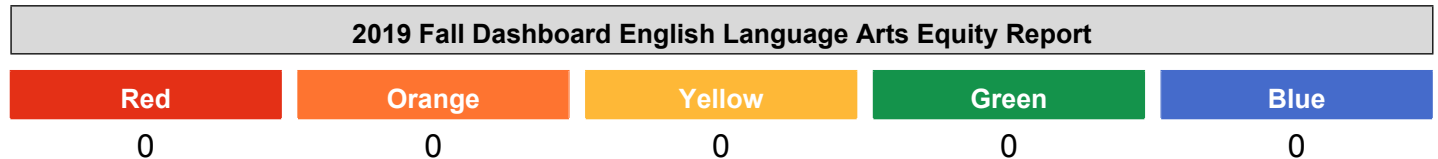
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 112.2 points below standard Increased Significantly ++78.5 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 131.5 points below standard Increased Significantly ++47.3 points 13
		Students with Disabilities		
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		

### 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 112.7 points below standard Increased Significantly ++85.5 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4	0 Students	125.1 points below standard Increased Significantly ++54.1 points 12

#### Conclusions based on this data:

- Overall student growth increased by 78+ points. Not enough students tested in order to register a performance color.
- All sub-groups meeting minimum number of students tested increased.
- Hispanic student population demonstrated the most growth of all subgroups.



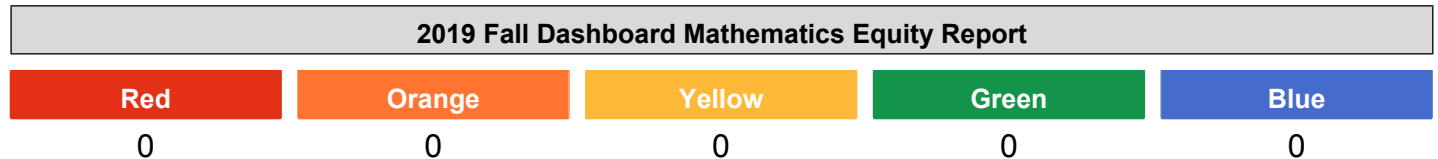
# School and Student Performance Data

## Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>187.3 points below standard</p> <p>Increased Significantly ++29 points 19</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>204.8 points below standard</p> <p>Increased Significantly ++22.1 points 13</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 182.4 points below standard Increased Significantly ++43.4 points 14	 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

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4		174.9 points below standard Increased Significantly ++41 points 12

#### Conclusions based on this data:

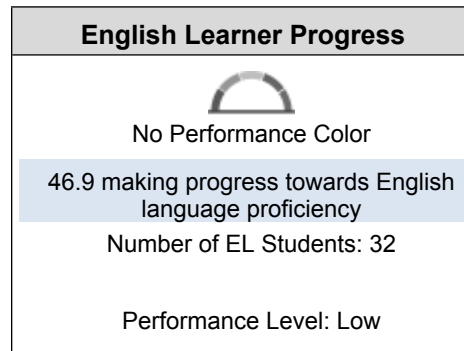
1. Hispanic subgroup demonstrated the most growth.
2. Significant average increase/growth of 33 points.
3. All students remain below grade level standard in spite of growth progress.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1		3.1	43.7

#### Conclusions based on this data:

- Continued focus needed in this area.
- Belief that student attitude is cause for decrease.

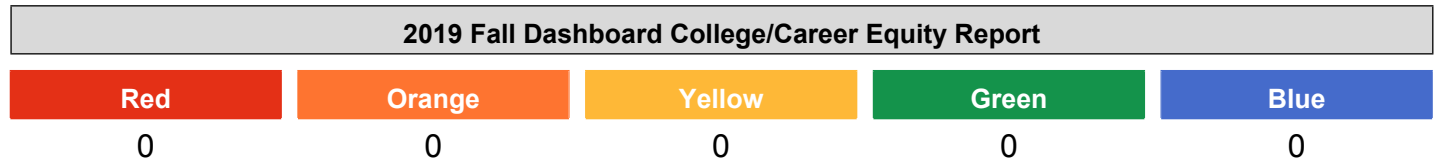
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Red <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0  106	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	0 Prepared
7.8 Approaching Prepared	7.8 Approaching Prepared	9.4 Approaching Prepared
92.2 Not Prepared	92.2 Not Prepared	90.6 Not Prepared

#### Conclusions based on this data:

- 0 students who left Stein prepared for college and few who left were “approaching prepared.”
- Increase (2%) in the amount of students who were approaching college preparedness.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Not Applicable.

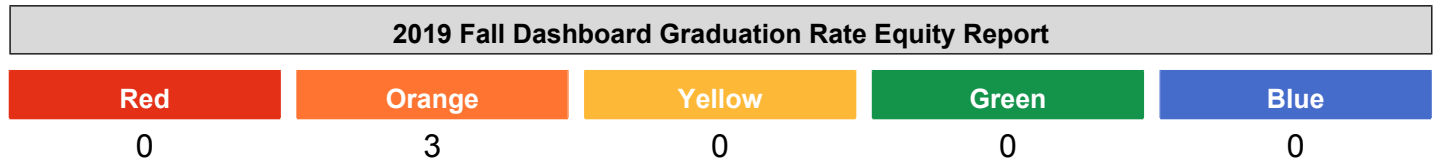
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 78.3 Declined -9.4 106		 Orange 75 Declined -25 32		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 75.7 Declined -14.6 74		 No Performance Color 90 Declined -10 20	



### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.1 Declined -8.9 82	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 92.3 Increased +8.1 13

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
87.7	78.3

#### Conclusions based on this data:

1. Decline in graduation rate.
2. The largest decline was in our largest sub group.
3. Need for external data of grade rate not included on Dashboard.

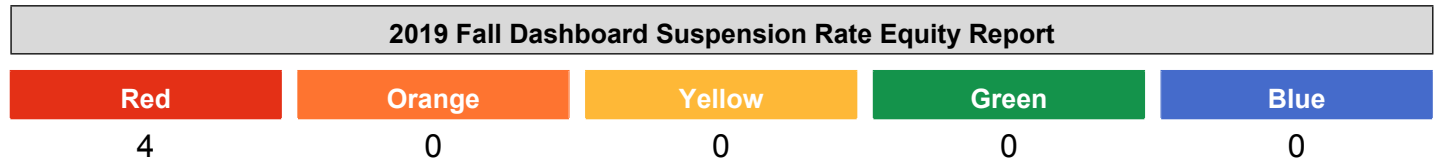
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 21 Increased +2 195	<b>English Learners</b>  Red 24.5 Increased +17 53	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2	<b>Socioeconomically Disadvantaged</b>  Red 23.9 Increased +8.4 138	<b>Students with Disabilities</b>  Red 30 Increased +9.4 30

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data 3	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 7
<b>Hispanic</b>  Red 21.6 Increased +4.7 148	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 4	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 17.4 Declined -4.8 23

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	19	21

#### Conclusions based on this data:

- Students with disabilities suspensions increased 9.4.
- Hispanic suspensions increased 4.7.

# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups

## Identified Need

- ~Data that directly measures goals of continuation high school
- ~Increase number of college/career ready students
- ~Increase graduation rates
- ~Focus on English Learners
- ~Decrease suspension rates
- ~Improve ELA Proficiency
- ~Improve Math Proficiency
- ~Support materials for English Learners
- ~Professional development for teachers and support staff
- ~Training in AVID strategies
- ~Parent engagement
- ~Increase frequency of STAR testing
- ~Cross-Curricular Activities
- ~CTE Course Options
- ~Increase student knowledge of progress

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College/Career Preparation	Baseline (2020-2021) 0 students college/career prepared	Increase the number of students college/career prepared by 2%. Master schedule changes to include 3 periods of Portfolio class. Master schedule Strategies for Academic Success course curriculum.
Renaissance (STAR) Reading	11th grade students took the pretest at the end of last school year. Due to COVID-19 School Closure post test was cancelled.	Students will improve at least one grade level in a quarter. All students will take pretest and post test.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All students will take assessment quarterly.
Renaissance (STAR) Math	Students will take pretest and post test in Advisory (Vision) class. Students not at grade level will complete MyPath Learning Math Pathway	Students will improve at least one grade level in a semester. Students will test in their Advisory (Vision) class 90% of the time with us. Students will complete MyPath Learning Math Pathway 50% of the time.
ELPAC Scores	77% of EL's are within 1 or 2 levels of reclassification	Improve our reclassification by 5%.
Training in AVID Strategies	Teacher attendance at AVID Trainings with TUSD AVID Coordinator	100% of teachers will attend District provided training with District AVID Coordinator 100% of teachers will implement one AVID Instructional Strategy
CTE Course Offering	Baseline (2021-2022)	Students will complete preference survey Pilot CTE course offerings Student certification Project Based Learning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

~ Students will complete documentation of participation on the College Next Platform and the College/Career Workshops in Portfolio Class.  
 ~SMART Goals used to establish short and long term goals (plan).  
 ~Strategies for Academic Success and Vision Class.  
 ~Students will meet with Advisor and discuss progress documenting on Data Chat Sheets.  
 ~Research and Pilot CTE courses

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3150	LCFF
4250	LCFF - Supplemental

## 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 are assigned an Advisor who will initiate & maintain Renaissance reading and math assessment data.  
 ~Vision class Renaissance reading and math activities  
 ~Fastbridge Assessment  
 ~MyPath Learning Plan for students testing below grade level three or more years.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learner students

### Strategy/Activity

~All students will complete Data Chats with their Advisor regarding academic and or English Learner scores.  
 ~Pilot English Learner Support Materials/Curriculum.  
 ~After School Intervention/Reading Club  
 ~Promethean Boards dedicated to English 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)
4000	LCFF

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

~Train teachers in AVID Instructional Strategies  
 ~Planning days  
 ~Focused instructional strategies  
 ~Implement Cross Curricular Lessons/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)

1500

LCFF

500

LCFF - Supplemental

**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**

~Pilot CTE Courseware  
 ~Planning days  
 ~Project Based Learning Exploration

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1700

LCFF

2200

LCFF - Supplemental

**Annual Review****SPSA Year Reviewed: 2020-21**



Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Prior to School Closure Stein was able to administer the reading pretest to all 11th graders. Due to COVID-19 School Closures completion and presentation of graduate portfolios was waived. Prior to school closure, 100% of early graduates completed and presented their portfolio. 90% of graduates attended a College/Career Workshop. This exceeded the goal of 85% set the previous school year. Stein did not meet the goal of having 70% of students complete the PSAT to create and use a Khan Academy account. It has been determined that use of the PSAT had no value to our student population. 100% of students enrolled in a math course have a Khan Academy account.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Stein did not have any major differences between implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Portfolio class will remain on the master schedule in order to facilitate and monitor student progress with completion of the portfolio. Completion of College Next documented as part of the graduate checkout process and included in the structure of the Portfolio class. Structured Vision coursework implemented in order to initiate Data Talk discussion with students and pre/post assessment of reading and math progress.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

~Parent participation and engagement  
~Maintain and positive School Climate  
~Counseling services  
~Support Materials and curriculum  
~After School Activities and Intervention

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate	Student Climate Survey	Increase student engagement
Parent Involvement	Alternative Education Parent Workshops	Increase participation by 3%
Counseling Services	Counselor 1 time per week	Add age appropriate group counseling and services increased to 3 days a week

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

~Quarterly review of Student Handbook  
~GRIT Survey and Activities Workbook  
~Student Awards Assemblies with incentives  
~Guest Speakers (such as, Anti-Vape Assemblies)  
~Work Experience Class  
~Red Ribbon Week Activities  
~After School 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)

4900

Source(s)

LCFF

700

LCFF - Supplemental

**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**

~Alternative Education Parent Education and Workshops (Woodburn Press)  
~Survey Parents: Workshop Topics  
~Refreshments  
~Parent Newsletter  
~Parent Appreciation 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)

2350

Source(s)

LCFF

**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**

~Mental Health Services (individual and group)  
~Explore alternatives to suspension  
~Training, conferences and/or workshop attendance for administration, teachers and staff

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stein only enrolls 11th and 12th graders who do not have an opportunity to participate in structured after school activities. Administration is working with staff to increase student engagement with opportunities on campus and working at changing the culture by adding relevant electives, such as Work Experience and CTE courses to the choices for students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Master schedule modifications made to accommodate the new elective options and the assemblies.

# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 3

Stein will implement cross-curricular projects utilizing AVID strategies.

## Identified Need

~English Language Learners

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AVID Workshops	District AVID person will work with teachers on effective use of cross-curricular instruction. Training will occur during the Early Release Monday's PLC.	Teachers will create and facilitate cross-curricular projects.
Teacher/Advisor Training	Teacher/Advisor will attend training at the beginning of the school year and at least once a quarter for recalibration.	Teacher/Advisor will gain the necessary skills to lead and support their advisees.
WICOR Strategies	Stein will focus on a WICOR strategy for a month across all courses	Teachers will become diverse in the AVID strategies .

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

~Cross-Curricular Projects  
~WICOR strategy  
~Teachers will need PLC time  
~Course - Strategies for Academic Success

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2100	LCFF
3100	LCFF - Supplemental

**Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Stein will add a course for Academic Success, focusing on strategies that will assist students the success maneuver complex academic success.

# 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	\$32,650.00

## 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 (\$)
District Funded	\$0.00
LCFF	\$20,700.00
LCFF - Supplemental	\$11,950.00

Subtotal of state or local funds included for this school: \$32,650.00

Total of federal, state, and/or local funds for this school: \$32,650.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 6 Secondary Students

Name of Members	Role
Traci L Mitchell	Principal
Cyndi White	Parent or Community Member
Ann Herrington	Other School Staff
Robert James	Classroom Teacher
Giovanni Cabral	Secondary Student
Maribel Manzo	Other School Staff
Rebecca Cabral	Parent or Community Member
James White	Parent or Community Member
Ranvir Gill	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**





English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/6/2021.

Attested:

Principal, Traci L Mitchell on 5/6/2021

SSC Chairperson, Cyndi White on 5/6/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019





# 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
South/West Park Elementary	39-75499-6042881	5/4/20	

## 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 purpose of the school wide program is to increase the overall effectiveness of the school.

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.

Our plan has been developed with input from all appropriate stakeholder groups. This includes recommendations from ELAC, SSC, certificated staff based on analysis of the data provided by The California Dashboard, district assessments as well as aligned with District LCAP and Title I

regulations. These groups met on a regular basis throughout the school year where they are opportunities to engage in dialogue and input. Our plan provides services to meet the needs of all students in order to achieve readiness for college, career and life-long learning. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### Parents - Safety Str Agr Agree Total Percent

Q26 65.00 106.00 201.00 85.07%  
Q28 33.00 74.00 143.00 74.83%  
Q28 46.00 86.00 162.00 81.48%  
Q28 44.00 84.00 155.00 82.58%  
Q28 34.00 65.00 138.00 71.74%  
Q29 73.00 106.00 201.00 89.05%  
295.00 521.00 1000.00 81.60%

### Students - Safety Str Agr Agree Total

Q30 38.00 70.00 135.00 80.00%  
Q35 57.00 63.00 134.00 89.55%  
Q36 41.00 39.00 135.00 59.26%  
Q38 46.00 52.00 134.00 73.13%  
182.00 224.00 538.00 75.46%

### Staff - Safety Str Agr Agree Total

Q19 21.00 25.00 52.00 88.46%  
Q20 15.00 28.00 53.00 81.13%  
Q21 11.00 30.00 53.00 77.36%  
47.00 83.00 158.00 82.28%

### Parents - Climate Str Agr Agree Total Percent

Q8 41.00 111.00 219.00 69.41%  
Q14 65.00 104.00 216.00 78.24%  
Q26 65.00 106.00 201.00 85.07%  
Q30 69.00 103.00 200.00 86.00%  
Q33 101.00 75.00 178.00 98.88%  
Q33 50.00 70.00 140.00 85.71%  
Q33 51.00 59.00 134.00 82.09%  
Q34 80.00 107.00 201.00 93.03%  
Q35 99.00 89.00 201.00 93.53%  
621.00 824.00 1690.00 85.50%

### Students - Climate Str Agr Agree Total Percent

Q6 43.00 65.00 142.00 76.06%  
Q28 32.00 63.00 134.00 70.90%  
Q30 38.00 70.00 135.00 80.00%  
Q31 61.00 55.00 135.00 85.93%  
Q32 30.00 59.00 135.00 65.93%  
Q39 60.00 60.00 135.00 88.89%  
Q40 38.00 59.00 135.00 71.85%  
302.00 431.00 951.00 77.08%

### Staff - Climate Str Agr Agree Total Percent

Q6 19.00 29.00 54.00 88.89%  
Q18 22.00 27.00 52.00 94.23%  
Q21 11.00 30.00 53.00 77.36%

Q22 14.00 32.00 53.00 86.79%  
Q23 18.00 33.00 53.00 96.23%  
Q24 12.00 23.00 53.00 66.04%  
Q25 11.00 29.00 52.00 76.92%  
107.00 203.00 370.00 83.78%

Our feedback from parents, students, and staff averages 82% regarding school climate. The feedback from parents, students and staff averages 80% regarding school safety. The area that continues to show a lower percentage across the board is campus cleanness.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Weekly observations are conducted in 30% of the classrooms using the CRI rubric focusing on Rigor and Relevance. We focus on the five different areas (high level questioning, authentic resources, meaningful, thoughtful work and relationships) to give immediate feedback to the classroom observed, compile the data school-wide and upload to the portal. Our findings indicate we are continue to grow in our percentage of implementation. Our greatest strength is our ability to keep students engaged and focused on instruction. Administration also observe teachers through the formal and informal evaluation processes very other year, or twice in 5 years depending upon their evaluations and their time in the district. Our District STEM support group also participated in virtual classroom visits this school year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. In the prior year, our certificated staff, School Site Council and ELAC committees analyzed data from the California Dashboard which includes; CAASPP, ELPAC, suspension rates, EL progress and chronic absenteeism. We used the data to determine areas of celebration, growth and goals for the next steps to continue seeing student success. This year we continued to focus in the same areas with the most current results we have and used FastBridge data to analyze students progress.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

SWP Certificated staff participate in Professional Learning Communities to engage in data analyzes, student evidence and next steps for daily instruction. During the meetings, teachers identify priority standards and analyze results on formal and informal assessments. They use the results to determine Tier 1 and Tier 2 interventions. They use the District Assessments, which include the STEM Units of Study and math assessments which are aligned to CAASPP.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

AT SWP 32 teachers are fully credentialed, one is working on their preliminary credential and two are interns.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All SWP Teachers have access to instructional materials aligned to California Content Standards provided by our District.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and site professional development have been based on rigor, relevance and Relationship focus, California content standards and Responsibility Centered-Discipline.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our TUSD TOSA with the support of Ed TSA's and STEM Site Implementation Team worked closely with the administrator and teachers to provide support and guidance with the Rigor and Relevance implemented in all classrooms. Instructional rounds were conducted where data was collected for the five areas of focus under rigor and relevance. Our TUSD TOSA also provided three professional learning opportunities for our teachers during their Monthly planning time which focused on Rigor & Relevance for Distance Learning and then Hybrid Concurrent Model.

#### Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

SWP teachers collaborate twice the month with their grade level for PLC meetings and once a week for their grade level planning during our ERW, but also put in funding to pay for weekly one hour planning for grade level or program planning.

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

SWP uses standard-aligned curriculum, instruction and materials to content and performance standards.

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students receive ELA, Math, PE and ELD instruction and meet the required minimum of minutes of instruction.

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers follows the district pacing guide for ELA/STEM, Math, ELD, PE and Music which also allows other flexibility for Social Studies and intervention for additional support.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials. We are part of the Williams Act Visitation once a year and we have always met the requirements of all students having access to their appropriate materials. This year was the first year they did not come in person due to the Pandemic.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned content and materials. Students have intervention opportunities built into their school day provided by their classroom teacher and paraprofessionals.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention is provided during the school day with a paraprofessional assisting in each of our classrooms for 30 minutes. For those students needing additional time, some teachers provide after school intervention focused on ELA, Math and ELD.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship CRI Rubric. We use Professional Learning Communities for our teachers to analyze data, collect student evidence for their growth.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SWP is a Title I School and uses its resources to fund paraprofessionals to provide intervention for students during the school day. The funds also allow after school intervention and professional development for certificated and classified staff. Our district funds also provide a full time Bilingual parent liaison to work at our school. With our school funds we are able to provide parent workshops to provide parent strategies to support their children with their learning.

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)

All meetings were conducted virtually to involve stakeholders. School Site Council, ELAC, Coffee with principal, Parent Café community were given the opportunity to provide input and suggestions.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All students have access to standard-based instructional materials, intervention support during the instructional day and ELD instruction.

Fiscal support (EPC)

We have Title I support and targeted English Language support.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The stakeholders involved in reviewing and updating this plan includes; all certificated staff, ELAC, and SSC. Certificated staff provided their input by grade level. ELAC participated through zoom meetings. School Site Council reviewed the data and student results throughout the school year, reviewed grade level recommendations and adopted the preliminary budget for the following year. This year mainly focused on all the changes throughout the school year from closure of school, to opening with Distance Learning, then Hybrid, etc. There were less opportunities to review and analyze the current school year data, since no new data was available.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

South/West Park has three distinct programs; G.A.T.E., Bilingual and Conventional (zone students). In our conventional program a considerable percentage of students in our upper grades (3rd-5th) have difficulties in reading, therefore challenges in all academic areas. Our observation has been over the years that these students struggle more than the other two programs, due to their low reading skills. We need to provide intensive reading intervention, especially since we had less schooling for these students already struggling academically due to school closure and attending less hours to school. We also saw a drastic increase of students missing school throughout the school year, not completing assignments and needing social and emotional support. This is the main reason we continue to support counseling at our school with site funds.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.23%	0.11%	0.22%	2	1	2
African American	3.75%	4.37%	4.27%	33	39	38
Asian	8.86%	7.85%	7.42%	78	70	66
Filipino	2.61%	2.58%	2.47%	23	23	22
Hispanic/Latino	75.45%	75.67%	77.08%	664	675	686
Pacific Islander	0.45%	0.34%	0.67%	4	3	6
White	7.50%	7.06%	6.29%	66	63	56
Multiple/No Response	0.11%	0.11%	1.57%	1	1	0
Total Enrollment				880	892	890

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	172	160	157
Grade 1	122	126	130
Grade 2	135	148	148
Grade3	164	139	155
Grade 4	148	175	137
Grade 5	139	144	163
Total Enrollment	880	892	890

### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. South West Parks largest sub-group is our Hispanic students with 75.67%.
2. We have seen a 6.9% increase in student enrollment in the past two years.
3. Our increase in student enrollment is due to an increase in student enrollment from all student subgroups.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	605	602	577	68.8%	67.5%	64.8%
Fluent English Proficient (FEP)	51	56	74	5.8%	6.3%	8.3%
Reclassified Fluent English Proficient (RFEP)	33	22	22	5.7%	3.6%	3.7%

### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. South West Park has had an increase of 23 EL students enrolled, compared to 2 years ago. with this said, our percentage of EL students is decreasing.
2. We are seeing an increase in our Fluent English Proficient (FEP) student group.
3. Our number of students Reclassified (RFEP) had increased the previous year, but it decreased this 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	139	168	137	136	167	135	136	167	135	97.8	99.4	98.5
Grade 4	135	153	176	132	148	173	132	148	173	97.8	96.7	98.3
Grade 5	144	137	146	144	133	140	144	133	140	100	97.1	95.9
All Grades	418	458	459	412	448	448	412	448	448	98.6	97.8	97.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2379.	2379.	11.03	16.17	13.33	13.97	13.17	16.30	29.41	19.16	19.26	45.59	51.50	51.11
Grade 4	2433.	2419.	2416.	21.21	13.51	17.92	15.15	19.59	13.29	15.91	20.95	16.18	47.73	45.95	52.60
Grade 5	2456.	2470.	2459.	19.44	20.30	11.43	14.58	17.29	27.14	15.28	21.05	19.29	50.69	41.35	42.14
All Grades	N/A	N/A	N/A	17.23	16.52	14.51	14.56	16.52	18.53	20.15	20.31	18.08	48.06	46.65	48.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.03	18.07	18.52	42.65	34.94	36.30	46.32	46.99	45.19
Grade 4	21.21	14.19	15.61	34.85	39.19	38.73	43.94	46.62	45.66
Grade 5	17.36	18.05	12.86	33.33	43.61	52.14	49.31	38.35	35.00
All Grades	16.50	16.78	15.63	36.89	38.93	42.19	46.60	44.30	42.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.97	13.41	10.37	39.71	35.98	40.00	46.32	50.61	49.63
Grade 4	20.45	13.51	10.98	40.15	36.49	42.77	39.39	50.00	46.24
Grade 5	26.39	27.07	20.00	31.25	29.32	37.86	42.36	43.61	42.14
All Grades	20.39	17.53	13.62	36.89	34.16	40.40	42.72	48.31	45.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.62	9.64	9.63	65.44	58.43	60.74	27.94	31.93	29.63
Grade 4	15.15	9.46	8.67	49.24	66.89	57.80	35.61	23.65	33.53
Grade 5	15.28	15.04	8.57	42.36	51.13	55.71	42.36	33.83	35.71
All Grades	12.38	11.19	8.93	52.18	59.06	58.04	35.44	29.75	33.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.82	12.12	13.33	50.74	44.85	43.70	40.44	43.03	42.96
Grade 4	21.21	12.16	15.61	45.45	51.35	35.26	33.33	36.49	49.13
Grade 5	22.22	24.81	15.00	33.33	38.35	41.43	44.44	36.84	43.57
All Grades	17.48	15.92	14.73	42.96	45.07	39.73	39.56	39.01	45.54

**Conclusions based on this data:**

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. In the overall achievement of students in ELA we saw an increase in the students who Exceeded the standard and Met the standard.
2. Focusing in Reading and following (3rd grade 16-17) group of students across he years and grade levels we see an increase in student performance in the At or Near standard and in the Above Standard performance.
3. Following 3rd grade students from 16-17 to 18-19, we see a percentage decrease in the students scoring below standard in the area of reading.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	139	168	137	139	168	137	139	168	137	100	100	100
Grade 4	135	153	176	133	150	176	133	150	176	98.5	98	100
Grade 5	144	137	146	144	133	144	144	133	144	100	97.1	98.6
All Grades	418	458	459	416	451	457	416	451	457	99.5	98.5	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2400.	2390.	2399.	12.95	14.29	13.14	18.71	13.69	17.52	23.74	21.43	23.36	44.60	50.60	45.99
Grade 4	2443.	2440.	2425.	18.80	13.33	13.64	13.53	19.33	13.64	24.81	28.00	20.45	42.86	39.33	52.27
Grade 5	2462.	2466.	2449.	18.75	18.80	8.33	9.03	15.04	12.50	15.97	16.54	22.22	56.25	49.62	56.94
All Grades	N/A	N/A	N/A	16.83	15.30	11.82	13.70	15.96	14.44	21.39	22.17	21.88	48.08	46.56	51.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.30	20.24	24.09	30.22	21.43	27.74	47.48	58.33	48.18
Grade 4	21.80	22.67	18.18	22.56	22.00	17.61	55.64	55.33	64.20
Grade 5	23.61	18.80	13.19	18.06	24.81	22.22	58.33	56.39	64.58
All Grades	22.60	20.62	18.38	23.56	22.62	22.10	53.85	56.76	59.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.55	14.88	14.60	39.57	29.76	30.66	43.88	55.36	54.74
Grade 4	22.56	16.67	15.91	29.32	36.67	26.70	48.12	46.67	57.39
Grade 5	19.44	19.55	10.42	25.69	33.83	29.86	54.86	46.62	59.72
All Grades	19.47	16.85	13.79	31.49	33.26	28.88	49.04	49.89	57.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	17.99	17.86	17.52	49.64	40.48	39.42	32.37	41.67	43.07
<b>Grade 4</b>	23.31	17.33	17.61	30.83	38.67	30.11	45.86	44.00	52.27
<b>Grade 5</b>	15.97	16.54	7.64	36.11	36.09	34.72	47.92	47.37	57.64
<b>All Grades</b>	18.99	17.29	14.44	38.94	38.58	34.35	42.07	44.12	51.20

**Conclusions based on this data:**

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. South West Park had an increase in overall student performance in Math, from 16-17 to 17-18, but we decreased the following year 18-19.
2. Third grade had seen a decrease in students an or above standard from 16-17 to 17-18, but had an increase in student scores for testing year 18-19.
3. There was an increase of students not meeting standards for all grade levels in the area of applying mathematical concepts and procedures and in solving real world math problems,.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1409.6	1406.3	1423.1	1420.8	1377.9	1372.6	130	112
Grade 1	1444.6	1451.1	1453.0	1459.7	1435.7	1441.9	95	99
Grade 2	1481.5	1484.2	1474.0	1487.4	1488.5	1480.5	89	99
Grade 3	1490.4	1492.6	1481.4	1483.8	1498.9	1500.7	112	85
Grade 4	1509.1	1517.2	1505.3	1512.8	1512.3	1521.0	96	108
Grade 5	1515.0	1526.4	1508.2	1519.3	1521.2	1533.0	68	86
All Grades							590	589

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.92	10.71	26.92	34.82	24.62	36.61	21.54	17.86	130	112
1	27.37	11.11	37.89	31.31	14.74	35.35	20.00	22.22	95	99
2	40.45	18.18	34.83	44.44	17.98	23.23	*	14.14	89	99
3	10.71	14.12	40.18	40.00	24.11	36.47	25.00	9.41	112	85
4	26.04	22.22	37.50	43.52	18.75	19.44	17.71	14.81	96	108
5	29.41	32.56	41.18	32.56	17.65	19.77	*	15.12	68	86
All Grades	26.10	17.83	35.76	37.86	20.17	28.52	17.97	15.79	590	589

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.31	13.39	26.92	45.54	18.46	23.21	22.31	17.86	130	112
1	46.32	21.21	25.26	36.36	15.79	24.24	12.63	18.18	95	99
2	50.56	36.36	29.21	38.38	13.48	11.11	*	14.14	89	99
3	24.11	24.71	39.29	43.53	18.75	21.18	17.86	10.59	112	85
4	44.79	43.52	30.21	32.41	14.58	15.74	*	8.33	96	108
5	45.59	47.67	29.41	30.23	16.18	10.47	*	11.63	68	86
All Grades	39.32	30.73	30.17	37.86	16.44	17.83	14.07	13.58	590	589



<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.00	2.68	14.62	21.43	36.92	54.46	28.46	21.43	130	112
1	25.26	8.08	26.32	24.24	16.84	32.32	31.58	35.35	95	99
2	34.83	12.12	33.71	30.30	16.85	36.36	14.61	21.21	89	99
3	*	9.41	21.43	27.06	35.71	52.94	33.93	10.59	112	85
4	13.54	16.67	40.63	33.33	18.75	29.63	27.08	20.37	96	108
5	20.59	17.44	35.29	22.09	26.47	39.53	17.65	20.93	68	86
All Grades	20.00	10.87	27.29	26.49	26.27	40.75	26.44	21.90	590	589

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.08	10.71	33.08	73.21	13.85	16.07	130	112
1	63.16	56.57	29.47	32.32	*	11.11	95	99
2	60.67	28.28	34.83	58.59	*	13.13	89	99
3	17.86	15.29	66.96	65.88	15.18	18.82	112	85
4	46.88	39.81	40.63	47.22	12.50	12.96	96	108
5	42.65	22.09	52.94	67.44	*	10.47	68	86
All Grades	46.95	29.03	42.71	57.22	10.34	13.75	590	589

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.38	26.79	41.54	48.21	33.08	25.00	130	112
1	36.84	12.12	43.16	57.58	20.00	30.30	95	99
2	55.06	43.43	30.34	42.42	14.61	14.14	89	99
3	50.00	42.35	32.14	49.41	17.86	8.24	112	85
4	52.08	49.07	36.46	42.59	11.46	8.33	96	108
5	54.41	60.47	33.82	24.42	*	15.12	68	86
All Grades	44.07	38.37	36.61	44.48	19.32	17.15	590	589

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	9.23	2.68	69.23	79.46	21.54	17.86	130	112
1	32.63	16.16	33.68	43.43	33.68	40.40	95	99
2	48.31	8.08	33.71	72.73	17.98	19.19	89	99
3	*	8.24	55.36	68.24	37.50	23.53	112	85
4	*	10.19	63.54	59.26	29.17	30.56	96	108
5	*	23.26	66.18	53.49	20.59	23.26	68	86
All Grades	18.64	11.04	54.24	63.16	27.12	25.81	590	589

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.38	25.00	33.08	39.29	31.54	35.71	130	112
1	24.21	9.09	53.68	65.66	22.11	25.25	95	99
2	26.97	13.13	65.17	62.63	*	24.24	89	99
3	17.86	10.59	58.93	82.35	23.21	7.06	112	85
4	33.33	26.85	48.96	54.63	17.71	18.52	96	108
5	30.88	13.95	55.88	69.77	*	16.28	68	86
All Grades	28.14	16.98	51.36	61.12	20.51	21.90	590	589

#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. The percent of students scoring in the well develop domain increased in 3rd grade and in 5th grade, and decreased in grades K, 1st and 2nd. Second grade having a 22.25 % decrease of students in the well develop domain.
2. In the written language domain 1st grade had the highest percent of students in level 1.
3. In looking at the Writing domain and the reading domain we see that there was an increase of students scoring at the Somewhat /Moderately performance level.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
892	79.6	67.5	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	602	67.5
Foster Youth	2	0.2
Homeless	14	1.6
Socioeconomically Disadvantaged	710	79.6
Students with Disabilities	57	6.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	4.4
American Indian	1	0.1
Asian	70	7.8
Filipino	23	2.6
Hispanic	675	75.7
Two or More Races	17	1.9
Pacific Islander	3	0.3
White	63	7.1





### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. We have 79.6% of our student population who are Socioeconomically Disadvantaged.
2. Our English Learner student population is at 67.5%.
3. Our number of Socioeconomically Disadvantaged has been increasing in the past two years.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. In Mathematics and ELA we maintained at Orange on the Performance Indicator, but we increased on the points below standard. With 49.2 points below standard in ELA and 56.2 points below standard in Math.
2. We had 52.9% of our English Learners making progress towards English language proficiency.
3. Our school maintained at the Yellow Performance indicator, with a decrease of 1.2% in student Chronic Absenteeism.

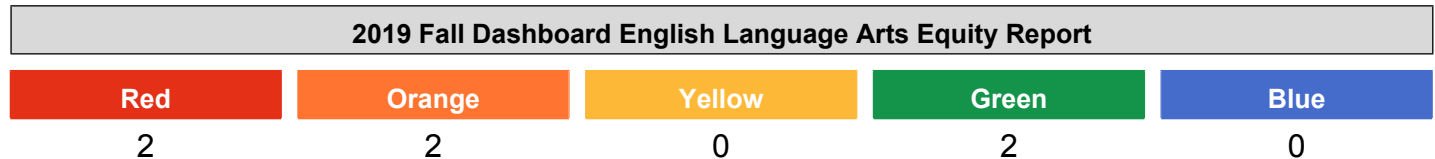
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 49.2 points below standard Declined -5.2 points 433	<b>English Learners</b>  Orange 69.1 points below standard Maintained ++0.4 points 309	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Socioeconomically Disadvantaged</b>  Red 71.2 points below standard Maintained -1.8 points 342	<b>Students with Disabilities</b>  Orange 109.7 points below standard Increased ++13.9 points 31

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 71.8 points below standard Maintained -0.4 points 17	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 32.6 points above standard Declined -8.2 points 48	<b>Filipino</b>  No Performance Color 33.3 points above standard 12
<b>Hispanic</b>  Red 74.4 points below standard Maintained -2 points 314	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 34.7 points above standard Declined Significantly -21.4 points 33

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

<b>Current English Learner</b> 91.8 points below standard Maintained ++0.1 points 262	<b>Reclassified English Learners</b> 57.4 points above standard Maintained ++2 points 47	<b>English Only</b> 9 points below standard Declined Significantly -21 points 112
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#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. The English Language Arts performance indicator for all students tested maintained at Yellow, with a decline of 5.2 points from the previous year.
2. Our Students with Disabilities had the greatest increase in student performance in ELA with an increase of 13.9 points.
3. Our two sub-groups that had the greatest decrease in student performance were our English Only students with -21 points and our white sub-group with a loss of 21.4 points.

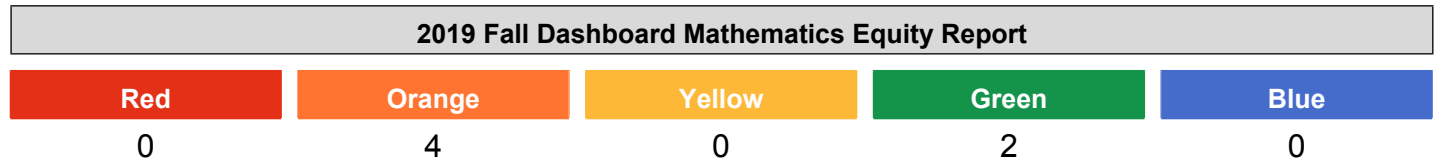
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 56.2 points below standard Declined -10.7 points 433	<b>English Learners</b>  Orange 73.1 points below standard Declined -5.7 points 309	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Socioeconomically Disadvantaged</b>  Orange 77.5 points below standard Declined -9.9 points 342	<b>Students with Disabilities</b>  Orange 113.9 points below standard Increased ++8.1 points 31



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 72.5 points below standard Increased Significantly ++27.6 points 17	<b>American Indian</b> 	<b>Asian</b>  Green 24.5 points above standard Declined -3.5 points 48	<b>Filipino</b>  No Performance Color 33.8 points above standard 12
<b>Hispanic</b>  Orange 81 points below standard Declined -12.2 points 314	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 21.6 points above standard Declined Significantly -24.5 points 33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 92.2 points below standard Declined -6.6 points 262	<b>Reclassified English Learners</b> 33.7 points above standard Maintained -0.8 points 47	<b>English Only</b> 24.8 points below standard Declined Significantly -24.8 points 112
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#### Conclusions based on this data:

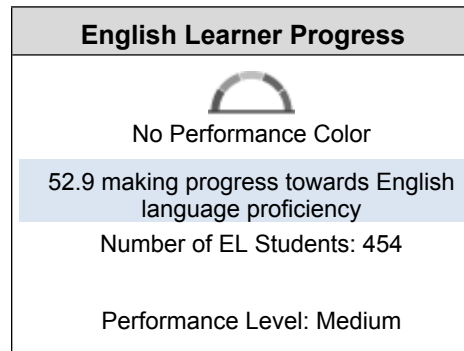
1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. The Mathematics performance indicator for all students tested maintained at Yellow, with a decline of 10.7 points from the previous year
2. Our African American Students had a significant increase from previous the year. This sub-group increased by 27.6 points.
3. Our sub-groups that had the greatest decrease in student performance were our EL's, our White sub-group, and our Hispanic sub-group. Our Hispanic students declined 12.2 points, our White students significantly declined 24.5 points, and our English Only students with a significant decline of 24.8 points.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.5	32.5	7.7	45.1

#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. We had 52.9% of our English Learners making progress towards English language proficiency.
2. While we don't have a color indicator, we know that we have 47.13 % of our English Learner students who did not progressed a level or decreased one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

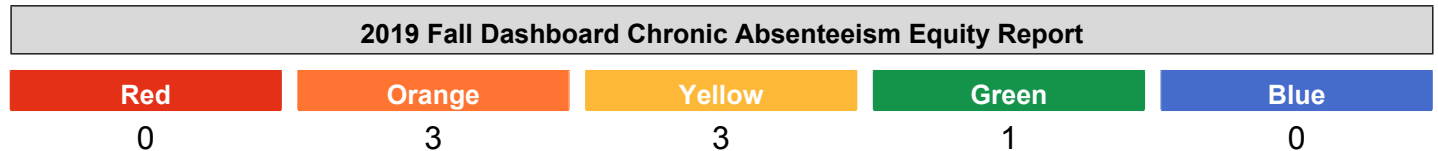
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Orange	 No Performance Color	 No Performance Color	 Yellow	 Yellow
11.5	10.3	Less than 11 Students - Data Not Displayed for Privacy	10.5	12.7	16.9
Declined -1.2	Maintained +0.1	2	Increased +10.5	Declined -0.8	Declined -4.4
946	633		19	763	71

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 26.8 Declined -6.5 41	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  Green 4 Declined -1 75	<b>Filipino</b>  No Performance Color 4.2 Maintained -0.2 24
<b>Hispanic</b>  Yellow 11.2 Declined -1.1 712	<b>Two or More Races</b>  No Performance Color 19 21	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  Orange 14.7 Maintained +0.2 68

#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. As a school we saw a 1.2% decrease in students with chronic absenteeism compared to the previous year, keeping us in the yellow in the performance level.
2. We also saw a decrease in absenteeism from some of our subgroups such as, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Asian group, Filipino students, and our Hispanic students.
3. We also saw an increase in student absenteeism in three of our student subgroups; with our Homeless population having an increase of 10.5% in students who are chronically absent from school.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1.

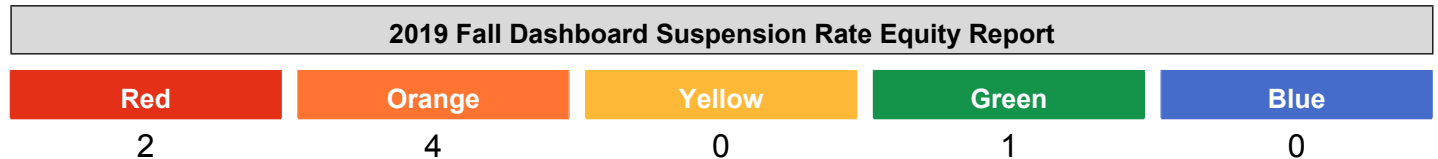
# School and Student Performance Data

## Conditions & Climate Suspension Rate

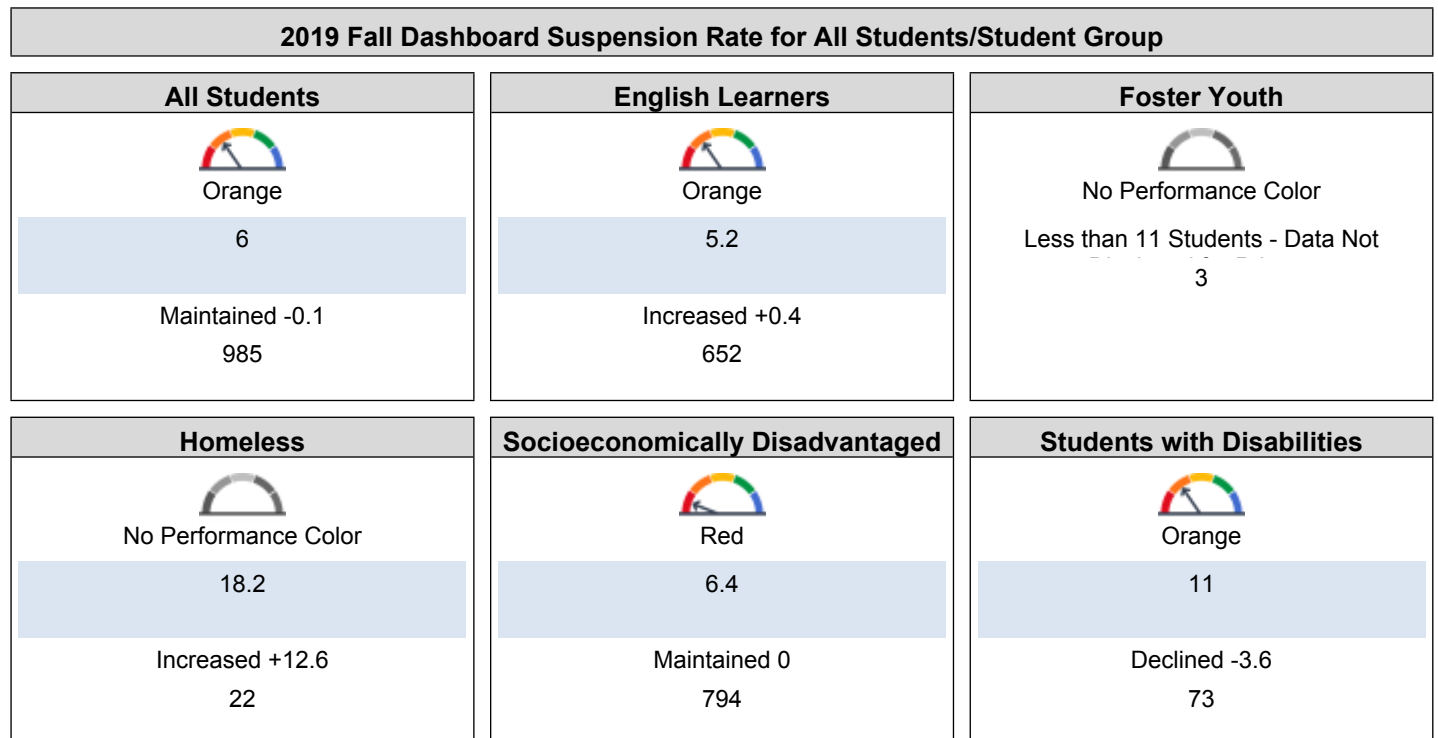
The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 15.2 Declined -10.4 46	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 2	<b>Asian</b>  Green 1.3 Declined -5 78	<b>Filipino</b>  No Performance Color 4 Declined -0.3 25
<b>Hispanic</b>  Orange 5.7 Increased +0.4 735	<b>Two or More Races</b>  No Performance Color 9.1 Increased +0.8 22	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Red 8.1 Increased +4.3 74

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.1	6

#### Conclusions based on this data:

1. Due to COVID-19 and the Pandemic there is no new data available, therefore this data reflects old data. As a school we are in the Orange performance level, with a decrease of .10% in student suspensions from previous year. South West Park Elementary had a 6% rate of students who were suspended at least once during the school year. Four of our student subgroups had a decrease in student suspension rate, while five of our student subgroups had an increase in students being suspended one or more times.
2. We had the greatest decrease in student suspension rates in our African American student population. We had a decrease of 10.4% in student suspension compared to last year's rate of suspension in African American students.
3. South West Park's student subgroup with the highest rate of student suspensions were our students classified as Homeless. This subgroup had an increase of 12.6% in student suspension rate.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

Due to COVID-19 and the Pandemic there is no new data available, therefore this reflects old data. Our ELA and Math CAASPP results show we are in the orange and more than 49 points below standard. The Hispanic and Socioeconomically Disadvantaged group is more than 70 points below standards and are in the red for performance level in ELA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard-Math and ELA	Math-Orange (56.2 pts. below standard) and with a 10.7 pts. drop from previous year ELA-Orange (49.2pts. below standard) and with a 5.2 pts. drop from previous year	Orange to yellow or higher
CA Dashboard-EL	ELA-Orange (69.1 pts. below standard)	Orange to yellow or higher
CA Dashboard-ELA Performance-Socioeconomically Disadvantaged	Red-SES (71.2 pts. below standards)	Red to orange or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

All teachers will meet in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level teams. During this time,

teachers will analyze data, discuss targeted instruction, unpack essential standards and use common formative assessments for both ELA and Math. They will also use the Thursday workshop planning day to analyze data and develop appropriate lessons/interventions for those groups needing additional support with a special focus on EL's and SES. Classified staff meet to discuss student social progress and recess procedures.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

34,000

Source(s)

Title I

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All 3rd-5th students

Strategy/Activity

All 3rd-5th grade students will take the block assessment from the digital library (one by October, second one by January and two during the last trimester and all teachers will plan three times a school year to analyze data and plan 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)

15,120

Source(s)

Title I

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All classes

Strategy/Activity

Instructional Walkthrough's conducted monthly using the CIR Rubric focusing on rigor and relevance with high level questioning, authentic resources, relevance, thoughtful work and relationships as our focus. .

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,025

Source(s)

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide toner for GLAD Printer, instructional supplies, copy paper, science materials, lamination film, 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)

21,050

Source(s)

Title I

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide Science books for classrooms, books/supplies for library and library books and supplies for new class

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

9,800

Source(s)

LCFF - Supplemental

Title I

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Monitor progress of at risk students conducting SST's, IEP's, 504's and retention

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,125	Title I

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Planning time for professional development provided by STEM Sie Implementation Team and Ed TSA's

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I

### 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

Purchase an on-line Math 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)
7,000	Title I

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide STEM Academy for Intervention and Enrichment in Summer 2022

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,938	Title I
8,915	LCFF - Supplemental

## 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

Continue to maintain and update technology

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
1,000	LCFF - Supplemental

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide Budget Clerk

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,049	LCFF

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide after school intervention for students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2020/2021 school year we were successful in having all of our teachers in grades K-2nd grade implement iREAD! more than three days a week. All of our teachers also used the Groupinator with the program and even implemented a first grade after school intervention group using this data. We used the CIR rubric focusing on rigor and relevance using our five focus areas (high level questioning, authentic resources, relevance and thoughtful work and relationships to complete three instructional rounds. All of our TK-1st grade Bilingual classes implemented Estrellitas for intervention for primary language.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All 2020 2021 school goals were fully implemented.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be closely analyzing the results of our implementations to show student academic growth and determine if the same areas of need are present or a different area needs support.



# 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment

## Identified Need

The California Dashboard performance shows us in orange with a 6% suspension rate for our school. Our homeless and white subgroup had over a 4% increase from the previous year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate-Overall	Orange-6% overall	Decrease of 3% or higher
Suspension Rate-Homeless	Red-An increase of 12.6%	Decrease of 3% or higher
Suspensions-Students with disabilities	Red-Suspended for 11%	Decrease of 3 % or higher
Stakeholders Survey for staff	Climate-50% satisfaction with school grounds. Safety-56% satisfaction with the maintenance of our school grounds and building.	Increase of 5% or higher in satisfaction
Stakeholders Survey for Students	Climate-50% satisfaction for school building being clean. Safety- 57% feeling safe from gang activity or gang violence at school	Increase of 5% or higher in feeling safe
Stakeholders Survey for Parents	Climate-72% satisfaction on school communicating the importance of respecting all cultural belief and practices. Safety-76% feel their children are safe on school grounds after school.	Increase of 5% or higher in feeling respected in cultural beliefs and safe after school.
Parent involvement	204 cleared Parent volunteers 11 parent workshop/PD opportunities with 235 participants.	Increase of 20 or more parents cleared to be school volunteers and a 3% increase in parent workshops.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Additional staff time for office support including set up for RAZ and AR, safety supplies for nurse room, office supplies, FedEx, Nextel, postage, parent communication and provide lease and maintenance agreement for copiers.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,101	Title I
1,000	LCFF - Supplemental
12,199	LCFF

### 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

FAB Lab (Engineering 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)
12,250	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents

## Strategy/Activity

Provide parent workshops on literacy, math and ELD classes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,956

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We maintained an orange performance for our school overall suspensions. We had a slight decrease of .01%, therefore maintained at 6% suspension rate. Over the last three years we have had a decline of 2% reduction of suspensions. It was great to see a drastic decline of 10.4% for our African American group, especially since they were the subgroup that was most suspended the previous year. We continue to see our homeless and SES group in need of more support. Our homeless increased 12% in suspensions and our white group also increased 4% in suspensions, therefore we have allocated more funding towards counseling and developing social skill groups during lunch recess.

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 new stakeholder survey was given to our SSC and ELAC group to begin to use the results as a base line to compare to coming years. This was the second year of this new survey, but the results shared in this school plan are the survey on climate and safety that was given to all of staff, parents and 4th and 5th grade students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the emotional effect of our school closure (COVID-19) we need to focus on students emotional and health and providing more counseling services to our students and families. The District will be supporting with a counselor on site full time. We will also continue implementing "Give'emFive" with the Responsibility Centered-Discipline methodology. We will work closely with families to feel welcome and participate in their child's classroom or school as a parent volunteer. We currently have 204 cleared parent volunteers who volunteer at our school. We are setting a goal of growing at least 20 parent volunteers for the next 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

N/A

## Goal 3

English Learners will progress at least one ELPI level in ELPAC.

## Identified Need

47.13% of EL's maintained or declined one level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Indicator	52.9% made progress toward English Language Proficiency.	Increase of 5% or higher
CA Dashboard Indicator	3.6% of EL's reclassified	Increase of 5% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

### Strategy/Activity

Provide Paraprofessionals for classroom support, afternoon ELPAC testing, and EL Clerk

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
81,272	Title I
120,260	LCFF - Supplemental
19,500	LCFF - Supplemental
722	LCFF

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

### Strategy/Activity

Provide RAZ licenses for EL and Reclassified Student and AR Licenses

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5,000

5,069

#### Source(s)

Title I

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EL was not a written goal this school year, but all of our students received ELD instruction and 92.9% of our students made progress towards Language Proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Over 75% of our students are English learners, we see some progress in moving at least one level in their ELPI levels, but they are still below standard. This coming year we are beginning to research the possibility of our Bilingual Program transitioning to Dual Immersion and beginning to study the effectiveness of both programs and making some recommendations. We see our students that are being reclassified being above standard, but our percentage of students being reclassified is still low. Our goal is to increase the percentage of students being reclassified.

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$417,851.00

## 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	\$230,637.00

Subtotal of additional federal funds included for this school: \$230,637.00

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	\$30,970.00
LCFF - Supplemental	\$156,244.00

Subtotal of state or local funds included for this school: \$187,214.00

Total of federal, state, and/or local funds for this school: \$417,851.00

# 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:

School Principal

Classroom Teachers

Name of Members	Role
Ramona Soto-Barajas	Principal
Micaela Vergara	Classroom Teacher
Nancy Hardebeck	Classroom Teacher
Blanca Cortes	Classroom Teacher
Tamara Marian	Other School Staff
Alma Garcia	Parent or Community Member
Maria Rodriguez	Parent or Community Member
Cristina Cano	Parent or Community Member
Suni Chanda	Parent or Community Member
Silvia Cardona	Parent or Community Member
Archana Garg	Classroom Teacher
Dean Reese	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 5/4/21.

Attested:



Principal, Ramona Soto-barajas on 5/4/21

Archana Garg

SSC Chairperson, Archana Garg on 5/4/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
Tracy High School	39-75499-393800		

## 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  
Non-Title I school

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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.

LCAP Goal #1 Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports

LCAP Goal #2 Safe and Equitable School Climate

Within the scope of LCAP and Federal and State programs, Tracy High School aims at providing an equitable educational /learning environment to meet the needs of ALL students, including at-risk students –namely ELs, Foster/Homeless Youth and economically disadvantaged students. In addition, the Tracy High School SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. Tracy High School will involve all stakeholders including but not limited to Students, Staff, Parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's current WASC plan.

It is also evident in Tracy Vision and Mission statement

Tracy High Vision Statement

Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met, in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Tracy High Mission Statement

It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st Century skills.

# 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).

1. Tracy High School believes in ongoing parent-student-staff input and feedback, to enhance student learning, student well being and safe learning environment for all staff and students. To monitor current school climate, we conduct surveys on annual basis, which provide information regarding student safety, student-staff relationship, and ways to improve parental involvement for overall academic enhancement. Stakeholder Survey Results

a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:

School Climate

### School Climate Responses

Group	Number or Responses	% Agree 2021
Parents	4950	74.77%
Staff – Cert.	726	83.75%
Staff – Class.	8695	67.80%
Total	14371	75.44%
Met Goal (Y/N)	Y	Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

### School Safety Responses

Group	Number of responses	% Agree 2021
Parents	2835	74.07%
Staff – Cert.	311	91.00%
Staff – Class.	4953	79.95%
Total	8099	81.67%
Met Goal (Y/N)	Y	Y

Parents, staff and students consider Tracy High School very safe in terms of school safety, and gave a very positive feedback for school climate, instructional issues, and parent relations.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Administrative staff at Tracy High visit classrooms on a weekly basis. It is the intent of the Tracy High School administration team to visit at least 30% of the classrooms per week, which coincides with the districts' objective for classroom instructional rounds. These classroom visits are informal in nature and typically consist of a 5-10 minute 'pop-in' visit in which the visitor casually observes the lesson and the associated student participation/progress. Approximately 50% of these visits are scored using a rubric provided by the International Center for Leadership in Education (ICLE). This framework and associated rubrics are referred to as Rigor, Relevance, and Engagement (RRE). The rubrics are cloud-based, through the Professional Learning Portal (PLP), and accessible by Site and District Administration. The data therein is used to provide basic feedback and a baseline set of data from which future educational and instructional decisions can be made. A cursory review of the data collected during the 2018-19 and 2019-20 school years' show that THS is in the Emerging category for Rigor, Relevance, and Engagement. The use of these rubrics was diminished significantly due to school closures related to COVID. The informal observations continued and the emphasis on building relationships was highlighted.

In addition to the RRE rubrics, THS has developed a condensed version of the software tool for recording data during classroom visits. This tool combines the ICLE supplied rubrics and frameworks with site-based targets in such a way as to make data collection more flexible and gives an opportunity to provide more immediate, actionable feedback to our staff. The targets selected by THS allow for more focused feedback to our teachers. The targets are aimed at LCAP Goal #1: Closing the achievement gap. These targets, and other supplementary teaching techniques, directly support student achievement. The targets include an emphasis on ELA Claims of Reading, Writing, Listening, and Research/Inquiry as well as the use of AVID WICOR strategies in the classroom. Implementation of these techniques in the classroom is observed, charted, and shared with staff. To further support these endeavors, teachers and administrators from other schools have participated in this classroom visit and feedback cycle in an effort to build familiarity and understanding. This work will continue into the coming school year. 28 teachers participated during the shortened 2019-2020 school year and even fewer during the COVID closures during the 2020-21 school year. Our goal for next school year will be 30 or more of our teachers will have gone through this cycle at least one time.

Formal staff observation and evaluation occurs on a regular basis according to contract. Permanent status teachers are evaluated every 2-years, or 5-years based on years of service and other factors, using the California Standards for the Teaching Profession. Probationary staff members are evaluated every year using the same standards.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

#### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Tracy High School (THS) administration and teaching staff constantly uses results of State (CAASPP for ELA and Math : ELPAC scores, and Physical fitness results etc.) and local assessments (in-class tests, quizzes; chapter & unit tests, & district developed Rigorous Curriculum Design benchmark assessments etc.) to modify instruction, on an ongoing basis for overall students academic achievement and enhancement in learning. In addition, students with significant cognitive disabilities, whose current Individualized Educational Program designates, are administered CAA. These State assessments measure how well students are doing in relation to state adopted content standards. The aggregate scores are the students achievement scores and determine students progress towards college and career readiness. It should be noted that due to COVID closures CAASPP exams were not given in 19-20. They ARE being administered during Spring of 2021.

#### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

THS teaching staff monitors student progress on a daily basis using formative and summative assessments, checking for understanding, quizzes, class room assessments and periodic benchmark assessments. Teachers are provided with release time / month, to work collaboratively in class, and based on desegregated data analysis, the next step for instructions and program interventions are decided. PLC time is used to develop and analyze the results from Common Formative Assessments as a means of evaluating student performance and progress.

RCD units of assessment are assessed and tabulated on a regular basis in an effort to prioritize the coverage of self-identified priority standards and skills.

New to THS this year is an assessment suite called FastBridge Assessments. THS students were given assessments in Reading, Math, and Mental Health Awareness 2 times this year. This data will be tabulated and shared with staff to identify trends, needs, and to help us develop needed intervention strategies in the coming years.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

TUSD requires new teachers to participate in Tracy Teachers Induction Program involving 6 full days of pre-service and 4 days of follow up during the year. These new teachers receive training on classroom management, content organization and lesson design based on CSTPs. Teachers are additionally supported throughout the year by a staff development specialist. New teachers who qualify are assigned to an induction mentor who works through the modules of ILPs with these teachers.

The district offers professional development opportunities in the form of 2 full buy-back days for all teachers throughout the year. Two of these are provided during the school year and one day occurs before the start of school year.

Every Wednesday, students are released at 1:30 pm, so that teachers can engage in professional development activities. These happen on an ongoing basis, so teachers have the opportunity for site professional development activities ; district professional development activities and for collaboration time

On special occasions, professional development is also provided on needs basis (especially as TUSD transitions into a new State required inclusive model for Sp. Ed students).

Special teacher needs are met by allowing teachers to attend special workshops/conferences. A system is also in place to meet the needs of veteran teachers via the PAR program.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

THS has 68 fully credentialed teachers and 7 without a full credential. No teacher is teaching outside their subject of competence. State based educational material is aligned to the state adopted standards and professional development activities are geared at meeting teacher needs so they are able to use the instructional material to maximize learning

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district analyze the summative data (both local and state) and disaggregates student performance data, to ascertain which area is in need of greater professional development. Then, staff development opportunities are aligned so as to meet the curricular needs for content standards, in these identified area/subjects, (with special reference to ELA, Math and Science). Site PD is targeted at methods of developing direct correlation between classroom instruction, Standards, and Site/District goals. More specific focus is provided through the use of focused Lesson Study's in Mathematics.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)  
TUSD implements a mentor program, in all content areas and these experts and instructional coaches visit sites on a regular basis, to offer support and instructional assistance. Other avenues of instructional assistance are provided by ICLE staff/mentors, AVID Site Team Professional development, District Program Managers, and EL-specific instructional techniques.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday students are released at 1:30 pm to allow teachers to participate in professional development activities, some of which are also collaborative in nature. Teachers collaborate by departments &/or subjects within the department. Teachers discuss strategies that work and analyze data from common assessments. Any modifications to summative or formative assessments are also discussed at this time.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use pacing guides when delivering instructions. All curriculum, Instructions and instructional material (text books, projects etc.) are aligned to state content and performance standards in each content area, to maximize academic performance and achievement. For Students with disabilities, those grade level content standards are used that reflect the student's true abilities, as is evident through individual student's IEP. All students have access to assigned text books and instructional materials.

Units of Study have been developed in ELA and Math. These units are sequenced in the pacing guides. Regular assessments are conducted and tabulated for reflection and modification.

Text book selection committee receives ongoing training related to content standards before an adoption cycle begins. Extensive review and piloting culminates in a vote by the committee, to recommend a text to the district curriculum council. Thorough review and recommendation by the site administrators ultimately send the recommendations to the school board for final adoption.

The text content fits within the curricular framework adopted by California State Board of Education. District chose its most recently adopted text books in ELA and also IB program (Environmental Science; Social studies and Theory of Education). Science is next for text book adoption, to be aligned with NGSS standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The text content fits within the curricular framework adopted by California State Board of Education. Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The text content fits within the curricular framework adopted by California State Board of Education. Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

## Opportunity and Equal Educational Access



Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In regular core classes, teachers provide small group activities, and work closely with Sp. Ed Paras. EL paras & coordinator to provide support especially to under-performing students. Teachers use evidence based practices and reflections on an ongoing basis. Psychological and Family Liaison services like speech, language and hearing are also provided to students in need. ELA classes have begun to use an inclusive 'push-in' model where Special Education students and a Special Education partner teacher are joined with our College Prep English classes and Math classes.

Evidence-based educational practices to raise student achievement

- 1) Ongoing data analysis and use of instructional practices to enhance educational performance /achievement among and across departments.
- 2) Weekly class room visits by administrators and some teachers.
- 3) After school office hours, for students needing help, especially in the areas of ELA, Math, Foreign Language and Science.
- 4) Students can recover credits through online classes like Cyber High-- during school time or through BYU ( online program accepted by T.U.S.D)
- 5) Students with disabilities also have a special pull-out program for extra support. This is called Tutorial Support.
- 6) Through PLC's , there are on-going collaborative conversations with staff to reflect on student needs and methods to help them.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site's Monetary resources are in sync with District LCAP report and as enumerated on Site's SARC report  
Parental involvement is mostly seen in the following areas:-  
Workshops for Parents including grade level meetings with School Counselors and Financial aid nights  
Monthly Coffee with the Counselors  
Parent Café for Spanish speaking parents- monthly  
College Bound etc.  
Many Booster Clubs for extra curricular activities ( Band booster etc)  
AVID 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)

At THS, Parents are involved in providing input via the SSC, ELAC committee, WASC Parent Group, and Coffee with the Counselors. They also are a broader part of the district's Anti-Bullying Committee; Cyber safety to name a few. Classroom teachers and other staff analyze the data and provide interventions and a safe learning environment for all students..

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL coordinator and paras, AVID, Point Break

Fiscal support (EPC)

# 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

### Introduction:

Tracy High School staff held approximately 3 meetings or input structures in consultation with all stakeholder groups including parents, students, school personnel, and management in the development of our 2021-22 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders. All of these meetings and situations happened virtually.

Tracy High School also used electronic surveys to ensure that the stakeholder engagement process was inclusive. Surveys asked questions pertaining to student performance, actions, safety, services, and programs. School staff collected over 1000 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

### Structure of the SPSA input meetings:

Each session began with a presentation of the role and purpose of the WASC Self-Study Process for Accreditation and the Single Plan for Student Achievement. In addition, information was included as to how funding is linked to the LCAP, the use of accountability measures, and the current goals and actions. Local benchmark/ common assessments, grade data, and state data was reviewed and highlights from this data was discussed. Participants were then asked reflective and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected and gathered as hard copy evidence/electronically.

### Data collection process:

Data from all stakeholder meetings was collected. All data was documented and included with the information from various stakeholder groups. The School Site Council, a group of staff, parents, students, and administrators from the school site, met to review the data and the initial themes that emerged. The school's Leadership/Department Chair Team also met to review and discuss the data and initial themes.

### Prioritization and ranking of the data collected:

The meeting information was shared with School Site Council for review and adoption.

The following is a detail of the meeting dates held with each stakeholder group.

8/10/20 - Staff Meeting to review goal categories and gathering of department goals.

8/7/20 - Department Chair Meeting to review goals, action items, discuss needed evidence and timelines, and plan for input sessions

Back--To-- School Night --A friendly meeting of stakeholders ( Administrators, parents and teachers)

12/9/20 Staff Meeting and Department meeting to review progress on goals

4/14/21 - Department meetings to review goals of departments and progress

1)Dept Chair meetings

8/7/20, 11/5/20, 1/7/21

2) Staff Meetings & ERMs

8/10/20, 12/9/20,  
3) Parent Conference and Back to School Night  
8/26/20, 10/27/20  
4) School Site Council meetings etc etc.  
9/10/20, 10/15/20, 11/12/20, 2/11/21, 3/11/21, 5/13/21

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- 1) Non availability of district provided after school transportation, for students who need tutoring or credit recovery
- 2) Credit recovery summer school is the only 9-12 opportunity provided besides summer bridge. This does not give students the opportunity to accelerate. or mastery learning by low performing students cannot be accomplished.
- 3) Some regular and few SED students cannot afford credit recovery units, especially on "payment programs" like BYU.
- 4) Disparity between program budget at the site --- IB Vs AVID program..
- 5) Declining enrollment has led to a reduced number of course offerings. This leads to fewer choices for remediation that disproportionately affects our lower performing sub-groups.
- 6) Disparities in access to technology, internet access, and at-home supervision have had a detrimental affect on SED groups.
- 7) Covid related school closures and reduced in-person opportunities for students has led to a significant learning loss.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.43%	0.5%	0.61%	9	10	12
African American	4.71%	4.95%	4.65%	99	99	91
Asian	10.10%	9.8%	10.48%	212	196	205
Filipino	5.05%	4.6%	4.85%	106	92	95
Hispanic/Latino	44.95%	45.57%	46.5%	944	911	910
Pacific Islander	0.48%	0.35%	0.56%	10	7	11
White	30.95%	30.92%	28.56%	650	618	559
Multiple/No Response	%	%	3.78%			0
Total Enrollment				2100	1,999	1,957

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	502	511	515
Grade 10	585	481	492
Grade 11	482	552	443
Grade 12	531	455	507
Total Enrollment	2,100	1,999	1,957

### Conclusions based on this data:

1. Tracy High School has seen a downward trend in enrollment numbers over the three year span reported. The decline since 17-18 has been over 140 students. A continuing downward trend will adversely effect course offerings and staffing.
2. The African American, Asian, and Filipino sub-groups have shown no consistent trend in percent of students over the 3 year span reported. The Hispanic sub-group has risen slightly while the White sub-group has declined by a similar amount.
3. Interestingly, the freshman class has grown slightly over the 3 year span reported while the total enrollment has declined

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	246	242	254	11.7%	12.1%	13.0%
Fluent English Proficient (FEP)	494	469	469	23.5%	23.5%	24.0%
Reclassified Fluent English Proficient (RFEP)	23	26	15	9.3%	10.6%	6.2%

### Conclusions based on this data:

1. Enrollment of English Learners has increased by 8 over the 3 year span reported
2. EL students as a percent of the student population have increased slightly since 17-18. This is consistent with the increase in total Hispanic student population notes earlier.
3. While no 3-year trend is evident, the percent of RFEP students dropped significantly from 18-19 to 19-20.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	526	448	531	515	429	517	515	428	516	97.9	95.8	97.4
All Grades	526	448	531	515	429	517	515	428	516	97.9	95.8	97.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2619.	2578.	2615.	30.68	22.66	29.46	37.09	30.84	33.14	15.92	20.56	24.42	16.31	25.93	12.98
All Grades	N/A	N/A	N/A	30.68	22.66	29.46	37.09	30.84	33.14	15.92	20.56	24.42	16.31	25.93	12.98

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.40	31.69	33.53	43.27	45.07	49.03	18.32	23.24	17.44
All Grades	38.40	31.69	33.53	43.27	45.07	49.03	18.32	23.24	17.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.60	28.71	38.21	41.60	43.29	44.64	16.80	28.00	17.15
All Grades	41.60	28.71	38.21	41.60	43.29	44.64	16.80	28.00	17.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.78	18.12	21.51	61.60	61.41	69.19	14.62	20.47	9.30
All Grades	23.78	18.12	21.51	61.60	61.41	69.19	14.62	20.47	9.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.55	30.12	38.64	42.38	44.24	48.93	14.06	25.65	12.43
All Grades	43.55	30.12	38.64	42.38	44.24	48.93	14.06	25.65	12.43

**Conclusions based on this data:**

1. Tracy High School continues to test a large percentage of its eligible students in ELA with 97.4% being tested in 18-19, up from 95.8% the previous year.
2. The percent of tested students that met or exceeded standards in ELA rose from 53.5% to 62.6% from 17-18 to 18-19.
3. Performance in ELA claims shows some variability. Writing and Research/Inquiry claims % above standard rose an average of 9% while Reading and Listening claim % above standard rose an average of around 2.7%.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	528	451	529	518	430	512	518	430	511	98.1	95.3	96.8
All Grades	528	451	529	518	430	512	518	430	511	98.1	95.3	96.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2583.	2561.	2565.	13.90	7.44	8.41	20.66	20.23	20.55	28.19	27.91	28.38	37.26	44.42	42.66
All Grades	N/A	N/A	N/A	13.90	7.44	8.41	20.66	20.23	20.55	28.19	27.91	28.38	37.26	44.42	42.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.15	15.81	18.40	30.35	30.23	28.96	46.50	53.95	52.64
All Grades	23.15	15.81	18.40	30.35	30.23	28.96	46.50	53.95	52.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.37	12.79	10.37	51.36	46.74	52.45	33.27	40.47	37.18
All Grades	15.37	12.79	10.37	51.36	46.74	52.45	33.27	40.47	37.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.05	12.09	14.68	56.87	56.28	54.21	27.08	31.63	31.12
All Grades	16.05	12.09	14.68	56.87	56.28	54.21	27.08	31.63	31.12

### Conclusions based on this data:

1. Tracy High School continues to test a large percentage of its eligible students in Math with 96.6% being tested in 18-19, up from 95.3% the previous year.
2. The percent of tested students that met or exceeded standards in Math stayed relatively consistent at 27.7% and 29.0% from 17-18 to 18-19.

3. The percentage of tested students performing Below Standard in all three Math claims declined from 17-18 to 18-19. Problem Solving & Modeling/Data Analysis showed the largest decline from 40.47% to 37.18%.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1549.4	1545.9	1551.0	1540.4	1547.3	1550.7	50	71
Grade 10	1572.3	1572.2	1579.4	1583.7	1564.6	1560.2	66	52
Grade 11	1555.7	1563.5	1542.7	1556.8	1568.2	1569.9	31	62
Grade 12	1575.6	1534.9	1568.7	1528.0	1581.9	1541.3	39	27
All Grades							187	212

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	28.00	12.68	38.00	45.07	24.00	26.76	*	15.49	50	71
10	45.45	30.77	30.30	34.62	*	23.08	*	11.54	66	52
11	*	19.35	*	35.48	*	25.81	*	19.35	31	62
12	38.46	11.11	46.15	14.81	*	51.85	*	22.22	39	27
All Grades	36.56	18.87	36.02	35.85	15.59	28.77	11.83	16.51	186	212

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.00	25.35	36.00	45.07	*	18.31	*	11.27	50	71
10	54.55	48.08	27.27	30.77	*	13.46	*	7.69	66	52
11	48.39	27.42	35.48	38.71	*	19.35	*	14.52	31	62
12	64.10	18.52	*	22.22	*	40.74	*	18.52	39	27
All Grades	53.23	30.66	30.65	36.79	10.22	20.28	5.91	12.26	186	212

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.82	36.00	30.99	34.00	39.44	28.00	26.76	50	71
10	18.18	3.85	36.36	30.77	27.27	40.38	18.18	25.00	66	52
11	*	11.29	*	22.58	35.48	43.55	*	22.58	31	62
12	*	3.70	38.46	11.11	30.77	40.74	*	44.44	39	27
All Grades	12.37	5.66	34.95	25.94	31.18	41.04	21.51	27.36	186	212

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	44.00	7.04	40.00	77.46	*	15.49	50	71	
10	57.58	23.08	33.33	67.31	*	9.62	66	52	
11	*	11.29	41.94	58.06	*	30.65	31	62	
12	46.15	3.70	46.15	40.74	*	55.56	39	27	
All Grades	47.31	11.79	39.25	64.62	13.44	23.58	186	212	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	68.00	71.83	26.00	15.49	*	12.68	50	71	
10	63.64	75.00	31.82	15.38	*	9.62	66	52	
11	77.42	66.13	*	19.35	*	14.52	31	62	
12	79.49	48.15	*	44.44	*	7.41	39	27	
All Grades	70.43	67.92	24.19	20.28	*	11.79	186	212	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	11.27	44.00	52.11	48.00	36.62	50	71	
10	21.21	17.31	40.91	55.77	37.88	26.92	66	52	
11	*	14.52	*	50.00	54.84	35.48	31	62	
12	*	7.41	56.41	40.74	28.21	51.85	39	27	
All Grades	16.13	13.21	42.47	50.94	41.40	35.85	186	212	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	2.82	74.00	84.51	*	12.68	50	71
10	46.97	5.77	37.88	75.00	*	19.23	66	52
11	45.16	8.06	48.39	79.03	*	12.90	31	62
12	30.77	0.00	69.23	77.78		22.22	39	27
All Grades	35.48	4.72	55.91	79.72	8.60	15.57	186	212

**Conclusions based on this data:**

1. 2017-18 was the first year when ELPAC was administered. therefore there are no long-term trends to report. Some data is not available for 20-21 due to covid closures
2. ELPAC Summative Assessment Mean Scale Scores changed from 17-18 to 18-19 as follows; Grade 9 from 1549.4 to 1545.9, Grade 10 from 1572.3 to 1572.2, Grade 11 from 1555.7 to 1563.5, and Grade 12 from 1575.6 to 1534.9.
3. Year-to year scores in subcategories is extremely variable. For example, comparing the category of Overall Language by grade level from 17-18 to 18-19 shows the following for percentage of students scoring 3 or 4; Grade 9 56% to 57.75, Grade 10 75.75% to 65.39%, Grade 11 No Data to 54.83%, and Grade 12 84.61% to 25.92%. It appears that more data over a longer time period is necessary for identifying trends and/or needs.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1999	39.5	12.1	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	242	12.1
Foster Youth	5	0.3
Homeless	19	1.0
Socioeconomically Disadvantaged	789	39.5
Students with Disabilities	211	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	99	5.0
American Indian	10	0.5
Asian	196	9.8
Filipino	92	4.6
Hispanic	911	45.6
Two or More Races	66	3.3
Pacific Islander	7	0.4
White	618	30.9






### Conclusions based on this data:

1. White (30.9%) and Hispanic (45.6%) are the two largest ethnicity groups on campus.
2. English Learners (12.1%) and students with disabilities (10.6%) make up a significant percentage of the population at Tracy High School.
3. Nearly 40% of the student population is classified as Socioeconomically Disadvantaged

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. Comparing overall CAASPP scores to the previous year shows an increase for all sub-groups in ELA and Math with the exception of Hispanic Students (decline of 2.8% in Math).
2. Overall graduation rates remain high for 18-19 at 93%. Of concern is a decline in graduation rates for EL students of 6% (to 83% rate).
3. The suspension rate has declined from 10.7% to 7.2% year-to-year. All sub-groups showed a decline in suspension rates with the exception of EL and Students with Disabilities (-0.3% and -0.2% respectively). Changes in discipline policies surrounding Tardiness and additional interventions seem to be having an effect on suspension rates.



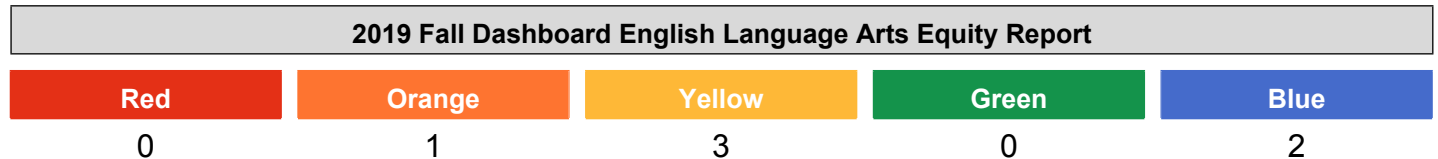
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Blue 34.1 points above standard Increased Significantly ++36.7 points 518	<b>English Learners</b>  Yellow 38 points below standard Increased Significantly ++74.4 points 96	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 29.6 points below standard 14	<b>Socioeconomically Disadvantaged</b>  Yellow 4.7 points below standard Increased Significantly ++35.1 points 217	<b>Students with Disabilities</b>  Orange 49.1 points below standard Increased Significantly ++56.5 points 44

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 22.1 points above standard Increased Significantly ++76.9 points 20	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  Blue 102.9 points above standard Increased Significantly ++55.9 points 51	<b>Filipino</b>  No Performance Color 80.5 points above standard Increased Significantly ++72.3 points 28
<b>Hispanic</b>  Yellow 1.8 points below standard Increased Significantly ++30.9 points 243	<b>Two or More Races</b>  No Performance Color 33.9 points above standard Declined -5.7 points 16	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Blue 60.3 points above standard Increased Significantly ++43.3 points 155

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

<b>Current English Learner</b> 63.7 points below standard Increased Significantly ++66.5 points 56	<b>Reclassified English Learners</b> 2 points below standard Increased Significantly ++85.4 points 40	<b>English Only</b> 52.8 points above standard Increased Significantly ++47.3 points 310
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#### Conclusions based on this data:

- Overall all, in ELA THS is 34.1 points above standard, which increased 36.7 points from the previous year.
- Of greatest concern are Students with Disabilities subgroup. While showing an increase over previous year of 56.5 points, they remain 49.1 points below standard.

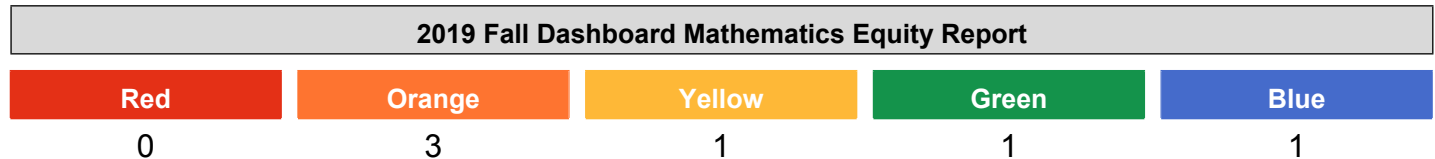
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 59 points below standard Increased ++6 points 511	<b>English Learners</b>  Orange 131.2 points below standard Increased Significantly ++37.5 points 96	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 135.1 points below standard 14	<b>Socioeconomically Disadvantaged</b>  Yellow 100.1 points below standard Increased ++4 points 212	<b>Students with Disabilities</b>  Orange 124.8 points below standard Increased Significantly ++22.6 points 41

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 83.8 points below standard Increased Significantly ++16.8 points 19	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Asian</b>  Blue 30.8 points above standard Increased Significantly ++33.4 points 50	<b>Filipino</b>  No Performance Color 10.6 points below standard Increased Significantly ++55.5 points 28
<b>Hispanic</b>  Orange 98.2 points below standard Maintained -2.8 points 239	<b>Two or More Races</b>  No Performance Color 15.2 points below standard Increased ++11.9 points 15	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 38.4 points below standard Increased ++9 points 155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 139.9 points below standard Increased Significantly ++51.6 points 56	<b>Reclassified English Learners</b> 118.9 points below standard Increased Significantly ++16.3 points 40	<b>English Only</b> 40.5 points below standard Increased ++13.6 points 306
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#### Conclusions based on this data:

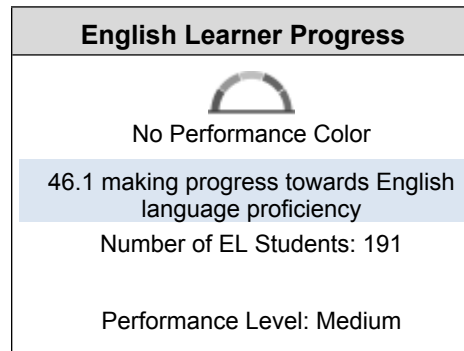
- Overall, THS is 59 points below standard with an increase of 6 points.
- The Asian subgroup is performing above standard while all other ethnic subgroups are performing below standard.
- At risk students are performing at levels far lower than their counterparts. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are performing 131.2, 100.1, and 124.8 points below standard respectively.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	31.9	6.8	39.2

#### Conclusions based on this data:

1. A vast majority (78%) of English Learners at THS, based on the ELPAC, have maintained or improved at least one ELPI level.
2. THS has been ranked in the medium category for EL Progress with a score of 46.1% of students making progress towards the highest ELPI level.

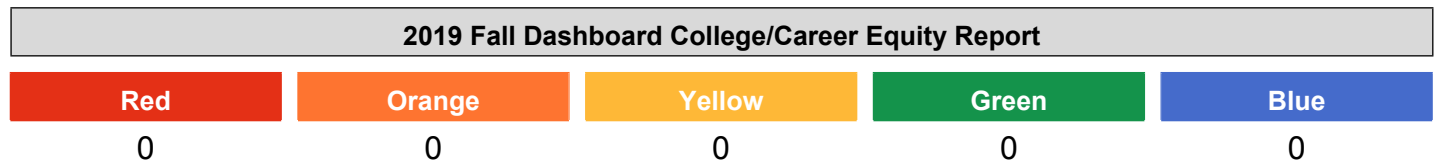
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">36.4</div> Declined Significantly -10.5  459	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
46.9 Prepared	46.9 Prepared	36.4 Prepared
22.6 Approaching Prepared	22.6 Approaching Prepared	21.4 Approaching Prepared
30.5 Not Prepared	30.5 Not Prepared	42.3 Not Prepared

#### Conclusions based on this data:

- Students at THS showed a considerable decline in being "College and Career Ready".
- Over the course of three years, 2016 - 2018, the % of students prepared remained constant, around 47%, however the class of 2019 showed significant decline. A-G completion remained constant at 48 %, but students did not meet other state guidelines.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Covid related school closures and a lack of CA Dashboard data make drawing conclusions difficult.

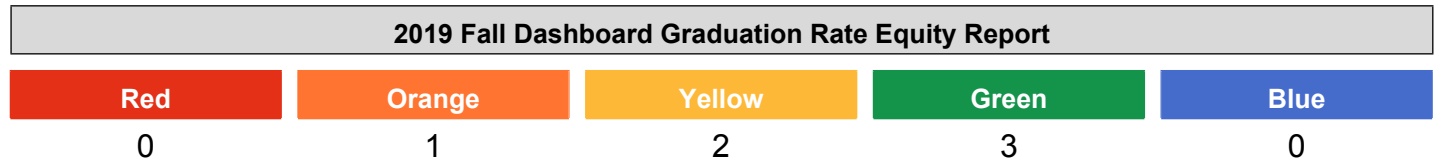
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 93 Maintained +0.5 459	<b>English Learners</b>  Orange 83.3 Declined -6 48	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color 81.3 Declined -5.7 16	<b>Socioeconomically Disadvantaged</b>  Green 90.6 Increased +2.2 213	<b>Students with Disabilities</b>  Yellow 71.2 Increased +3.8 52

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 87 Increased +3.6 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 91.8 Declined -6.6 49	 No Performance Color 100 Increased +3.5 21
Hispanic	Two or More Races	Pacific Islander	White
 Green 94.2 Increased +2.8 189	 No Performance Color 91.7 Declined -3.3 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 92.7 Maintained -0.1 150

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
92.5	93

#### Conclusions based on this data:

1. THS Graduation rates were 92.5% in 2018 and increased to 93% in 2019.
2. Of greatest concern is students with disabilities graduating in four years. However, they showed a 3.8% increase.

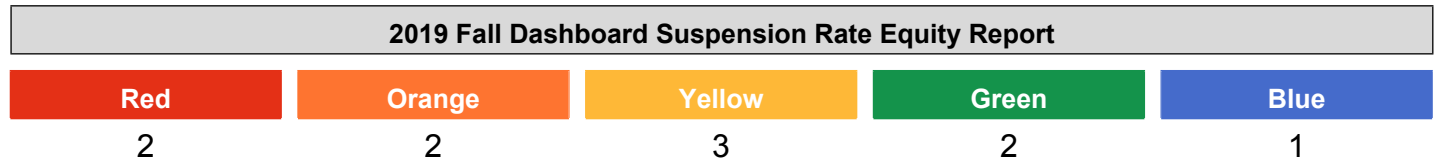
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 7.2 Declined Significantly -3.4 2076	<b>English Learners</b>  Red 13.7 Increased +0.3 249	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 9
<b>Homeless</b>  Orange 17.5 Declined -4.7 57	<b>Socioeconomically Disadvantaged</b>  Yellow 10.7 Declined Significantly -3.8 875	<b>Students with Disabilities</b>  Red 18 Maintained -0.2 233

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 17.9 Declined -3.7 106	<b>American Indian</b>  No Performance Color 9.1 11	<b>Asian</b>  Yellow 5.1 Maintained +0.1 197	<b>Filipino</b>  Blue 0 Declined -2.8 96
<b>Hispanic</b>  Yellow 8.5 Declined Significantly -4.5 951	<b>Two or More Races</b>  Green 4.5 Declined -3.9 67	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 8	<b>White</b>  Green 5.6 Declined Significantly -2.8 640

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	10.7	7.2

#### Conclusions based on this data:

1. Overall the school saw a significant decline (3.5 %) in suspensions rates from the previous year.
2. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.8%. However, English Learners suspension rates increased .3%.
3. It is expected that 2020 suspension rates will decline sharply as policy changes surrounding attendance take effect.

# 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

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports

## Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups

## Identified Need

Create a collaborative team of highly engaged staff that supports the academic, social and emotional success of all students for college and career readiness

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>A. Annual SBAC ELA and Math results. Note: 2020 SBAC results are unavailable due to Covid closures. The 2021 SBAC results will be used for future planning.</p> <p>B. Semester course grades: D and F list.</p> <p>C. Chronic absentee data.</p> <p>D. Quarterly, Semester, and annual suspension data.</p> <p>E. College and Career Readiness data: a-g completion and CTE pathway completion.</p> <p>F. Stakeholder Survey data</p> <p>G Formative and Summative assessment data.</p> <p>H. Instructional Rounds Feedback via PLP and site specific feedback.</p>	<p>1. 2019, the most recent data available, SBAC ELA &amp; Math data: 62.6% of students overall met or exceeded ELA standards; 28.95% of students overall met or exceeded Math standards.</p> <p>2. First semester D and F grade data comparing the pre-pandemic Fall of 2019 with the Covid Fall of 2020 was collected and shared with site staff and District Administration.</p> <p>3. Attendance data was monitored by Assistant Principals and regular Pre-SARB meetings were held with families in an effort to reduce Chronic absenteeism. Additionally, a program of Home Visits was implemented to assist families with the challenges of Distance Learning in the area of attendance.</p>	<p>1. a) Increase overall SBAC ELA score by 3% points and overall SBAC Math score by 3% points based on improvements with student subgroups.. b) Annual data specific to grade level cohort. Use data to measure improvement or decline in addressing subgroup achievement gaps</p> <p>2. Give D and F data to content specific teachers so that staff can analyze the percentage of D's and F's from achievement gap subgroups compared to total student population to establish baseline data.</p> <p>3 Will maintain or improve Chronic Absenteeism Rate for Hispanic and African American students and will improve</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>I. FastBridge Assessments in Math and Reading at all grade levels.</p> <p>J. Student involvement in school activities as measured by 5-Star Students.</p>	<p>4. Most recent data show that the school saw a significant decline (3.4 %) in suspensions rates from the previous year. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.81%. However, English Learners suspension rates increased .3%.</p> <p>5. According to the Fall 2019 California School Dashboard, overall THS student College and Career Readiness significantly decline while the A-G completion rate stayed relatively the same. The class of 2019 did not meet other state criteria.</p> <p>6. The English and Math teachers continued to assess students using standards-aligned RCD units. Data was uploaded and shared during site PLC's and at District level meetings.</p> <p>7. Continue with at least 30% teacher observation on a weekly basis, and input on / feedback via PLP and site specific forms.</p> <p>8. Baseline data was collected in English and Math performance using the FastBridge assessment suite. This data will continue to be expanded every year. It will be used as a formative assessment tool for these core subjects.</p>	<p>Chronic Absenteeism Rate for students of 2 or more races to equal or less than the overall rate for all students.</p> <p>4. a) Continue to focus on lowering the suspension rate for all students. Look to implement Intervention activities to create a permanent behavior change</p> <p>b) Develop new programs/strategies to address minor discipline issues on site. These include utilizing the additional counseling position to expand mental health services for students.</p> <p>5. Improve by 3% points for noted subgroups/overall, in College and Career Readiness on the 2021 update of the California School Dashboard.</p> <p>6.. Analysis of 2020-21 Stakeholder Survey results to show a 1% increase in all stakeholder categories.</p> <p>7. Increase in weekly instructional rounds by 1% of the districts' expected 30% and at least 10% of the feedback to be communicated via on PLP.</p> <p>8. It is expected that the 5-star program will be implemented schoolwide in 2021-22. The development and application of its use will evolve quickly to meet the needs of the school.</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9. A small cohort of teachers has begun a pilot program in the use of 5-star, a school culture related program. Additionally, more than 20% of our student body has joined and is actively involved with the app.	

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 staff to actively implement and focus on RRR-Rigor, Relevance, Engagement, and Relationship framework, to build a common language across all content areas that empowers the staff to improve learning for every 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)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities

### Strategy/Activity

All staff will review, analyze, and discuss the quarterly D and F list in their content area to best understand and identify achievement gaps, instructional needs, and possible interventions. Use of the D and F list will particularly be used during departmental PLC time. The Special Education Department will focus on the D and F list to best understand needed supports for students within the inclusion model.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 with special reference to Students with Disabilities (SWD)

Strategy/Activity

All departments will engage in regular staff / Department Meeting data discussions, with reference to departmental goals, site goals, and LCAP goals, using formative assessment data. Administration will work with departments to provide requested data in desired format and will facilitate data discussions with protocols and attendance from additional district colleagues as needed. ELA and Math will focus on RCD/benchmark assessments while other departments will focus on developing and collaborating on analyzing data from formative assessments developed in their PLC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 with special reference to Students with Disabilities (SWD)

Strategy/Activity

All staff will participate in WASC Focus Group Meetings throughout the year to collect and analyze evidence related to their focus area in order to prepare for the 6-year WASC Self-Study scheduled for the 2022-23 school year. This process will allow THS to identify areas of strength and areas of critical need for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

#### Strategy/Activity

Plan and conduct three or more benchmark assessments in English Language Arts, Mathematics, and unit/ formative assessment in Science, Social Science, and World Language. Benchmarks will be completed on a quarterly basis, with autonomy for teachers to determine or create the common assessment and when in the quarter it will be given. All benchmark data will be entered into the District data tabulation program (currently IlluminateDNA) during the interval specified by the districts' department of curriculum and continuous improvement.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 with special reference to Students with Disabilities (SWD)

#### Strategy/Activity

Continue to expand implementation of inclusive Special Education model with push-in support from resource teachers and instructional aides. Increase collaborative work between core content area departments and the Special Education department in order to identify student needs and opportunities for further instruction, growth, and/or accommodations.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 with special reference to Students with Disabilities (SWD)

#### Strategy/Activity

Continue to expand the implementation of the FastBridge suite of assessments to identify trends/needs in the areas of Math, Reading, and mental health awareness. Assessments will be given multiple times a year on a schedule determined by the office of Continuous Improvement. Staff will analyze the resulting data and brainstorm intervention strategies on the class, department, and site levels. Additionally, this process will be expanded to include SBAC data when full-implementation of SBAC testing resumes during the 2021-22 school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

**Strategy/Activity**

Assistant Principal(s) will review weekly, monthly and/or quarterly attendance reports and meet with students noted as being chronically absent throughout the year based on 10% absence at any time of year causing the student to be chronically absent. Assistant Principals will work with students and their families to ensure and address any possible barriers to student attendance, including possibly referral of students and families to the School Attendance Review Board (SARB).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD) and at-risk students

**Strategy/Activity**

In order to improve the College and Career Readiness as measured by A-G completion, CTE Pathways Completion and California College and Career Readiness indicator on the school Dashboard, THS will continue to implement the “Bridge Program” for the identified incoming 9th grade students, in conjunction with AVID program, & a follow up in the 10th grade, to provide curriculum around career exploration, educational planning and create a 4 Year plan 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)

**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

General Operating Costs - Teacher, Department and Class 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)

121,714.00

Source(s)

General Fund

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

THS will continue to offer free Yearly Career Fair and Career Speaker Series events during school time as a lunch time event, or during regular class Period, to offer a diverse range of careers for student learning and encourage career exploration for 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)

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Review IEP and 504 Plan data as needed or at least annually, to evaluate trends in identification and new plans, overall number of students and subgroups possibly being over-identified. Assistant Principal, along with the counselors, to take over administrative responsibility of 504 Plans specifically, to improve communication and educational review to strengthen process.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Support for Comprehensive Educational Opportunities for All Students field trips, sub coverage, classroom supplies, digital technology

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,335

Source(s)

LCFF

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD students

### Strategy/Activity

Salaries, coordinator and 2 Para Ed Positions  
Additional Hours as needed for EL Coordinator to support parents and students during Parent Conferences/CELDT Testing/Registration or as deemed necessary by site principal  
Additional Hours as needed for EL Para's to support parents and students during Parent Conferences/CELDT Testing/Registration or as deemed necessary by site principal  
Planners for ELD Students to support student success  
Conferences and Training for Teachers to Meet the needs of EL students  
EL Field Trips  
Continue with use of the Visions Textbook  
Provide students with outside workshops/training and support relating to college awareness and improving student achievement  
Review identification and re-designation procedures to ensure all students are receiving eligible services as needed  
Before school, lunch time, and after school lab available for homework assistance  
Instructional support materials  
Student recognition for student achievement

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

82015

Source(s)

LCFF

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Application Based, SES (AVID)

### Strategy/Activity

5 AVID teacher sub 3 days  
AVID Supplies  
AVID Subscription  
AVID Tutors & Student Helpers  
AVID Summer Institute  
AVID Membership  
AVID 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)

20,018.00

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

ELA and Math SBAC scores for 2018-2019 school year were reviewed by staff. Areas of weakness and strength were identified. SBAC scores in ELA and Math will be unavailable for the 2019-2020 school year due to school closures caused by Covid-19. RCD (district developed tests) were used in ELA and Math as standards based assessments. CTE pathways are open to all students as are A-G courses. Completion of both is monitored annually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

THS, and district-wide, changes will continue to move to a more inclusive model for special education students extending into grade 10 in English and Algebra 1 in math. In an effort to increase equity in math classes, Algebra Readiness (similar to pre-Algebra) will no longer be offered at THS.



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.

None at this time.

# 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

LCAP Goal # 2

## Goal 2

Safe and Equitable School Climate

### Identified Need

THS continues to focus on cultivating and maintaining a positive school culture that best supports students academic/emotional/social success. The school promotes a sense of belonging and connectedness to the school in order for students to feel safe and have positive relationships. The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for certain sub group of students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Attendance Rate --from AERIES / CA Dash Board	A. Attendance results :- 95.4%	A. Increase overall attendance rate by 2% from previous school year.
B. Overall Suspension Data and various sub groups	B. Overall: yellow SWD : red SED : yellow	B. Reduce suspension rates: Overall: green or higher SWD: orange or higher SED: green or higher
C. Student Expulsion Rate	EL: red White : green	EL: orange or higher White: Blue
D. Climate and Safety Surveys from Stake Holders	Hispanic: yellow African Americans: Orange	Hispanic: green or higher African Americans: yellow or higher
E. Student/Staff participation rates as tracked by 5-Star Students	C. Student Expulsion Rate: 0.1%	C. Maintain low student expulsion rate, if possible.
	D. Climate 75% positive rating Safety 88% positive rating	D. Maintain a 75% positive outcomes on climate and safety
	E. Participation rate for the Covid-19 closure 2019-20 school year shows 35% of students participated in one or more activities.	E. A student participation rate of 80% or greater for the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2021-22 school year as measured by 5-Star Students 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 stakeholder groups ( parents, students, classified and certificated staff).

### Strategy/Activity

- 1a. Survey all stakeholders, with reference to school climate, safety in school and positive student-teacher relationship.
- 1b. Student / Teacher Forums to obtain Stakeholder input on student-teacher relationships, safety and overall school culture.
- 1c. Schedule administration of surveys in such a way that results in maximum participation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students ; SWD; identified sub-groups with disproportionately high number of suspensions.

### Strategy/Activity

Maintain or reduce number of suspensions by continuing to expand the implementation of MTSS programs at THS. Current and future interventions within this structure include an Intervention Room to take the place of In-House suspension and the addition of a counselor to reduce caseloads and expend opportunities for behavioral interventions.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Reduce number of chronically absent students through positive reinforcement and SARB process

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

200.00

Source(s)

LCFF

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide opportunities for credit recovery to fulfill graduation requirements. TUSD will incorporate the Edgenuity online credit recovery program starting in the 2021-22 school year. Counselors will continue to meet one-on-one with students to present opportunities for remediation and credit recovery.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)

Students with IEP and 504

#### Strategy/Activity

Assistant Principal to coordinate closely with relevant staff to strengthen the 504 and IEP processes at THS. These actions will allow THS to more efficiently and more successfully identify and appropriately serve students in need of academic 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)

## 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

Hold Rallies and athletic activities/ceremonies for positive recognition of students .

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 10th grade students

Strategy/Activity

Point Break

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7400.00

General Fund

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. THS will continue to administer all the listed activities. THS will administer Stakeholder survey more effectively in order to increase the number of stakeholder responses. Increased responses will provide a better idea of how the various stakeholders feel about the school .
- 2.TUSD/THS changed the tardy policy in school year 2018-19, which has resulted in significant reduced suspensions during the intervening school years. Efforts, like intervention and more counseling,. are in place to target students, and student sub-groups, who still have relatively high suspension rates.
- 3 Efforts are in place to continue with Perfect attendance strategies.
- 4.AERIES data will be used to analyze for chronic absenteeism in order to make informed decisions for student placement , credit recovery and improving graduation rate.

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 year 2019-20 was the first year of the implementation of Special. Education inclusion model. This model has been expanded to include math inclusion as well. The removal of Algebra Readiness in the coming school year will require additional scheduling modification and staff training.

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.

THS has welcomed a new Activities Director in 2020-21. This has charted a new, expanded role for the building of school culture going forward. While many programs and traditions remain unchanged, THS has adopted a new program of monitoring student involvement called 5-Start Students. This program will play a very large role in developing new traditions and tracking student involvement various school events and activities. The degree that this program will affect school culture is, at the time of writing, uncertain. As staff and students become more familiar with this program and its use, it is expected that significant changes to our Community Involvement/Activities programs will follow.

# 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

Stakeholder Engagement

## Goal 3

Parent Engagement ---All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

## Identified Need

THS recognizes the importance and need for family engagement in school to improve overall student achievement, reduce absenteeism, and restores parents' confidence in their children's education. The greatest need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Parent Education Programs e.g. ; Coffee with the counselors, Class information nights, Back to school night	1. Parent monitoring-Covid related closures eliminated many opportunities for person-to-person opportunities for parent outreach. Regular interactions with parents moved to the digital platforms available (Teams or Zoom). District/school social media updates remained a stable source of information for parents.	1. 3% Increase in parent education programs, over 2019-20 school year, as measured by monthly logs
B. A dedicated blog and/or use of social media to connect to parents.	2. Mass phone calls (Auto dialer calls) -close to 100%	2. Auto Dials and Mass emails success rates at or near 100%. Aeries enrollment verification process completed by 95+% of families.
C. Home visits and parent/teacher conferences.	3. Mass emails -- close to 100%	3 3% Increase in the number of parent survey responses and a rating of 4% higher on parent survey in the area of school safety
D. Community Service opportunities for students.	4. Parent Survey results for involvement: 75%	4. Maintain or increase parent volunteers participation at all events by 3%.
E. Parent Volunteer opportunities.		
F. Aeries data verification process.		



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**

Parent Education Programs like Coffee With the Counselors; Junior Night, and Senior Night. For Coffee with the Counselors, all Parents are invited monthly (information given out through social media), to gain knowledge in the areas of college and career exploration, A-G requirements, and scholarships & grants. Junior and Senior Nights are targeted for more in-depth knowledge for the particular 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)

### **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**

Increase parent participation at annual Back to School Night and Parent Conferences.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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**

Increase parent participation as chaperones at Dances; at Co-Curricular activities like Drama; Choir; Band Booster, Athletic Booster and at academic 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)

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- 1.Coffee with the counselors continued to be a successful outreach avenue however, the program was converted to a digital interaction due to Covid restrictions. Participation rates for Back to School Night and Parent conferences was decreased relative to 2018-19 due to Covid restrictions. Parent Liaison's translation at IEPs, 504's, and other related meetings increased parents comfort level, resulting in greater parent involvement in these and other areas.
- 2.Positive phone calls to parents also instituted a more involved parent, creating a Parent-Teacher team that worked in the best interest of the student.
- 3.The enrollment verification process in Aeries has been useful in keeping steady lines of communication open.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Monthly logs (instead of Quarterly) will be kept for Coffee with the counselors, to see which month has highest and lowest footage; as are monthly positive communication logs to parents, and results discussed at monthly department meetings.
2. Volunteer activities will be advertised early in the year, to allow for maximum participation especially by working parents.

# 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

Use of Technology

## Goal 4

All students will demonstrate 21st century skills through technology use, across all content areas.

## Identified Need

Growth and improvement in the use and implementation of technology is a critical area based on THS Mission and Vision statement. We have continued to increase our number of student devices on campus and our training around technology, but a need persists to continue a focus on student learning, access and equity, and 21st century skill acquisition for students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Staff Technology Surveys on training needs	1.. Fall 2020 survey and past surveys provide baseline information.	1. . Complete Fall 2020 and Spring 2021 Staff Technology needs survey .
B. Student Survey/feedback meetings	2. . Majority of the teachers reported that they currently use EDMODO, REMIND, Schoology etc.	2. Teachers are expected to continue to use online educational platforms, specifically Microsoft Teams
C. Provide student instruction on use of College Next for grades 11-12	3. All students were given the option of borrowing a District provided laptop or using their own personal device to access digital platforms during Distance Learning.	3.. Complete 2021 Spring Stakeholder survey.
D. Proficient use of IlluminateDNA to better access data and inform instruction based upon formative assessment results.	4. 100% of 11th and 12th grade students have received some training on use of College/Career software program for career exploration and college application.	4. Continue to expand implementation on the use of College Next for 11th and 12th grades. Support students in use of College Next for career exploration and college applications.
E. Professional Development opportunities provided by Technology Support Advisors.	5. 100% of students have access to digital learning	5. Increase overall staff confidence in using IlluminateDNA/FastBridge through targeted training. 70% of staff should be able to confidently access student data using FastBridge

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	platform-Microsoft Teams- and a support software suite-Office 365.	

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

With the help of the district, Administer Fall 2020 and Spring 2021 Staff Technology surveys, to measure growth and collect feedback regarding areas of need regarding technology training and access.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Counselors to provide student instructions, for students in grades 11 and 12, on use of College Next in order to access and complete career exploration activities, college searches, scholarship searches, college applications, and scholarship applications.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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, SWD, SED.

#### Strategy/Activity

Provide continued and targeted training to staff on the use of Illuminate DNA and FastBridge Assessment in order to create assessments, record assessment data, access data, analyze data, and inform instruction

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Utilize the Technology Support Advisor (TSA) position to develop a robust Professional development program designed to build staff competencies in using computers and associated digital platforms in supplementing classroom instruction. Special emphasis on providing training to help staff present students with multiple opportunities develop and master 21-st century digital 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)

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Staff has greatly expanded their proficiency using digital learning platforms like Microsoft Teams. Many staff members have moved beyond this basic platform and have begun to develop new instructional practices using supplemental digital tools like Nearpod and Padlet.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

THS and TUSD shifted to full distance learning for the majority of the 2020-21 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.

Teacher input will be obtained on " How to measure use of technology, especially use of 21st century skills in the class room" and subsequent staff implementation.

# 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

### Goal 5

Make progress on all five goals included in the school's current WASC Action Plan in anticipation of our 6-year review during the 22-23 school year.

### Identified Need

Progress on the WASC Action Plan goals will be important for the school to continue to make progress towards closing the achievement gap, implementing all subject area current curriculum standards, connecting all students to a trusted adult on campus, increasing articulation with feeder schools, and tracking longitudinal data on graduates.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Identify student sub groups with the largest achievement gaps. 1a. Collect and disaggregate data to identify academically under performing students based on grades from previous year, credits, GPA, multiple F's, and standardized tests. 1b. Teachers receive a list of academically under performing target students based on disaggregated data 1c. Strategies are brainstormed, discussed, research based methods surface, etc. that have been proven to target specific subgroups.	<ul style="list-style-type: none"><li>• Data has been collected and disaggregated annually</li><li>• Staff meetings have informed teachers of the achievement gap.</li><li>• 2019-2020 the PLC process was created to help address the PLC process and implement Rigor, Relevance, and Engagement to develop classroom strategies successful in closing the achievement gap.</li></ul>	Close the achievement gap by 3% for all significant sub-groups.
2. Fully transition into all aspects of the 21st century curriculum 2a. Access and update current curriculum maps	<ul style="list-style-type: none"><li>• All core subject areas are implementing and aligning current curriculum to new</li></ul>	Close the achievement gap by 3% for all significant sub-groups.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2b. continue to participate in district wide adoption of state approved curriculum and textbook.</p> <p>2c. Align lesson plans to new standards, benchmarks, common core, and/or 21st century curriculum expectations.</p>	<p>standards appropriate to their subject matter.</p> <ul style="list-style-type: none"> <li>• RCD is being developed and used in math and English classes.</li> <li>• NGSS standards are being used to drive instruction and are awaiting new textbook adoption.</li> <li>• English has also adopted new curriculum.</li> <li>• Social Science has adopted CCSS aligned curriculum for the 2019-2020 school year.</li> </ul>	
<p>3. Create an atmosphere on campus where all students feel emotionally and socially connected to at least one adult on campus.</p> <p>3a. Identify students who do not belong to athletics/clubs, and academies through a school administered survey in September of 2019-2020 school year.</p> <p>3b. Assess academic and socio economic performance of students not connected to a group/club.academy.</p> <p>3c. Inform teachers of least served students during a staff meeting.</p> <p>3d. Investigate systems to include students who are not connected to a group or club that are under-performing in to the school climate.</p> <p>3e. Implement systems to connect all students to the school and ensure that all have at least one adult on</p>	<ul style="list-style-type: none"> <li>• Identified students who do not belong to any group on campus</li> <li>• Investigated different systems such as tribes, etc. to improve inclusion on campus.</li> <li>• Student forums were held to determine culture on campus.</li> </ul>	<p>Increase the number of students who feel connected to the school to 90% as measured by the Healthy Kids Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
campus who regularly monitors their social-emotional issues.		
4. Increase articulation with all feeder school. 4a. Reach out to all feeder schools 4b. Begin articulation meeting in each department regarding curriculum and instruction. 4c. Develop an annual calendar to ensure collaboration meetings to occur.	<ul style="list-style-type: none"> <li>Feeder schools have been contacted to begin the process.</li> <li>Effort has been enhanced by increased articulation activities through district level in-service.</li> <li>Outreach has been initiated to non district schools.</li> </ul>	Articulation will continue within the district and will continue to be pursued at the site level.
5. Track longitudinal data on graduates. 5a. develop exit survey. 5b. Researched systems that could track data	<ul style="list-style-type: none"> <li>Exit survey and tracking data is being accumulated.</li> </ul>	Accurately track longitudinal data to measure success of our college and career readiness validation.

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

Collect and disaggregate data to identify academically under performing students based on grades from previous year, credits, GPA, multiple F's, and standardized tests.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

WASC Focus group leaders will provide to the teachers, a list of academically underperforming target students based on disaggregated data

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### 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

Full implementation of 5-star program to reach out to all sub-groups in accordance with our WASC goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### 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

Continue to participate in district wide adoption of state approved curriculum and adopted materials

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### 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

Continue to improve the PLC process and Formative assessments across 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)

**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

Identify students who do not belong to athletics/clubs, and academies through a school administered survey in September of 2021-22 school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**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

Using results from Strategy #7, assess academic and socio economic performance of students not connected to a group/club/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)

**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

Effectively utilize the additional counselor on staff, FastBridge Assessments, the additional Mental Health options, and the Peer Health Exchange to meet the growing mental health needs of 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)

### **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

Reach out/Connect with all feeder schools to determine any areas/issues to be addressed.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administer exit survey to all graduating students. Counselors use results to monitor future successes of our graduates.

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Annual Review**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- The results of our mid-cycle WASC report showed that THS was making adequate progress towards our stated goals.
- Efforts to close the achievement gap are being made in curricular and instructional practices.
- Strong efforts are being made to improve social and emotional connectedness for students.
- Articulation with feeder schools has improved.
- A system is in place to better track longitudinal graduate data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

5-star program has been purchased and adopted to better connect students to the existing school culture.

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.

Most WASC goals have been extended into the 2020-2021 school year as the midterm review was postponed due to school closure associated with Covid-19. No changes pending the WASC midterm review are anticipated at this time.

# 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	\$247,682.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
General Fund	\$129,114.00
LCFF	\$118,568.00

Subtotal of state or local funds included for this school: \$247,682.00

Total of federal, state, and/or local funds for this school: \$247,682.00



# 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
- 2 Secondary Students

Name of Members	Role
Jason Noll	Principal
Patty Adame	Other School Staff
Jay Fishburn	Classroom Teacher
Jeanette Tober	Classroom Teacher
Curtis Campbell	Classroom Teacher
Bailey Gualco	Secondary Student
Natalie Laiolo	Secondary Student
Grace Gualco	Parent or Community Member
Fatima Munoz	Parent or Community Member
Sheri Lanning	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**



Departmental 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 13, 2021.

Attested:



Principal, Jason Noll on 5/13/21



SSC Chairperson, Jay Fishburn on 05/13/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019





# 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
Louis J. Villalovoz	39-75499-6106488	May 6, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Villalovoz Elementary School's SPSA has been created with input from all appropriate stakeholder groups. We engaged with School Site Council (our ELAC is embedded in our School Site Council group where EL parents are present), Parent Faculty Club, Guiding Coalition, and staff meetings. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

# 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).

### LCAP Stakeholder Survey Results: 2020-2021 Villa's School Climate

#### Parents - Climate

Str Agr Agree Total Percent

Q	Str	Agr	Agree	Total	Percent	Description
Q8	53.00	76.00	220.00	58.64%		This school motivates students to learn
Q14	46.00	81.00	146.00	86.99%		This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
Q26	40.00	60.00	135.00	74.07%		The buildings and grounds at this school are clean and well maintained
Q30	44.00	76.00	135.00	88.89%		This school communicates the importance of respecting all cultural beliefs and practices.
Q33	69.00	46.00	125.00	92.00%		If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q33	43.00	65.00	116.00	93.10%		If I have a question, comment, or concern about my child, I am comfortable talking to the schools Principal
Q34	56.00	70.00	136.00	92.65%		The school staff responds to me in a timely manner
Q35	58.00	61.00	134.00	88.81%		The school office staff is friendly and professional
409.00			535.00	1147.00	82.30%	

#### Students - Climate

Str Agr Agree Total Percent

Q	Str	Agr	Agree	Total	Percent	Description
Q6	11.00	16.00	40.00	67.50%		This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
Q28	6.00	22.00	40.00	70.00%		This school communicates the importance of respecting all cultural beliefs and practices.
Q30	20.00	18.00	40.00	95.00%		My teachers recognize the good work I am doing
Q31	14.00	22.00	40.00	90.00%		This school motivates students to learn.
Q32	8.00	20.00	40.00	70.00%		The buildings and grounds at this school are clean and well maintained
Q39	18.00	16.00	38.00	89.47%		I feel comfortable working with classmates and participating in class.
Q40	6.00	26.00	40.00	80.00%		This school has a climate that fosters a feeling of safety, security, and support at school.
83.00			140.00	278.00	80.22%	

#### Staff - Climate

Str Agr Agree Total Percent

Q	Str	Agr	Agree	Total	Percent	Description
Q6	26.00	20.00	51.00	90.20%		This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
Q18	33.00	11.00	48.00	91.67%		Members of the school/department collaborate to achieve our school goals
Q21	19.00	22.00	48.00	85.42%		The buildings and grounds at this school are clean and well maintained
Q22	25.00	19.00	48.00	91.67%		This school/department communicates the importance of respecting all cultural beliefs and practices.
Q23	27.00	20.00	48.00	97.92%		I am treated with respect by my colleagues at work
Q24	19.00	24.00	48.00	89.58%		Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25	12.00	24.00	46.00	78.26%		Our district ensures effective communication across the organization
161.00			140.00	337.00	89.32%	

### LCAP Stakeholder Survey Results: 2020-2021 Villa's School Safety

#### Parents - Safety

Str Agr Agree Total Percent

Q26 40.00 60.00 135.00 74.07% The buildings and grounds at this school are well maintained  
 Q28 33.00 60.00 121.00 76.86% My child is safe on school grounds before school  
 Q28 37.00 64.00 122.00 82.79% My child is safe on school grounds during the day  
 Q28 35.00 64.00 122.00 81.15% My child is safe on school grounds in the classroom  
 Q28 27.00 56.00 116.00 71.55% My child is safe on school grounds after school  
 Q29 55.00 73.00 135.00 94.81% The rules of this school are clearly communicated to parents  
 227.00 377.00 751.00 80.43%

#### Students - Safety

Str Agr Agree Total Percent

Q30 10.00 9.00 20.00 95.00% The buildings and grounds at this school are well maintained  
 Q35 8.00 9.00 81.00 82.72% I feel safe while attending class virtually and/or in person  
 Q36 4.00 7.00 20.00 55.00% I feel safe from gang activity and gang violence at school  
 Q38 10.00 9.00 20.00 95.00% I know the school rules  
 32.00 34.00 80.00 82.50%

#### Staff - Safety

Str Agr Agree Total Percent

Q19 34.00 12.00 48.00 95.83% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.  
 Q26 26.00 20.00 48.00 95.83% My workplace is safe  
 Q21 19.00 22.00 48.00 85.42% The buildings and grounds at this school are well maintained.  
 79.00 54.00 144.00 92.36%

#### RCD Assessments

##### Kinder

##### Math -Compare Numbers

Score Number of Students

1 7  
 2 8  
 3 33  
 4 5

##### Kinder

##### Math- Decompose Numbers to 10

Score Number of Students

1 11  
 2 2  
 3 17  
 4 19

##### Kinder

##### ELA- Letter ID (uppercase/ lowercase)

Score Number of Students

1 14  
 2 6  
 3 36  
 4 0

##### Kinder

##### ELA- Letter Sounds

Score Number of Students

1 17  
 2 11  
 3 28  
 4 0

##### 1st Grade

Math -Subtraction

Score	Number of Students
1	6
2	4
3	12
4	27

1st Grade

Math -Relationships between + and -

Score	Number of Students
1	4
2	1
3	10
4	32

1st Grade

ELA- Phonics (decoding)

Score	Number of Students
1	12
2	12
3	17
4	16

1st Grade

ELA- Fluency

Score	Number of Students
1	9
2	10
3	18
4	15

2nd Grade

Math -Telling Time

Score	Number of Students
1	8
2	15
3	28
4	17

2nd Grade

Math -Addition

Score	Number of Students
1	8
2	13
3	24
4	23

2nd Grade

ELA- Fairytales

Score	Number of Students
1	8
2	18
3	29
4	11

2nd Grade

ELA- Spelling

Score	Number of Students
1	7
2	18
3	33
4	7

3rd Grade

Math- Graphing

Score	Number of Students
1	12
2	17
3	24
4	11

3rd Grade

Math- Rounding

Score	Number of Students
1	15
2	10
3	23
4	17

3rd Grade

ELA-unit 1 Oh Nuts

Score	Number of Students
1	12
2	15
3	21
4	16

3rd Grade

ELA-unit 3 Wild Thing

Score	Number of Students
1	17
2	11
3	14
4	8

4th Grade

Math- Multiplication

Score	Number of Students
1	14
2	20
3	30
4	0

4th Grade

Math- Division

Score	Number of Students
1	20
2	15
3	38
4	0

4th Grade

ELA- Main Idea

Score	Number of Students
1	15
2	25
3	35
4	0

4th Grade

ELA Theme

Score	Number of Students
1	20
2	28

3	21
4	4

#### 5th Grade

##### Math- Place Value

Score	Number of Students
1	15
2	25
3	22
4	9

#### 5th Grade

##### Math- Decimal Operations

Score	Number of Students
1	19
2	24
3	30
4	6

#### 5th Grade

##### ELA- Unit 1

Score	Number of Students
1	11
2	29
3	30
4	6

#### 5th Grade

##### ELA- Unit 2

Score	Number of Students
1	14
2	32
3	24
4	4

Our feedback from parents, students, and staff averages 84% regarding school climate. Our staff had the highest overall rating with 89.32% for school climate. The feedback from parents, students, and staff averages 85% regarding school safety. Our staff had the highest overall rating with 92.36% for school safety.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed through the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The district's expectation is for a minimum of 30% of classrooms to be visited each month. For the 2020-2021 school year we had an average of 159% of classrooms visited between August and March. These class observations include; walk through observation, virtual Microsoft Teams observations, calibrated virtual walk throughs with educators and administrators, and formal and informal classroom observations. With the ICLE rubrics we collected data on classroom visits with a focus on Rigor, Relevance, and Engagement. Prior to COVID each grade level had participated in multiple walk throughs with a focus on the Rigor, Relevance, and Engagement rubrics to build our capacity and increase students' achievement. Our Site Implementation Team (SIT) participated in virtual classroom observations using the rubrics with a STEM focus followed by discussions. Our walk throughs in-person and virtually indicate there are many positive teaching practices taking place and some areas where we can still improve upon.



## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. Grade levels have created common formative assessments (CFA) through the PLC process and use collaborative reflection forms. We have engaged in professional development as a staff to modify instruction to meet the needs of students. Staff has analyzed results from FastBridge. We use assessment results from CAASPP, ELPAC, benchmark results, and local standard based assessments and have implemented intervention groups. We have aligned our STEM/ELA units of study in ELA and Math, through the RCD process.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- RCD end of unit summative assessments
- Common formative assessments
- PLC collaborative reflection form
- SBAC data to monitor student progress
- Teachers used SBAC interim assessments data to monitor student progress

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We have 22 credentialed teachers and one teacher working on credentials.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Villalovo Elementary School, all staff have access to instructional materials that are aligned to standards. We comply with the William's Act.

We use:

- For English Language Arts, Wonders (K-5) textbook which was adopted in 2017
- For mathematics, My Math, McGraw-Hill (K-5 traditional) which was adopted in 2014
- For science, staff and students have access to California Science (K-5) which was adopted in 2008. We also use our integrated STEM/ELA Units of Study based on NGSS.
- For History/ Social Science we use My World Interactive (K-5) which was adopted in 2019.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At Villalovoz Elementary:

- Professional Learning Communities
- Staff development provided by our District Staff Development team and TUSD Continuous Improvement Department
- Early Release Wednesday staff development
- STEM Site Implementation Team
- VES Guiding Coalition/ Leadership Team
- Teacher-led staff development based on district committee representation, (TSA)
- TUSD Buy-Back days (Optional professional development)
- Collaboration on Rigor, Relevance, and Engagement rubrics
- ELD- using high -leverage strategies to support our ELs and language acquisition
- Social- Emotional Support – Second Step Curriculum to help monitor student Social –Emotional Learning (SEL) and development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Villalovoz Elementary, we have ongoing instructional assistance and support from teachers on site, district, and instructional coaches:

- Collaborative support with a focus on the Rigor, Relevance, Engagement rubrics
- Instructional Coaches – Teachers on Special Assignments (TOSA) (We have received support from Jennifer Kassel to provide targeted STEM professional development. The focus was on high-leveraging instructional strategies to increase academic language, planning and implementing 5E lessons, science talk and sense making notebooks.
- We have received support from Heather Reyburn and Maria Salazar from the district with a focus on English Language Development.
- EL Coordinator (We have received support from Maria Salazar, from the Continuous Improvement Department, to support guidance and best instructional practices aligned with language acquisition)
- Guiding Coalition
- Teacher- led staff development on district committee representation (We receive support from our site implementation team with a STEM focus. The STEM site implementation team participated in virtual walk throughs using the Rigor, Relevance, Engagement rubrics.
- Intervention Paraprofessionals
- Kindergarten Paraprofessionals
- SBAC Coordinators –provided assistance with interim assessments
- TSA –provided assistance with technology to support distance learning and the concurrent hybrid model.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- PLC (Professional Learning Communities)
- After school planning time with other teachers
- STEM virtual classroom visits, using the RRE rubrics and debriefing afterwards- focused on vertical alignment
- Guiding Coalition / Leadership Team

## Teaching and Learning

#### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- Staff use district adopted and aligned material to plan and deliver curriculum which is aligned to the California's content standards, CCSS, and NGSS frameworks
- RCD Units
- The PreK-12 STEM project links and integrates multiple disciplines within the core curriculum and engaging all students in meaningful STEM learning aligned horizontally across curriculum
- Staff use common formative assessments or rigorous curriculum and instruction
- Teachers presented STEM at ERW
- Grade level collaboration
- District pacing guides

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Villalovoz Elementary provides all the mandated instructional minutes for EL designated support.

- Designated ELD- 30 minutes of ELD instruction each day. The intent of designated ELD as a core subject area is to accelerate English learning in strategic ways and learning about how English works, through robust and contextualized instruction
- For Physical Education- during distance learning each grade level has physical education virtually on a two week rotating schedule

#### Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- Pacing guides are reviewed with grade level/ PLC team
- RCD units pacing guide
- Reconfigured intervention time

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with teachers and paraprofessionals to support student's needs.

## Opportunity and Equal Educational Access

#### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Intervention during the day/RTI
- Push-in paraprofessional support

## Evidence-based educational practices to raise student achievement

- Professional Learning Communities (PLC)- analyzing common formative assessments
- RTI/ Intervention
- Social Emotional Supports- counseling
- Attendance based accountability (SARB) and incentives
- Proactive discipline practices

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parent Liaison
- Paraprofessionals
- SST, 504, IEP procedures
- Counseling services
- District Coordinator of Prevention & Intervention Services and Homeless/Foster Youth Liaison
- City of Tracy after school program- Boys and Girls Club

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)

- Virtual Story Night
- Parent Liaison (support, education, and outreach)
- SSC/ ELAC
- Title 1 Parent Reps
- DELAC Parent Reps
- PFC- Parent Faculty Club
- SST - Student Study Team
- Virtual Back to School Night
- Parent Teacher Conferences
- Boys and Girls Club

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- 6 Paraprofessionals to assist teacher led interventions
- Additional days of counseling
- Renaissance Learning
- Professional development
- ELPAC/EL coordinator
- Parent communication
- Translator services
- Student incentives and activities to increase student attendance for at risk and for chronic absenteeism
- Sense making notebooks
- Student Study Teams

Fiscal support (EPC)

- Title 1
- Targeted (SES/EL/FY)
- Targeted EL

## 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

Our plan has been developed by all appropriate stakeholder groups. We engaged with School Site Council (our ELAC is embedded in our School Site Council group where EL parents are present), Parent Faculty Club, Guiding Coalition, and staff meetings. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input.

SSC/ ELAC: 9/15/2020, 10/13/2020, 11/17/2020, 1/22/2021, 3/30/2021, 4/20/2021, 5/6/2021

PFC: 8/20/2020, 9/17/2020, 10/8/2020, 11/19/2020, 12/17/2020, 1/21/2021, 2/18/2021, 3/18/2021, 4/16/2021

Staff Meetings: Every Wednesday after school

Guiding Coalition: 9/22/2020, 10/22/2020, 11/10/2020, 12/8/2020, 2/11/2021, 4/1/2021, 5/7/2021

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.20%	0.2%	0%	1	1	0
African American	1.59%	3.94%	4.11%	8	20	19
Asian	5.96%	6.71%	4.98%	30	34	23
Filipino	3.38%	3.35%	3.9%	17	17	18
Hispanic/Latino	67.20%	65.09%	66.23%	338	330	306
Pacific Islander	0.60%	0.2%	0.43%	3	1	2
White	15.90%	16.37%	16.23%	80	83	75
Multiple/No Response	%	%	4.11%			0
Total Enrollment				503	507	462

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	64	65
Grade 1	75	82	75
Grade 2	79	84	80
Grade3	85	86	73
Grade 4	98	90	80
Grade 5	93	101	89
Total Enrollment	503	507	462

### Conclusions based on this data:

- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019-2020.  
  
Student enrollment increased from 2017-2018 to 2018-2019 for the following subgroups: African American, Asian, and White. Subgroups American Indian and Filipino have stayed the same. Subgroups Hispanic/ Latino and Pacific Islander decreased.
- Student enrollment increased in 2018-2019 by 4 students and decreased in 2019-2020 by 45 students.
- Our largest subgroup is Hispanic/Latino students followed by White and Asian.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	195	192	149	38.8%	37.9%	32.3%
Fluent English Proficient (FEP)	8	31	44	1.6%	6.1%	9.5%
Reclassified Fluent English Proficient (RFEP)	1	28	27	0.4%	14.4%	14.1%

### Conclusions based on this data:

1. 2020-2021  
Number of English Learners was 134 students, 14 students were reclassified  
  
Our number of English Learners has decreased over the last three years. 32.3% of our students are English Learners.
2. Our number of FEP (Fluent English Proficient) increased in 2018-2019 and 2019-2020.
3. Our RFEP (Reclassified Fluent English Proficient) increased in 2018-2019.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	83	86	97	83	86	97	83	86	99	100	100
Grade 4	84	101	90	83	101	88	83	101	88	98.8	100	97.8
Grade 5	126	95	106	124	95	106	124	95	106	98.4	100	100
All Grades	308	279	282	304	279	280	304	279	280	98.7	100	99.3

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2418.	2425.	7.22	26.51	24.42	13.40	20.48	26.74	30.93	22.89	27.91	48.45	30.12	20.93
Grade 4	2441.	2441.	2470.	10.84	19.80	23.86	26.51	19.80	28.41	25.30	18.81	21.59	37.35	41.58	26.14
Grade 5	2466.	2478.	2457.	12.90	11.58	9.43	28.23	29.47	22.64	16.13	25.26	26.42	42.74	33.68	41.51
All Grades	N/A	N/A	N/A	10.53	19.00	18.57	23.03	23.30	25.71	23.36	22.22	25.36	43.09	35.48	30.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.22	25.30	23.26	34.02	42.17	46.51	58.76	32.53	30.23
Grade 4	12.05	14.85	20.45	55.42	49.50	51.14	32.53	35.64	28.41
Grade 5	15.32	13.68	11.32	41.94	47.37	48.11	42.74	38.95	40.57
All Grades	11.84	17.56	17.86	43.09	46.59	48.57	45.07	35.84	33.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.45	25.30	29.41	37.23	37.35	50.59	55.32	37.35	20.00
Grade 4	13.25	23.76	22.73	53.01	38.61	55.68	33.73	37.62	21.59
Grade 5	21.14	22.11	16.04	41.46	45.26	44.34	37.40	32.63	39.62
All Grades	14.67	23.66	22.22	43.33	40.50	49.82	42.00	35.84	27.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.06	14.46	6.98	63.92	60.24	72.09	34.02	25.30	20.93
Grade 4	10.84	13.86	17.05	63.86	65.35	61.36	25.30	20.79	21.59
Grade 5	9.68	11.58	4.72	60.48	62.11	52.83	29.84	26.32	42.45
All Grades	7.57	13.26	9.29	62.50	62.72	61.43	29.93	24.01	29.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.28	30.12	23.53	50.52	43.37	56.47	40.21	26.51	20.00
Grade 4	18.07	18.81	23.86	61.45	48.51	51.14	20.48	32.67	25.00
Grade 5	21.77	27.37	15.09	39.52	46.32	44.34	38.71	26.32	40.57
All Grades	16.78	25.09	20.43	49.01	46.24	50.18	34.21	28.67	29.39

#### Conclusions based on this data:

- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2018-2019.  
  
Third grade showed an overall increase of 30.54% in meeting or exceeding the standard from 2016-2017 to 2018-2019  
Fourth grade showed an overall increase of 14.92% in meeting or exceeding the standard from 2016-2017 to 2018-2019.  
Fifth grade showed an overall decrease of 9.06% in meeting or exceeding the standard from 2016-2017 to 2018-2019.
- In 2016-2017 33.56% of the students scored meeting or exceeding the overall standards. In 2018-2019 44.28% of the students scored meeting or exceeding the overall standards. This was a 10.72% increase over the three years.
- Our reading, writing, listening, and research/ inquiry for grades third, fourth, and fifth students scored higher in above standard and near standard as compared to below standard for the 2018-2019 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	84	86	97	83	85	97	83	85	99	98.8	98.8
Grade 4	84	101	90	83	101	90	83	101	90	98.8	100	100
Grade 5	126	94	105	125	94	105	125	94	105	99.2	100	100
All Grades	308	279	281	305	278	280	305	278	280	99	99.6	99.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2365.	2435.	2438.	5.15	22.89	30.59	15.46	32.53	23.53	22.68	15.66	20.00	56.70	28.92	25.88
Grade 4	2462.	2462.	2485.	18.07	15.84	28.89	22.89	23.76	23.33	33.73	28.71	24.44	25.30	31.68	23.33
Grade 5	2471.	2474.	2467.	11.20	14.89	11.43	20.80	12.77	20.95	26.40	28.72	23.81	41.60	43.62	43.81
All Grades	N/A	N/A	N/A	11.15	17.63	22.86	19.67	22.66	22.50	27.21	24.82	22.86	41.97	34.89	31.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.37	39.76	42.35	19.59	25.30	32.94	68.04	34.94	24.71
Grade 4	30.12	26.73	37.78	33.73	30.69	28.89	36.14	42.57	33.33
Grade 5	19.20	17.02	18.10	28.00	23.40	32.38	52.80	59.57	49.52
All Grades	20.00	27.34	31.79	26.89	26.62	31.43	53.11	46.04	36.79

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.40	28.92	31.76	34.02	34.94	37.65	52.58	36.14	30.59
Grade 4	13.25	16.83	32.22	45.78	42.57	38.89	40.96	40.59	28.89
Grade 5	12.00	15.96	12.38	38.40	37.23	47.62	49.60	46.81	40.00
All Grades	12.79	20.14	24.64	39.02	38.49	41.79	48.20	41.37	33.57

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	9.28	36.14	30.59	42.27	39.76	44.71	48.45	24.10	24.71
<b>Grade 4</b>	26.51	24.75	34.44	39.76	37.62	41.11	33.73	37.62	24.44
<b>Grade 5</b>	14.40	12.77	9.52	42.40	41.49	43.81	43.20	45.74	46.67
<b>All Grades</b>	16.07	24.10	23.93	41.64	39.57	43.21	42.30	36.33	32.86

**Conclusions based on this data:**

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2018-2019.  
  
Third grade showed an overall increase of 33.51% in meeting or exceeding the standard from 2016-2017 to 2018-2019  
Fourth grade showed an overall increase of 11.26% in meeting or exceeding the standard from 2016-2017 to 2018-2019.  
Fifth grade showed an overall increase of .38% in meeting or exceeding the standard from 2016-2017 to 2018-2019.
2. In 2016-2017 30.82% of the students scored meeting or exceeding the overall standards. In 2018-2019 45.36% of the students scored meeting or exceeding the overall standards. This was a 14.54% increase over the three years.
3. Overall in Concepts and Procedures third grade earned the highest scores for above and at or near standard with 75.29% for the 2018-2019 school year.  
Overall in Problem Solving and Modeling/ Data Analysis fourth grade earned the highest scores for above and at or near standard with 71.11% for the 2018-2019 school year.  
Overall in Communicating Reasoning fourth grade earned the highest score for above and at or near standard with 75.55% 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.1	1422.1	1434.0	1426.0	1437.6	1413.0	26	25
Grade 1	1456.8	1459.0	1451.6	1456.8	1461.4	1461.1	40	26
Grade 2	1476.2	1471.6	1471.4	1468.0	1480.5	1474.8	21	30
Grade 3	1493.3	1489.1	1482.3	1477.4	1503.8	1500.5	27	24
Grade 4	1490.3	1520.5	1480.1	1508.7	1499.9	1531.7	39	29
Grade 5	1509.4	1523.1	1503.4	1524.1	1515.0	1521.7	35	42
All Grades							188	176

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	42.31	4.00	*	44.00	*	36.00	*	16.00	26	25
1	42.50	7.69	30.00	46.15	*	30.77	*	15.38	40	26
2	*	13.33	52.38	40.00	*	36.67	*	10.00	21	30
3	*	4.17	51.85	50.00	*	41.67	*	4.17	27	24
4	*	41.38	33.33	24.14	38.46	20.69	*	13.79	39	29
5	*	23.81	51.43	35.71	*	33.33	*	7.14	35	42
All Grades	26.06	17.05	40.96	39.20	21.28	32.95	11.70	10.80	188	176

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.00	46.15	44.00	*	32.00	*	20.00	26	25
1	42.50	19.23	32.50	23.08	*	46.15	*	11.54	40	26
2	52.38	20.00	*	50.00	*	20.00	*	10.00	21	30
3	*	20.83	*	50.00	*	12.50	*	16.67	27	24
4	*	48.28	43.59	20.69	*	20.69	*	10.34	39	29
5	*	38.10	60.00	45.24	*	11.90	*	4.76	35	42
All Grades	31.91	26.70	41.49	39.20	13.83	22.73	12.77	11.36	188	176

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	8.00	*	36.00	46.15	52.00	*	4.00	26	25
1	42.50	7.69	32.50	30.77	*	50.00	*	11.54	40	26
2	*	10.00	*	40.00	*	20.00		30.00	21	30
3	*	4.17	*	25.00	44.44	70.83	*	0.00	27	24
4		17.24	28.21	41.38	38.46	24.14	33.33	17.24	39	29
5	*	4.76	48.57	21.43	*	47.62	*	26.19	35	42
All Grades	20.74	8.52	31.38	31.82	29.26	43.18	18.62	16.48	188	176

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	69.23	16.00	*	80.00	*	4.00	26	25
1	62.50	50.00	27.50	38.46	*	11.54	40	26
2	*	30.00	*	60.00	*	10.00	21	30
3	*	8.33	62.96	75.00	*	16.67	27	24
4	*	34.48	64.10	51.72	*	13.79	39	29
5	40.00	16.67	57.14	76.19	*	7.14	35	42
All Grades	43.09	25.57	47.87	64.20	9.04	10.23	188	176

<b>Speaking Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.00	61.54	68.00	*	28.00	26	25
1	32.50	7.69	50.00	65.38	*	26.92	40	26
2	57.14	26.67	*	56.67	*	16.67	21	30
3	51.85	58.33	*	33.33	*	8.33	27	24
4	30.77	55.17	56.41	27.59	*	17.24	39	29
5	45.71	64.29	45.71	30.95	*	4.76	35	42
All Grades	38.83	38.64	45.74	45.45	15.43	15.91	188	176

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.15	4.00	50.00	96.00	*	0.00	26	25
1	50.00	7.69	30.00	73.08	*	19.23	40	26
2	*	10.00	66.67	60.00	*	30.00	21	30
3	*	0.00	70.37	70.83	*	29.17	27	24
4	*	10.34	51.28	62.07	46.15	27.59	39	29
5	*	4.76	68.57	59.52	*	35.71	35	42
All Grades	22.87	6.25	54.26	68.75	22.87	25.00	188	176

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.38	52.00	*	40.00	*	8.00	26	25
1	42.50	15.38	42.50	73.08	*	11.54	40	26
2	*	20.00	76.19	63.33		16.67	21	30
3	*	25.00	81.48	75.00	*	0.00	27	24
4	*	27.59	66.67	62.07	*	10.34	39	29
5	42.86	14.29	45.71	76.19	*	9.52	35	42
All Grades	35.64	24.43	55.85	65.91	8.51	9.66	188	176

#### Conclusions based on this data:

- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2018-2019.  
  
Overall, we had the highest number of EL students performing at Level 3 with 40.96% for the 2017-2018 school year and 39.20% for the 2018-2019 school year.
- For Oral Language we had the highest percentage of EL students performing at level 3 with 39.20% for the 2018-2019 school year.  
For Written Language we had the highest percentage of EL students performing at Level 2 with 43.18% for the 2018-2019 school year.  
For Listening Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 64.20% for the 2018-2019 school year.  
For Speaking Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 45.45% for the 2018-2019 school year.  
For Reading Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 68.75% for the 2018-2019 school year.  
For Writing Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 65.91% for the 2018-2019 school year.
- Level 1 had the most amount of students in Writing with 16.48% for the 2018-2019 school year.  
Beginning had the most amount of students in the Reading Domain with 25.00% for the 2018-2019 school year.





# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
507	73.2	37.9	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	192	37.9
Foster Youth	2	0.4
Homeless	54	10.7
Socioeconomically Disadvantaged	371	73.2
Students with Disabilities	80	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.9
American Indian	1	0.2
Asian	34	6.7
Filipino	17	3.4
Hispanic	330	65.1
Two or More Races	21	4.1
Pacific Islander	1	0.2
White	83	16.4

### Conclusions based on this data:





- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2018-2019.  
  
Our socioeconomically disadvantaged students comprise 73.2% of our student population. We need to use the resources we have to meet the needs of these students.
- Our English Learners comprise 37.9% of our student population.
- For Race/ Ethnicity student group, Hispanic, has the highest percentage at 65.1%.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.  
Overall, our Mathematics scores are in the green range and our English Language Arts scores are in the yellow range, for the Academic Performance category.
2. Overall, our Chronic Absenteeism is in the orange range, for the Academic Engagement category.
3. Overall, our Suspension Rate is in the orange range, for the Condition and Climate category.

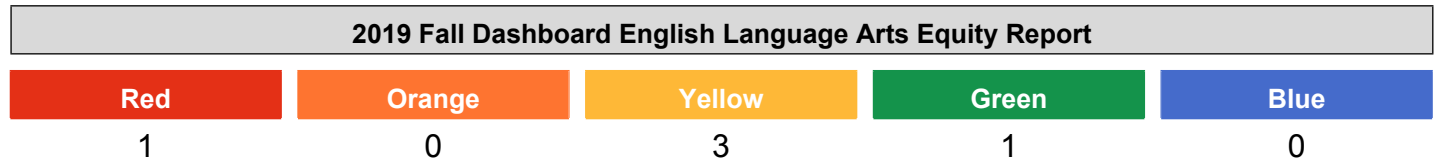
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 16 points below standard Increased ++6 points 267	 Yellow 32.6 points below standard Increased ++10.3 points 119	 No Performance Color 0 Students	 No Performance Color 52.1 points below standard Maintained ++2 points 20	 Yellow 29.3 points below standard Increased ++7.3 points 190
		Students with Disabilities		
		 Red 98.9 points below standard Maintained ++1.1 points 54		

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 1.2 points below standard Declined -3.6 points 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  Yellow 21.9 points below standard Increased ++8.7 points 180	<b>Two or More Races</b>  No Performance Color 6.1 points above standard Increased ++7.9 points 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Green 8.5 points above standard Increased ++3.7 points 46

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

<b>Current English Learner</b> 64.5 points below standard Increased ++6.3 points 85	<b>Reclassified English Learners</b> 47.2 points above standard Declined -11.7 points 34	<b>English Only</b> 2.6 points below standard Maintained ++1.1 points 148
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#### Conclusions based on this data:

- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019. All of our student groups improved or maintained their scores from the previous year; with English Learners demonstrating the most growth.
- Our Hispanic student group performed below standard but increased 8.7 points from the previous year. Our White student group performed above standard and increased 3.7 points from the previous year.
- Our Reclassification English Learners declined by 11.7 points from the prior year but are still above standard.

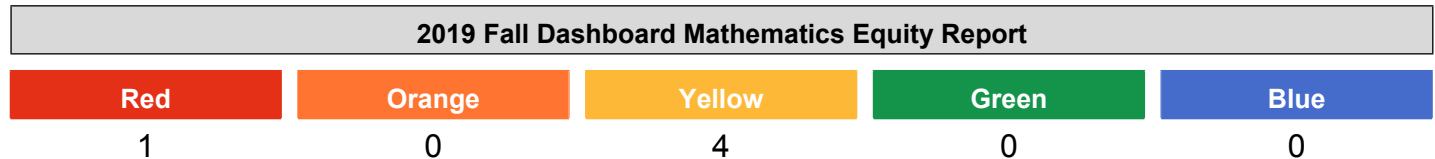
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 19.8 points below standard Increased ++5.3 points 265	<b>English Learners</b>  Yellow 38.5 points below standard Increased ++8.6 points 117	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color 50.9 points below standard Declined Significantly -19.1 points 20	<b>Socioeconomically Disadvantaged</b>  Yellow 31.8 points below standard Increased ++5.1 points 188	<b>Students with Disabilities</b>  Red 107.6 points below standard Declined -12.3 points 54



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 19.9 points above standard Increased ++8.1 points 12	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Hispanic</b>  Yellow 27.3 points below standard Increased ++8.8 points 178	<b>Two or More Races</b>  No Performance Color 2.5 points below standard Increased ++3.9 points 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Yellow 7.3 points below standard Declined -13.5 points 46

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 65.5 points below standard Increased ++6 points 83	<b>Reclassified English Learners</b> 27.4 points above standard Declined -14.7 points 34	<b>English Only</b> 5.1 points below standard Maintained ++1.5 points 148
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#### Conclusions based on this data:

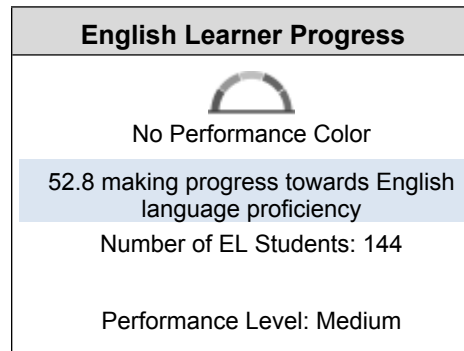
- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019. Student groups for English Learners and Socioeconomically Disadvantaged are in the yellow and increased from the prior year. Students with Disabilities are in the red and declined from the prior year. Homeless also declined.
- Performance by Race/ Ethnicity, Hispanic scored in the yellow with an increase from the prior year and White is also in the yellow but had a decline from the prior year.
- Current English Learners demonstrated the greatest increase in their mathematics scores from the previous year but are still below standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.4	36.8	3.4	49.3

#### Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019. 52.8% of our English Learners are making progress towards English language proficiency from the previous year.
2. 5% of our English Learners maintained ELPI Level 4 and 71% progressed at least one ELPI level from the previous year.
3. 15% decreased one ELPI level from the previous year.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. Louis J. Villalovoz Elementary School is a pre-school - 5th grade school, therefore we have no data for the Academic Performance College/ Career category.

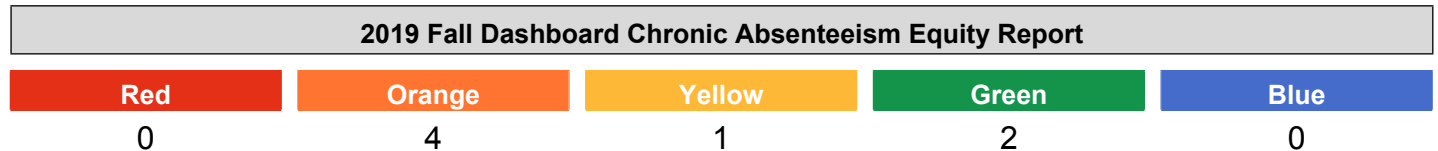
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 7.3 Increased +1.7 545	<b>English Learners</b>  Green 4.3 Declined -0.6 210	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  Orange 12.3 Increased +1.2 73	<b>Socioeconomically Disadvantaged</b>  Orange 8.5 Increased +2.2 412	<b>Students with Disabilities</b>  Yellow 9 Maintained -0.1 111

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color <b>30.4</b> Increased +22.1 23	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  Green <b>5.6</b> Declined -3.5 36	<b>Filipino</b>  No Performance Color <b>0</b> Maintained 0 18
<b>Hispanic</b>  Orange <b>6.2</b> Increased +0.8 356	<b>Two or More Races</b>  No Performance Color <b>4.5</b> Increased +4.5 22	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  Orange <b>9.1</b> Increased +1.9 88

#### Conclusions based on this data:

- Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.  
Overall, our school is at the orange performance levels for Chronic Absenteeism. With Student Groups Homeless and Socioeconomically Disadvantaged in the orange, Students with Disabilities in the yellow, and English Learners in the green.
- Homeless and Socioeconomically Disadvantaged student groups increased their chronic absenteeism. Students with Disabilities maintained their chronic absenteeism. English Learners decreased their chronic absenteeism.
- African Americans, Hispanic, Two or More Races, and White Race/ Ethnicity groups all increased their chronic absenteeism from the prior year. African Americans increased the most by 22.1%. Filipino maintained and Asian declined their chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. Louis J. Villalovoz Elementary School is a pre-school -5th grade school, therefore there is no data for the Academic Graduation Rate category.

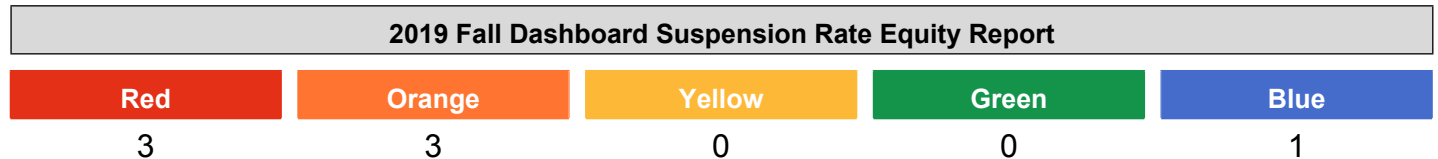
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 3.8 Increased +2 550	<b>English Learners</b>  Orange 1.4 Increased +1 212	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  Orange 5.3 Increased +3.6 75	<b>Socioeconomically Disadvantaged</b>  Red 3.8 Increased Significantly +2.3 417	<b>Students with Disabilities</b>  Red 7.1 Increased +5 112



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 8.3 Increased +8.3 24	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Blue 0 Maintained 0 36	<b>Filipino</b>  No Performance Color 5.6 Increased +5.6 18
<b>Hispanic</b>  Orange 2.8 Increased +1.1 360	<b>Two or More Races</b>  No Performance Color 9.1 Increased +5.5 22	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1	<b>White</b>  Red 6.8 Increased +4.5 88

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	3.8

#### Conclusions based on this data:

- There were zero suspensions for the 2020-2021 school year.  
The data below reflects 2018-2019.  
Our suspension rate increased 2% from 2018 to 2019.
- English Learners and Homeless are in the orange range. Socioeconomically Disadvantaged and Students with Disabilities are in the red range for suspension rates.
- African American, Filipino, Hispanic, Two or More Races, and White increased their suspension rates from the previous year. Asian maintained their suspension rates.

# 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

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

## Identified Need

Students' Mathematics and English Language Arts scores on the CAASPP assessment are below grade level standard across grade levels 3-5. Our English Learners showed the greatest growth in English Language Arts, but remain below standard. Our white and students with disabilities subgroups declined in mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Mathematics All Students - Grades 3-5	Green 19.8 points below standard Increased by 5.3 points	Green or higher
CA Dashboard - Mathematics English Learners- Grades 3-5	Yellow 38.5 points below standard Increased by 8.6 points	Yellow or higher
CA Dashboard - Mathematics Socioeconomically Disadvantaged - Grades 3-5	Yellow 31.8 points below standards Increased by 5.1 points	Yellow or higher
CA Dashboard - Mathematics Students with Disabilities- Grades 3-5	Red 107.6 points below standard Declined by 12.3 points	Orange or higher
CA Dashboard - Mathematics Hispanic - Grades 3-5	Yellow 27.3 points below standard Increased by 8.8 points	Yellow or higher
CA Dashboard - Mathematics White- Grades 3-5	Yellow 7.3 points below standard Declined 13.5 points	Yellow or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Language Arts All Students- Grades 3-5	Yellow 16 points below standard Increased by 6 points	Yellow or higher
CA Dashboard - English Language Arts English Learners- Grades 3-5	Yellow 32.6 points below standard Increased 10.3 points	Yellow or higher
CA Dashboard - English Language Arts Socioeconomically Disadvantaged- Grades 3-5	Yellow 29.3 points below standards Increased 7.3 points	Yellow or higher
CA Dashboard - English Language Arts Students with Disabilities - Grades 3-5	Red 98.9 points below standards Maintained 1.1 points	Orange or higher
CA Dashboard - English Language Arts Hispanic - Grades 3-5	Yellow 21.9 points below standard Increased 8.7 points	Yellow or higher
CA Dashboard - English Language Arts White - Grades 3-5	Green 8.5 points above standard Increased 3.7 points	Green or higher
iREAD report	iREAD- varied by grade level	75% of students in grades K-2 will score proficient (Grade level or above) in iREAD

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

NGSS/ STEM supplies / sense making notebooks

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	Title I
400	LCFF

## 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 Subscription (AR)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500	Title I

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th grade students

### Strategy/Activity

Math Olympiad

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF
1,000	Title I
200	LCFF

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Timesheets for Book Fair/ Library 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)
500	LCFF
450	LCFF

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students
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#### Strategy/Activity

Purchase PE and recess supplies / music supplies
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#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCFF
500	LCFF
500	LCFF

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th graders
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#### Strategy/Activity

4th and 5th grade agendas and VES folders
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#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	LCFF

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students
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Strategy/Activity

WOW Science to provide on site NGSS lessons

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

0

Source(s)

Title I

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

paraprofessionals to support intervention / 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)

28,421

13,277

Source(s)

LCFF - Supplemental

LCFF - Supplemental

**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

Professional development for paras

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

324

Source(s)

Title I

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL students

**Strategy/Activity**

1 ELPAC coordinator para to provide services, paperwork, and family 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)

11,668

Source(s)

LCFF - Supplemental

**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**

Subs for PD/PLC meetings and professional learning for targeted planning for intervention and support for at risk and 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)

11,400

Source(s)

Title I

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EI / at risk students

**Strategy/Activity**

three, three hour paraprofessionals to assist teacher lead intervention for at risk and ELD 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)

43,953

Source(s)

Title I



### 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

Subs for SST/ 504 meetings to support students and provide parent communication and 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)

3,600

Source(s)

Title I

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Intervention for at risk students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,272

Source(s)

Title I

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Counseling

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

## 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

Technology support / supplement technology/ purchase toner for group printers

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

400

3,398

3,500

1,500

#### Source(s)

LCFF

LCFF

Title I

LCFF

## Strategy/Activity 17

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten- 2nd grade students

### Strategy/Activity

iRead in all K-2 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)

0

#### Source(s)

District Funded

## 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

ink for glad printers glad laminator

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
300	LCFF

## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

Salary Increase

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1689	Title I
510	LCFF - Supplemental
1540	LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal for 3rd-5th grade was to improve by 3% on SBAC testing. In 2017-2018 in ELA, 35.48% of 3rd-5th grade students did not meet the standard, 22.22% nearly meet the standard, 23.30% met the standard, and 19.00% exceeded the standard. In 2018-2019, 30.36% of the students did not meet the standard, 25.36% nearly met the standard, 25.71% met the standard, and 18.57% exceeded the standard. In 2017-2018 in mathematics, 34.89% of 3rd- 5th grade students did not meet the standard, 24.82% nearly met the standard, 22.66% met the standard, and 17.63% exceeded the standard. In 2018-2019, 31.79% of 3rd-5th grade students did not meet the standard, 22.86% nearly met the standard, 22.50% met the standard, and 22.86% exceeded the standard.

In 2018-2019 students that met or exceeded the standard in ELA 3rd grade increased by 4.17%, 4th grade increased by 12.67%, and 5th grade decreased by 8.98%. In mathematics, 3rd grade decreased by 1.3%, 4th grade increased by 12.62%, and 5th grade increased by 4.72%.

Significant improvements were made in ELA 3rd grade and 4th grade and in mathematics 4th grade and 5th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 school closure, TUSD transitioned to a distance learning program in March 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, 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

Provide a safe and equitable learning environment for all students and staff.

## Goal 2

Provide a safe and equitable learning environment for all students and staff.

## Identified Need

Villalovoz Elementary School needs to work to decrease suspension rates and chronic absenteeism. Villa needs to continue to support students with mental health counseling services and resources.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism All students K-5	Orange 7.3% chronically absent Increased 1.7% 545 students	Yellow or higher
CA Dashboard - Suspension Rate All students K-5	Orange 3.8% suspended Increased 2% 550 students	Yellow or higher
ADA Monthly Reports	Average ADA (August 2019-March 2020) 95.90%	Increase by .5%
Second Step	100% of staff will implement Second Step	100% of staff will implement Second Step

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

Ricoh- copy machine lease and toner

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

3,500

Source(s)

LCFF

Title I

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers will receive a budget of \$10 per student to purchase classroom supplies and resources for students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,500

Source(s)

Title I

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

FedEx - Teacher copies to support communication, family outreach, and student 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)

1,500

Source(s)

Title I

#### Strategy/Activity 4

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Postage fees for mailing parent 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)

500

Source(s)

LCFF

#### **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

Character and honor roll awards for each 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)

500

Source(s)

LCFF

#### **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

Promote Student Safety (Nursing 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)

100

Source(s)

LCFF



## 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 and support for lunch/ recess supervision

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

360

Source(s)

Title I

## 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

Translators for meetings, parent teacher conferences, and 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)

2,000

Source(s)

Title I

## 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

Office budget to purchase supplies to support our 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)

500

Source(s)

LCFF

3,200

Title I

### **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**

Purchase visitor stickers for identification before heading onto campus (Raptor System)

#### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

LCFF

### **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**

Office support to promote involvement and 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)

2,000

LCFF

### **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**

FedEx (monthly newsletters, school events, and 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 13****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

**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**

Provide trimester incentives for good attendance and classroom incentives for whole class 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)

0

None Specified

**Strategy/Activity 15****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth Students

**Strategy/Activity**

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' 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)

0

Source(s)

District Funded

### 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

Host a family science, math, and reading night

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

### 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

Host parent group meetings such as PFC (Parent Faculty Club), SSC, ELAC

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Mental health counseling was available three days a week and was highly utilized. The suspension rate increased by 2%. Chronic absenteeism increased by 1.7%. All staff implemented Second Step curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

TUSD transitioned to a distance learning program starting in March 2020. Students are now on a concurrent hybrid model.

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, 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

### Goal 3

Prepare all students to meet the Next Generation Science Standards (NGSS) in the areas of life science, physical science, and earth and space science.

### Identified Need

80% of our students did not met the standard in science. In Life Science 40% of the students scored near standard, in Physical Science 34.29% scored near standard, and in Earth and Space Science 46.67% scored near standard.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - CAST 5th Grade	20% of students met or exceeded standard	Increase to 30% or more met or exceeded standard
CA Dashboard - CAST Assessment Life Science 5th Grade	Above Standard- 4.76% Near Standard- 40% Below Standard - 55.24%	Increase above standard by 10%
CA Dashboard - CAST Assessment Physical Science 5th Grade	Above Standard- 9.52% Near Standard- 34.29% Below Standard - 56.19%	Increase above standard by 10%
CA Dashboard - CAST Assessment Earth and Space Science 5th Grade	Above Standard- 6.67% Near Standard- 46.67% Below Standard - 46.67%	Increase above standard by 10%

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 Implementation Team- 3 subs on 10 different days to support NGSS/ Rigor, Relevance, 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)

0

Source(s)

District Funded

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Makers Space / Science Lab

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

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

NGSS / STEM supplies (\$150 per grade level) - funding allocated 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)

**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

Purchase sense making notebooks for every student - funding allocated 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)

**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

Subs for PD/ PLC meetings and professional learning - funding allocated 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)

**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

WOW science to provide on site NGSS lessons

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$183,162.00

## 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	\$112,698.00

Subtotal of additional federal funds included for this school: \$112,698.00

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
District Funded	\$0.00
LCFF	\$15,048.00
LCFF - Supplemental	\$55,416.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$70,464.00

Total of federal, state, and/or local funds for this school: \$183,162.00

# 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
Erin Quintana	Principal
Johanna Zepeda	Classroom Teacher
Duane Voller	Classroom Teacher
Cindy Carlfeldt	Classroom Teacher
Sofia Avalos	Other School Staff
Joe Clark	Parent or Community Member
Krystine Manos	Parent or Community Member
Patricia Flores	Parent or Community Member
Maria Navarro	Parent or Community Member
Nikki Ybarra	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

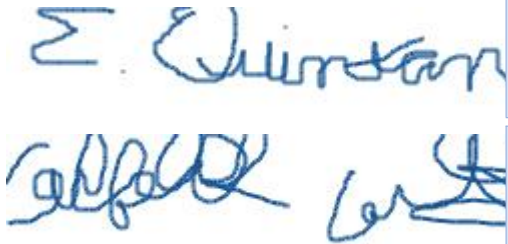
## Committee or Advisory Group Name

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 .

Attested:



Principal, Erin Quintana on 5-6-2021

SSC Chairperson, Cindy Carlfeldt on 5-6-2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
Merrill F. West High School		April 22, 2021	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate stakeholder groups. This includes recommendations for Critical Areas of Follow-up from our WASC visit in 2018, as well as alignment with district LCAP and Title 1 regulations.

# 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).

### 2021 Climate / Safety Survey Data

#### CLIMATE

##### Number of responses

##### Parents - Climate

##### Str Agr Agree Total Percent

Q8 58.00 255.00 466.00 67.17% This school motivates students to learn

Q14 75.00 271.00 460.00 75.22% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q26 66.00 229.00 421.00 70.07% The buildings and grounds at this school are clean and well maintained

Q30 69.00 252.00 419.00 76.61% This school communicates the importance of respecting all cultural beliefs and practices

Q33 95.00 244.00 387.00 87.60% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q33 61.00 194.00 372.00 68.55% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q33 65.00 191.00 369.00 69.38% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q33 92.00 215.00 372.00 82.53% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (MVMS,WMS,KHS,Stein/DR,THS,WHS)

Q34 54.00 241.00 421.00 70.07% The school staff responds to me in a timely manner

Q35 77.00 274.00 420.00 83.57% The school office staff is friendly and professional

712.00 2366.00 4107.00 74.95%

##### Students - Climate

##### Str Agr Agree Total Percent

Q6 191.00 451.00 755.00 85.03% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q28 115.00 408.00 734.00 71.25% This school communicates the importance of respecting all cultural beliefs and practices

Q30 132.00 391.00 736.00 71.06% My teachers recognize the good work I am doing

Q31 81.00 351.00 734.00 58.86% This school motivates students to learn

Q32 77.00 282.00 734.00 48.91% The buildings and grounds at this school are clean and well maintained

Q39 118.00 402.00 735.00 70.75% I feel comfortable working with classmates and participating in class

Q40 75.00 378.00 730.00 62.05% This school has a climate that fosters a feeling of safety, security, and support at school

789.00 2663.00 5158.00 66.93%

##### Staff - Climate

##### Str Agr Agree Total Percent

Q6 32.00 58.00 104.00 86.54% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality

Q18 41.00 47.00 101.00 87.13% Members of the school/department collaborate to achieve our school goals

Q21 35.00 43.00 100.00 78.00% The buildings and grounds at this school are clean and well maintained

Q22 36.00 55.00 99.00 91.92% This school/department communicates the importance of respecting all cultural beliefs and practices

Q23 42.00 48.00 101.00 89.11% I am treated with respect by my colleagues at work

Q24 22.00 52.00 100.00 74.00% Staff members at this school are recognized appropriately for their efforts and accomplishments  
 Q25 14.00 48.00 101.00 61.39% Our district ensures effective communication across the organization  
 222.00 351.00 706.00 81.16%

TUSD Stakeholder Survey Results - 2021  
 SAFETY

Parents - Safety

Str Agr Agree Total Percent

Q26 66.00 229.00 421.00 70.07% The buildings and grounds at this school are well maintained  
 Q28 51.00 193.00 375.00 65.07% My child is safe on school grounds before school  
 Q28 51.00 217.00 382.00 70.16% My child is safe on school grounds during the day  
 Q28 55.00 212.00 377.00 70.82% My child is safe on school grounds in the classroom  
 Q28 47.00 182.00 372.00 61.56% My child is safe on school grounds after school  
 Q29 81.00 281.00 420.00 86.19% The rules of this school are clearly communicated to parents  
 351.00 1314.00 2347.00 70.94%

Students - Safety

Str Agr Agree Total

Q30 132.00 391.00 736.00 71.06% The buildings and grounds at this school are well maintained  
 Q35 161.00 451.00 732.00 83.61% I feel safe while attending class virtually and/or in person  
 Q36 134.00 385.00 736.00 70.52% I feel safe from gang activity and gang violence at school  
 Q38 190.00 453.00 734.00 87.60% I know the school rules  
 617.00 1680.00 2938.00 78.18%

Staff - Safety

Str Agr Agree Total

Q19 32.00 58.00 99.00 90.91% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation  
 Q20 29.00 55.00 101.00 83.17% My workplace is safe  
 Q21 35.00 43.00 100.00 78.00% The buildings and grounds at this school are well maintained  
 96.00 156.00 300.00 84.00%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The district's expectation is for 30% of classrooms to be visited each month. Our site coaches for Rigor, Relevance and Relationships through the International Center for Leadership in Education also collect data on walk throughs. Our walk throughs, formal and informal observations indicate that there are a variety of positive teaching practices taking place at West, and also a lot of areas that we can improve upon. Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum. This year we continued with the PLC Leadership Team that was established last year, and we had teachers choose their own PLC groups (based on common courses) and choose their PLC leader. This increased PLC leaders on campus to approximately 22. This has helped continue to move us a bit closer to a guaranteed and viable curriculum, although we are not there yet. Collaboration has been largely virtual this year due to COVID-19 restrictions.



## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff has analyzed assessment results from SBAC, and we have engaged in professional development as a staff to modify instruction to meet the needs of students taking the SBAC. We have aligned our units of study in Math and ELA, through the RCD process, to state and national standards. We have aligned our Science courses to the NGSS and the curriculum is being worked yearly by science teacher leaders. This year we have implemented Fast Bridge assessments for Math and ELA. SBAC data is limited as the tests were cancelled last year due to COVID restrictions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. ELA and Math have switched to Fast Bridge assessments, which are able to assess students progress and possible COVID 19 learning loss. 2019-2020 School year we established a PLC Leadership Team, with representation from all departments.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to instructional materials that are aligned to standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has been based around Rigor, Relevance and Relationships, AVID Strategies, and PLC work.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District assistance in has transitioned from a mostly math/ELA focus to a STEM and ELA focus. We continue to have a site EL TOSA that has worked daily with various teachers on our staff for best practices in teaching students who are learning English.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate every Wednesday this year, either in PLCs, during site professional development, or district professional development. Our EL Curriculum Specialist spends a great deal of time team teaching with various staff members.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our curriculum is all aligned to standards, including the transition to NGSS. Science teacher leaders are currently in the process of reviewing, modifying and building content on a yearly basis.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials. There remains a concern that our Newcomer ELD course needs additional standards aligned district adopted curriculum for the second semester.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have tutorial opportunities before and after school with fully credentialed teachers.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Tutorial before and after school in every core course.

Evidence-based educational practices to raise student achievement

AVID, College Bound, Rigor, Relevance, Relationships, PLC, RCD have been part of our school and all work toward meeting the needs of our students. Fast Bridge assessments to analyze student progress and learning loss due to COVID-19 have been implemented.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

West High has been given significant Title 1 Funding, which has allowed us to invest in Mental Health Services, paraprofessionals for EL students, an EL TOSA, a PLC Leadership team, after school and in school intervention programs, and professional development for staff members (including paraprofessionals). It has also allowed us to give targeted intervention tutoring to Summer Bridge and Freshman Seminar students by credentialed teachers multiple times per week, which has proven through our district analysis to have increased the GPA for these 9th grade students. This year we have increased tutoring services, including one-on-one tutoring for some students and targeted tutoring for EL students. We have also added an office translator position to continue to improve upon our communication with Spanish-speaking families.

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)

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

2 week Summer Bridge, EL Paraprofessional Salaries (4 positions), EL TOSA, One Day at a Time, Bridge/Seminar Tutoring (twice per week), Mental Health Services (5 days per week), Translator (full time position -range 28), one-on-one tutoring services.

Fiscal support (EPC)

Title 1, Targeted, Targeted EL

## 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**

ELAC / Parent Meetings - October 6th, 2021, December 7th, 2021, February 9th, 2021  
LCAP Student Survey - February, 2021  
LCAP Parent/Community Survey - February, 2021  
LCAP Staff Survey - February, 2021  
Whole Staff Site Goals Assessment - February 2021  
PLC Leader Site Goals Leadership Work - Bi-Weekly meetings September, October, November, December, January, February, March  
West High Site Council - 1-21-21, 4-22-21

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Needs Assessment for 2020-2021 West High  
Single Plan for Student Achievement

1. EL Student Support
2. Special Education Student Support
3. More Dual Enrollment
4. Support for EL Reclassified Students
5. ELPAC Testing Support
6. More EL Students in AVID
7. Interventions before Senior Year
8. Career Readiness Support
9. Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
10. Digital Technology Access for Socio-Economically Disadvantaged Students
11. Interventions for Hispanic Students
12. Training for students as translators (career training)
13. Seal of biliteracy - increased awareness
14. Support for Students Struggling in Math
15. FAFSA Help for Students
16. SBAC Support and Practice
17. More CTE Pathways w/ increased awareness of importance of Pathway Completion
18. Support for students interested in attending Junior College
19. Support for African American Students
20. Bilingual Tutors and Career Training for Bilingual Students
21. Translation Services for multiple languages
22. Refreshments for Parent Engagement Events
23. Mental Health Resources for Students including baseline mental health education
24. Increased EL Content Course Offerings
25. Food For Hungry Students After School
26. Increased seating at Lunch
27. Decreased Suspensions
28. Increased Support in Science with new graduation requirements
- 29.. Support for Parents for High School and College Readiness
30. Increase before, during, and after school tutoring opportunities for all students
31. College visits for AVID students
32. Increase the amount of Spanish materials / resources in the library
33. Increase the amount of graphic novels in the library
34. Increase the number of African American students in AVID
35. Increase resources for Gender Identity education

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	0.29%	0.32%	5	6	7
African American	7.40%	6.17%	5.99%	157	126	132
Asian	10.89%	11.6%	11.43%	231	237	252
Filipino	6.51%	7.2%	6.81%	138	147	150
Hispanic/Latino	53.51%	55.36%	55.22%	1135	1,131	1,217
Pacific Islander	1.32%	1.32%	1.54%	28	27	34
White	17.07%	15.08%	15.11%	362	308	333
Multiple/No Response	%	%	3.58%			0
Total Enrollment				2121	2,043	2,204

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	548	505	593
Grade 10	542	528	520
Grade 11	508	529	538
Grade 12	523	481	553
Total Enrollment	2,121	2,043	2,204

### Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian, Filipino and African-American students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	382	346	400	18.0%	16.9%	18.1%
Fluent English Proficient (FEP)	719	767	786	33.9%	37.5%	35.7%
Reclassified Fluent English Proficient (RFEP)	36	36	31	9.6%	9.4%	9.0%

Conclusions based on this data:

1. 18.1% of our students are English Learners, a slight increase from last 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	488	486	520	478	479	506	478	479	506	98	98.6	97.3
All Grades	488	486	520	478	479	506	478	479	506	98	98.6	97.3

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2547.	2597.	2618.	13.39	23.17	30.63	25.73	34.03	34.39	28.66	26.10	21.74	32.22	16.70	13.24
All Grades	N/A	N/A	N/A	13.39	23.17	30.63	25.73	34.03	34.39	28.66	26.10	21.74	32.22	16.70	13.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.87	29.23	34.58	47.17	53.03	44.86	33.96	17.75	20.55
All Grades	18.87	29.23	34.58	47.17	53.03	44.86	33.96	17.75	20.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.17	31.32	40.51	40.67	47.60	45.45	38.16	21.09	14.03
All Grades	21.17	31.32	40.51	40.67	47.60	45.45	38.16	21.09	14.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.63	18.16	24.11	60.38	65.34	63.44	26.00	16.49	12.45
All Grades	13.63	18.16	24.11	60.38	65.34	63.44	26.00	16.49	12.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.92	36.53	37.35	48.01	44.68	50.20	32.08	18.79	12.45
All Grades	19.92	36.53	37.35	48.01	44.68	50.20	32.08	18.79	12.45



**Conclusions based on this data:**

1. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Our students continued with the upward trend we have been seeing for the past few years with regard to SBAC scores. We are encouraged by this progress, even as there is work to do.
2. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior YearLast year's area where we were struggling the most, clear and purposeful writing, improved from 21% below standard to 14% below standard.
3. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior YearOur greatest area of concern for this year is reading, which dropped to 20.55% below standard from 17.75% the year before.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	490	486	518	484	479	508	484	479	508	98.8	98.6	98.1
All Grades	490	486	518	484	479	508	484	479	508	98.8	98.6	98.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2530.	2551.	2572.	5.17	9.19	12.80	15.08	16.08	18.90	21.49	24.22	24.61	58.26	50.52	43.70
All Grades	N/A	N/A	N/A	5.17	9.19	12.80	15.08	16.08	18.90	21.49	24.22	24.61	58.26	50.52	43.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.26	15.45	19.29	22.52	23.38	28.74	63.22	61.17	51.97
All Grades	14.26	15.45	19.29	22.52	23.38	28.74	63.22	61.17	51.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.20	14.41	14.57	39.67	43.63	48.62	54.13	41.96	36.81
All Grades	6.20	14.41	14.57	39.67	43.63	48.62	54.13	41.96	36.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.47	14.61	16.34	53.31	45.93	55.12	38.22	39.46	28.54
All Grades	8.47	14.61	16.34	53.31	45.93	55.12	38.22	39.46	28.54

### Conclusions based on this data:

- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: We continue to make improvements in math, although we still have approximately 68% of students who are not meeting the standards.
- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Our biggest area for growth is still in applying mathematical concepts and procedures, although we did improve in this area by about 9%.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1539.9	1565.4	1533.3	1569.7	1546.0	1560.8	81	109
Grade 10	1548.1	1547.3	1542.7	1540.4	1552.9	1553.8	74	65
Grade 11	1542.5	1542.7	1540.4	1527.5	1544.2	1557.3	74	67
Grade 12	1548.9	1561.3	1545.3	1552.5	1552.2	1569.8	64	60
All Grades							293	301

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	24.69	22.02	32.10	47.71	22.22	20.18	20.99	10.09	81	109
10	31.08	15.38	36.49	32.31	17.57	36.92	14.86	15.38	74	65
11	21.62	5.97	43.24	41.79	22.97	37.31	*	14.93	74	67
12	25.00	16.67	39.06	35.00	21.88	36.67	*	11.67	64	60
All Grades	25.60	15.95	37.54	40.53	21.16	30.90	15.70	12.62	293	301

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	45.68	46.79	18.52	34.86	28.40	11.01	*	7.34	81	109
10	47.30	26.15	25.68	33.85	14.86	29.23	*	10.77	74	65
11	55.41	13.43	32.43	47.76	*	25.37	*	13.43	74	67
12	43.75	21.67	39.06	46.67	*	21.67	*	10.00	64	60
All Grades	48.12	29.90	28.33	39.87	15.02	20.27	8.53	9.97	293	301

Written Language										
Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	13.58	6.42	19.75	31.19	27.16	39.45	39.51	22.94	81	109
10	16.22	9.23	33.78	20.00	21.62	38.46	28.38	32.31	74	65
11	*	1.49	24.32	31.34	36.49	40.30	33.78	26.87	74	67
12	*	8.33	26.56	30.00	42.19	36.67	26.56	25.00	64	60
All Grades	10.24	6.31	25.94	28.57	31.40	38.87	32.42	26.25	293	301

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	35.80	8.26	35.80	75.23	28.40	16.51	81	109	
10	45.95	9.23	33.78	72.31	20.27	18.46	74	65	
11	40.54	2.99	39.19	58.21	20.27	38.81	74	67	
12	35.94	3.33	53.13	61.67	*	35.00	64	60	
All Grades	39.59	6.31	39.93	68.11	20.48	25.58	293	301	

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	58.02	77.06	35.80	16.51	*	6.42	81	109	
10	52.70	55.38	36.49	35.38	*	9.23	74	65	
11	75.68	67.16	16.22	14.93	*	17.91	74	67	
12	71.88	71.67	25.00	23.33	*	5.00	64	60	
All Grades	64.16	69.10	28.67	21.59	7.17	9.30	293	301	

Reading Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	13.58	12.84	32.10	60.55	54.32	26.61	81	109	
10	25.68	12.31	31.08	53.85	43.24	33.85	74	65	
11	*	7.46	33.78	49.25	59.46	43.28	74	67	
12	*	8.33	51.56	56.67	43.75	35.00	64	60	
All Grades	12.97	10.63	36.52	55.81	50.51	33.55	293	301	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	19.75	6.42	71.60	80.73	*	12.84	81	109
10	27.03	7.69	58.11	80.00	14.86	12.31	74	65
11	21.62	2.99	66.22	83.58	*	13.43	74	67
12	23.44	6.67	70.31	86.67	*	6.67	64	60
All Grades	22.87	5.98	66.55	82.39	10.58	11.63	293	301

**Conclusions based on this data:**

1. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Our numbers for students at a Level 4 decreased in the 10th, 11th, and 12th grade.
2. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Written Language is still difficult for many of our students.
3. COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: We had a significant drop in the area of Listening with regard to students at a Level 4.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2043	60.3	16.9	0.7
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p> <p>This is the percent of students whose well-being is the responsibility of a court.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	346	16.9
Foster Youth	14	0.7
Homeless	11	0.5
Socioeconomically Disadvantaged	1231	60.3
Students with Disabilities	217	10.6






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	126	6.2
American Indian	6	0.3
Asian	237	11.6
Filipino	147	7.2
Hispanic	1131	55.4
Two or More Races	61	3.0
Pacific Islander	27	1.3
White	308	15.1

### Conclusions based on this data:

1. We now have just over 60% of students who are socioeconomically disadvantaged. We need to use the resources we have to meet the needs of these students.
2. Approximately 17% of our students were English Learners in 2018-2019. We believe that number has risen to approximately 18%.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Green		
College/Career  Yellow		

**Conclusions based on this data:**

1. We have continued to make gains in Math and ELA, and our suspension rate is still improving.
2. College/Career Readiness has been a major focus for our site, and we have made some modest improvements in this area according to the dashboard.



# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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
0	1	1	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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
 Blue 40.5 points above standard Increased Significantly ++21.8 points 481	 Yellow 41.3 points below standard Increased Significantly ++10.2 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 18.4 points above standard Increased Significantly ++20.6 points 275	 Orange 98.7 points below standard Increased ++7 points 43

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.2 points above standard Increased ++8.3 points 35	 No Performance Color 0 Students	 Blue 94.5 points above standard Increased Significantly ++53.2 points 63	 No Performance Color 70.1 points above standard Increased Significantly ++17.6 points 29
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.6 points above standard Increased Significantly ++19.1 points 243	 No Performance Color 98.6 points above standard Increased Significantly ++26.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 56.3 points above standard Increased ++14.4 points 83

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
83.8 points below standard Increased ++7.7 points 51	1.9 points above standard Increased Significantly ++20.5 points 50	53.9 points above standard Increased ++7.9 points 232

#### Conclusions based on this data:

- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: We have 0 groups in red and one group in orange.
- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Students with Disabilities have made gains for the past two years, but remain in orange.
- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Every sub-group made improvements.

# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



Green









Blue

Highest  
Performance








This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 48.8 points below standard Increased Significantly ++22.4 points 479	 Orange 134.6 points below standard Increased Significantly ++27.6 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 74.3 points below standard Increased Significantly ++25.8 points 273	 Red 174.7 points below standard Maintained ++2.8 points 43

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 99.1 points below standard Maintained ++2.2 points 35		 Blue 34.4 points above standard Increased Significantly ++73.2 points 63	 No Performance Color 13.6 points above standard Increased Significantly ++32.8 points 28
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 84.8 points below standard Increased Significantly ++15.1 points 242	 No Performance Color 28.9 points above standard Increased Significantly ++61.7 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 24.5 points below standard Maintained -0.1 points 83

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
163.6 points below standard Increased Significantly ++16.9 points 51	105 points below standard Increased Significantly ++32.6 points 50	36.6 points below standard Maintained ++2.6 points 230

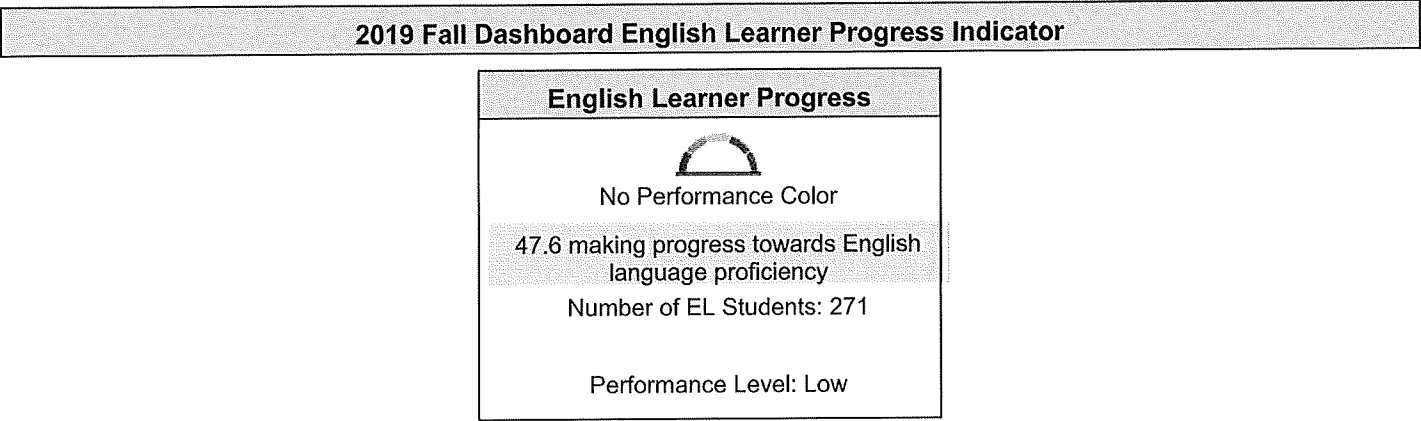
#### Conclusions based on this data:

- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Our areas of concern last year were English Learners and Students with disabilities, as both had declined and were in red. This year English learners increased significantly. Students with Disabilities remain in the red as they maintained (+2.8). We are excited to see some improvement, but there is still a lot of work to be done.
- COVID-19 Prevented Testing in 2019-2020, Findings are from Prior Year: Almost all groups increased, and no groups declined.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6	31.7	7.0	40.5

Conclusions based on this data:

1. Almost double the amount of students progressed at least one ELPI level as Decreased One ELPI level.
2. The Performance Level is indicated as being "Low," even though there are no color bands for this indicator yet.

# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 34.3 Increased +6.8 490	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

### 2019 Fall Dashboard College/Career by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
27.5 Prepared	27.5 Prepared	34.3 Prepared
21.6 Approaching Prepared	21.6 Approaching Prepared	19.2 Approaching Prepared
50.9 Not Prepared	50.9 Not Prepared	46.5 Not Prepared

#### Conclusions based on this data:

1. African American, Two or More Races, and Asian students show a decline, which is concerning. Every sub group declined in the previous year, so some sub groups are doing as well or better than the previous year.
2. The college readiness indicator percentage is lower than our A-G rate.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. No information appears to have been uploaded in this section.

# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 88.9 Maintained +0.9 495	 Green 82.4 Increased +6.7 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 72.7 Declined -14.8 22	 Yellow 87.9 Maintained +0.5 347	 Orange 71.2 Declined -3.4 59

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

<b>African American</b>  No Performance Color 72.4 Declined -16.5 29	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  Blue 95 Increased +4.3 60	<b>Filipino</b>  Blue 97.7 Increased +7 43
<b>Hispanic</b>  Green 88.4 Increased +2.1 266	<b>Two or More Races</b>  No Performance Color 100 Maintained 0 11	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  Orange 85.7 Declined -4.1 77

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
88	88.9

#### Conclusions based on this data:

- Our overall rate maintained, but Students with Disabilities and White students showed a decline.
- English Learners showed a significant increase.
- While there were not enough students to warrant a color band, both homeless students and African American students declined significantly, which is a major concern for us.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Red



Orange



Yellow



Green









Blue

Highest  
Performance









This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	6	2	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
 Yellow 8.1 Declined Significantly -3.9 2239	 Yellow 13.3 Declined Significantly -5.6 392	 No Performance Color 28.6 Increased +8.6 28
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 26.7 Increased +7.9 30	 Yellow 9.9 Declined Significantly -5.1 1407	 Yellow 17.9 Declined Significantly -11 285

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 14.4 Declined -1.9 153	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 6	<b>Asian</b>  Yellow 3.6 Maintained -0.1 248	<b>Filipino</b>  Green 4.4 Declined Significantly -4.7 158
<b>Hispanic</b>  Yellow 9.4 Declined Significantly -4.9 1238	<b>Two or More Races</b>  Green 4.2 Declined -6.4 71	<b>Pacific Islander</b>  No Performance Color 10.3 Declined -3.4 29	<b>White</b>  Yellow 6.3 Declined Significantly -2.9 336

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

<b>2017</b>	<b>2018</b>	<b>2019</b>
	12	8.1

#### Conclusions based on this data:

- Overall we declined significantly, but students experiencing homelessness and foster youth are still suspended at higher rates than other students, which is concerning.

# 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

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

## Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap.

## Identified Need

- EL Student Support
- Special Education Student Support
- More Dual Enrollment
- Support for EL Reclassified Students
- ELPAC Testing Support
- More EL Students in AVID
- Interventions before Senior Year
- Career Readiness Support
- Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
- Digital Technology Access for Socio-Economically Disadvantaged Students
- Interventions for Hispanic Students
- Training for students as translators (career training)
- Seal of biliteracy - increased awareness
- Support for Students Struggling in Math
- FAFSA Help for Students
- SBAC Support and Practice
- More CTE Pathways w/ increased awareness of importance of Pathway Completion
- Support for students interested in attending Junior College
- Support for African American Students
- Bilingual Tutors and Career Training for Bilingual Students
- Translation Services for multiple languages
- Refreshments for Parent Engagement Events
- Increased EL Content Course Offerings
- Food For Hungry Students After School
- Increased Support in Science with new graduation requirements
- Support for Parents for High School and College Readiness
- Increase before, during, and after school tutoring opportunities for all students
- College visits for AVID students
- Increase the amount of Spanish materials / resources in the library
- Increase the amount of graphic novels in the library
- Increase the number of African American students in AVID
- Increase resources for Gender Identity education

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca Dashboard College/Career Indicator - all students	34.3% Prepared, 19.2% Approaching prepared	32.5% prepared (goal of 5% increase annually)
CA Dashboard College/Career Indicator - EL Students	Red	Yellow or Higher
CA Dashboard College/Career Indicator - Hispanic students	Yellow	Yellow or Higher
CA Dashboard - College/Career Indicator - Students with Disabilities	Red	Yellow or Higher
CA Dashboard - Math Performance - English Learners	Orange	Yellow or Higher
CA Dashboard - Math Performance - Students with Disabilities	Red	Yellow or Higher
CA Dashboard - ELA Performance - Students with Disabilities	Orange	Yellow or Higher
CA Dashboard -ELA Performance- EL Students	Yellow	Yellow or Higher
Graduation Rate - Students with Disabilities	71.2% - Orange	77.2% (Goal - Increase by 5% annually)

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

AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID 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)

0

Source(s)

District Funded

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity



(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support for Comprehensive Educational Opportunities for All Students (Including Socioeconomically Disadvantaged Students) - Special program and club support, field trips, sub coverage, classroom supplies, digital technology

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35849

LCFF

21729

Title I

### 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

Mainstream English Learner Students and provide EL Support classes (currently in sheltered classes)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

### 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

Targeted Academic Intervention (tutoring, PLC collaboration, supplies for 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)

55935

Source(s)

Title I

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL TOSA, EL Paraprofessional, Translator Clerk/Typist

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

216000

Source(s)

Title I

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3 EL Paraprofessional Salaries (Targeted EL 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)

83000

Source(s)

LCFF - Supplemental

### 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

West High School Promotional Activities (AVID, CTE, A-G, College Readiness)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Supplies, EL Collaboration, EL Translation for Parent Events, EL Group Tutoring, EL One-On-One Tutoring, EL Academic Intervention, Home Visits

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF

78360

LCFF - Supplemental

### 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

Professional Development for Staff - on site professional development, conferences, sub costs, timesheets for professional development preparation, speakers, presenters

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37000	Title I
3000	LCFF

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students
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#### Strategy/Activity

Continue Library Additions to Meet the Needs of All Students (including increasing Spanish-Language Collection and/or other language collections)
---

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
5000	LCFF - Supplemental

### Strategy/Activity 12

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Attending After School Targeted Intervention / Tutoring
--

#### Strategy/Activity

Nutritional Services for Students Attending After School Targeted Intervention / 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)
3500	Title I

### 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

## 9th Grade and AVID College Visits

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35000

Source(s)

Title I

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

100 Freshman students, targeted toward at-risk students

Strategy/Activity

Summer Bridge 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)

District Funded

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (and Parents)

Strategy/Activity

Parent Engagement 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)

3300

Source(s)

Title I

966

LCFF

### 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**

General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

68900

Source(s)

LCFF

**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**

General Operating Costs - Physical School Site Improvement

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5500

Source(s)

LCFF

**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**

General Operating Costs - Teacher, Department and Class 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)

85550

Source(s)

LCFF

**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

Student Wellness Support for Students from Diverse Backgrounds (gender identity, cultural, socioeconomic, 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)

5000

Source(s)

Title I

### Strategy/Activity 20

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Academic Support to Combat COVID-19 Learning Loss

### Strategy/Activity

Tutoring, Intervention, Other Academic Support Services (Tier 2 and Tier 3), Staff Professional Development

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

70000

Source(s)

Title I

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

From the last year of testing: We again had success with our overall SBAC test scores. ELA rose to 65% proficient/advanced from 57% during the previous year. Math rose to 32% from 25% in the previous year. There is still work to do, but we are happy to see these overall improvements. In reviewing our previous year's areas for concern, we have seen the following:

- We met our overall 1 year goal of 5% increase in college/career readiness indicator
- We did not meet our goal with College/Career indicator for EL students - this indicator is still Red



- We met our goal with College/Career indicator for Hispanic Students - they are in the Yellow (from Red last year)
- We did not meet our goal with College/Career indicator for Students with Disabilities - they are in the Red
- English learner performance for math rose from Red to Orange, but did not meet our goal of Yellow or higher
- Students with Disabilities did not meet our goal for Math, and their indicator remains Red
- Students with Disabilities maintained at Orange for ELA, thus not meeting the goal of Yellow or higher
- EL students met the goal on the ELA indicator, moving from Orange to Yellow
- Students with disabilities did not meet the graduation rate goal - they remain in the Orange with 71.2% (from 72.5% last 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.

The district office anticipates additional funding for mental health services, so some funding has been moved to "student wellness" in anticipation of this.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor student achievement data, with particular focus on EL Students and Students with Disabilities as our data indicates continued support is needed in these areas.

# 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

Provide a Safe and Equitable Learning Environment

## Goal 2

Provide a Safe and Equitable Learning Environment

## Identified Need

Decrease in suspension rates. Mental health resources for students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Overall	8.1% Suspended at least once	Decrease by 3% annually - Goal met (3.9% decrease)
Suspension Rate - Homeless Students	26.7% suspended at least once	Decrease by 10% - Goal not met (7.9% increase)
Suspension Rate - Students with Disabilities	17.9% suspended at least once	Decrease by 10% - Goal met (11% decrease)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Continue In School Suspension Room conversion to Intervention and Study Skill Center

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Homeless / Foster Student Support

**Strategy/Activity**

Support Services for Homeless / Foster Youth

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Mental Health Services and Socio-Emotional Support for Students (in anticipation of district funding additional \$37,600 in 2021-2022)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

32000

Source(s)

Title I

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Increase Seating Options Outside for Safety

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

LCFF

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

74.95% of parents, 66.93% of students, and 81.16% of staff responded positively to the LCAP climate questions. 70.94% of parents, 78.18% of students, and 84.00% of staff responded positively to safety questions on the LCAP survey. The drop in student climate may be explained due to the survey being taken during school shut downs due to COVID-19.

Our overall suspension rate dropped to about 3% from 12% two years ago. While this is still too high it shows a significant decrease that continues our downward trend from the past few years. We again had mental health counseling available every day for students, as well as socio-emotional support from outside groups. These services were utilized a great deal by our student body.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to meet the suspension goals for our Homeless population, and in fact our percentages of students suspended increased quite a bit. We need to continue to work in this area.

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.

Our goals here remain the same as we are working to decrease suspension rates for all groups, with particular focus on homeless/foster youth and students in Special Education, and we are continuing to offer mental health resources and socio-emotional support for our students.

# 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

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$885,589.00

## 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	\$494,464.00

Subtotal of additional federal funds included for this school: \$494,464.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$224,765.00
LCFF - Supplemental	\$166,360.00

Subtotal of state or local funds included for this school: \$391,125.00

Total of federal, state, and/or local funds for this school: \$885,589.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Zachary Boswell	Principal
Lori Borges	Other School Staff
Debbie Jackson	Parent or Community Member
Lorena Esquivel	Parent or Community Member
Maria Ayala	Parent or Community Member
Melinda Williams	Classroom Teacher
Leslie McCoy	Classroom Teacher
Jordan Dajani	Classroom Teacher
Cathy Pope	Classroom Teacher
Alyssa Munoz	Secondary Student
Liliana Flores	Secondary Student
Destiny Diaz	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Other: Classified Employee Rep

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4-22-21.

Attested:



Principal, Zachary Boswell on 4-22-21

  
Teacher

  
Student

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# 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
Earle E. Williams Middle School	39-75499-6109003	5/13/21	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Targeted Support and Improvement

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.

Our plan has been created with input from all appropriate stakeholder groups.

The school plan for student achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

# 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).

Williams Middle School has used the TUSD Stakeholder Survey to analyze the differences in stakeholder responses (Parent, Staff, and Students) in regards to school's climate and safety.

Williams Middle School School Safety Results are as follows:

Group:

Parents:

1. 65.07% of parents strongly agree or agree with the statement, "my child is safe on school grounds before school."
2. 70.25% of parents strongly agree or agree with the statement, "my child is safe on school grounds in the classroom."
3. 61.36% of parents strongly agree or agree with the statement, "my child is safe on school grounds after school."
4. 81.6% of parents strongly agree or agree with the statement, "The rules of this school are clearly communicated to parents."

Students:

1. 89.38% of students strongly agree or agree with the statement, "I know the school rules."
2. 79.11% of students strongly agree or agree with the statement, "I feel safe at school."

Staff:

1. 95.65% of staff strongly agree or agree with the statement, "my site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation."
2. 75.56% of staff strongly agree or agree with the statement, "my workplace is safe."

Williams Middle School Climate Results are as follows:

Group:

Parents:

1. 69.35% of parents strongly agree or agree with the statement, "the building and grounds at this school are clean."
2. 88.49% of parents strongly agree or agree with the statement, "if I have a question, comment, or concern about my child, I am comfortable talking to his/her teacher."

Students:

1. 81.45% of students strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality."
2. 73.79% of students strongly agree or agree with the statement, "I feel comfortable working with classmates and participating in class."
3. 72.57% of students strongly agree or agree with the statement, "My teachers recognize the good work that I am doing."

Staff:

1. 70.21% of staff strongly agree or agree with the statement, "The building and grounds are clean at this school."
2. 80.85% of staff strongly agree or agree with the statement, "This school/department communicates the importance of respecting all cultural beliefs and practices"
3. 88.89% of staff strongly agree or agree with the statement, "Members of the school/department collaborate to achieve our school goals."

## 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 walk through observations occur weekly with a minimum of 30% of classrooms visited per week. Classroom walk through observations were focused on the rigor rubric of the International Center for Leadership in Education. The rigor rubric included the areas of thoughtful work, high level-questioning and academic discussion. Professional development has been provided the last three years in the areas specified/ During walkthrough observations observations were made on the strategies used.

Classroom observations were conducted for all teachers on the evaluation cycle using the district rubric and evaluation form. Staff at Williams Middle School will continue to improve practice through self-reflection and collaboration using the rigor, relevance and relationships framework provided by the International Center for Leadership in Education.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff, ELAC, and school site council has analyzed CA Dashboard and SBAC data from the 2018/2019 school year. Due to the COVID-19 pandemic all state assessments were cancelled at the end of the 2019/2020 school year. During the 2020/2021 school year we have included overall score data in the following assessments, aRead, aMath, along with F grade data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Fastbridge Assessment Data:

Four categories: High Risk (HR), Some Risk (SR), Low Risk (LR), and College Pathway (CP)

aMath (Grades 6-8):

College Pathway - 22%

Low Risk - 33%

Some Risk - 25%

High Risk - 21%

aReading (Grades 6-8):

College Pathway - 26%

Low Risk - 26%

Some Risk - 33%

High Risk - 15%

AUTOreading (Grades 6-8):

Low Risk - 42%

Some Risk - 34%

High Risk - 24%

mySAEBRS Data (Grades 6-8):

No Risk - 61%

High Risk - 29%

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Williams Middle school staff meets on a weekly basis, also known as our Early Release Wednesday (ERW). Every Wednesday, students are released early, to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Williams Middle School has 44 teachers with full credentials and 3 teachers without a full credential. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow up during the year. At this time, teachers are introduced to their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Every Wednesday, students are released early to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities. Professional learning communities discuss alignment of curriculum, student data, and intervention/enrichment for students. Staff also receives training in AVID school-wide strategies in grades 6-8.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Tracy Teacher Induction Program (TTIP) offers teachers who are new to our district support and professional development on a monthly basis during the school year. Topics covered during TTIP include but are not limited to classroom management, focused note-taking, using inquiry to increase rigor, philosophical chairs, engagement & rigor through reading and collaboration, and using collaborative study groups in the content classroom.

District TOSA's provide support in various content curriculum. During the 2019/2020 school year 6th grade teachers and the math department received support in Professional Learning Communities (PLC's) focusing their efforts in analyzing common assessment data to inform and modify instruction as necessary. Through the collaboration of our district personnel and the county office 6th grade teachers and the math department additionally received professional development in the focused strategy, math talks.

The International Center for Leadership and Education (ICLE) has provided support and training to teachers, focusing efforts in the rigor/relevance framework, specifically targeting thoughtful work, high-level questioning and academic discourse.

Professional development from our AVID site team focused on strategies such goal setting, focused note-taking and college & career.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Professional learning communities (PLC) are made up of teacher teams by subject area. PLC are scheduled to meet weekly based on Early Release Monday (ERW) schedule provided by the district.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

English Language Arts (ELA) and mathematics RCD units are aligned to common core standards. Curriculum includes but not limited to the following; Social Studies - McGraw Hill, Math - Digits, English Language Arts - StudySync

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Earle E. Williams Middle School adheres to the yearly academic minutes required by the law and to minutes in ELD designated time and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention time has been built into the RCD unit lesson pacing schedule. Williams Middle School offers various intervention classes to meet the needs of our at-risk students. Classes include but are not limited to, READ 180, Study Skills, English Language Development (ELD) and Organizational Academic Assistance Class (OACC). An identified need for the 2021/2022 school year is an 8th grade math intervention class, especially due to the learning loss during COVID-19.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The following are courses that are offered at Williams Middle School with corresponding standards-aligned instructional materials:

English Language Arts - Study Sync, McGraw Hill (6-8)  
Mathematics - Digits, Pearson  
Mathematics - Bridge to Algebra, Carnegie Learning  
Mathematics - Algebra I, Houghton Mifflin  
Science - Focus on Earth Science (6)  
Science - Focus On Life Science (7)  
Science - Focus on Physical Science (8)  
History/Social Science - National Geographic: World History, Ancient Civilizations (6)  
History/Social Science - National Geographic: World History, Medieval and Early Modern Times (7)  
History/Social Science - National Geographic: U.S. History, American Stories, Beginnings to World War I (8)  
Reading Intervention - READ 180  
English Language Development - Study Sync, McGraw Hill  
Beginning English Language Development - Morning Star

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have access to Rigorous Curriculum Design (RCD) in English Language Arts and mathematics. Intervention time is built in to each unit.

Evidence-based educational practices to raise student achievement

Educational practices to raise student achievement include AVID strategies in writing, inquiry, collaboration, organization and reading (WICOR). We will continue providing professional development to teachers for AVID strategies. We have also concentrated our efforts in the rigor/relevance framework focusing instructional strategies on high level questioning and academic discourse.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parent Institute for Quality Education (PIQE)
- Grade Level Parent Presentations

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- School Site Council (containing all stakeholders including parents of English Learners)
- Staff Input (Staff meetings)

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Scholastic Scope Magazine Subscription (supplemental resource)



## 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

#### School Site Council Meetings

10/26/20:

- School Site Council Bylaws
- School Site Council Rights and Responsibilities
- School Compact
- School Plan/Budget Update

12/16/20:

- Emergency Plan Review
- School Re-Opening Plan
- Subcommittee Recommendations (Interventions)

3/18/21:

- Hybrid Schedule
- School Re-Opening Plan
- Interventions Update
- 2021/2022 School Plan Timeline

4/15/21:

Interventions Update

Data Review - 2021/2022 School Plan

5/13/21:

School Plan/Budget Review - 2021/2022 School Year

#### Leadership Team Meetings

Topics included but not limited to: School Plan, data review, interventions, school re-opening, emergency plan, COVID protocols

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on analysis of school data and observation of programs at Williams Middle School, we will continue working to provide teacher training to support students with special needs. Training should

include and not limited to SDC teachers, resource teachers and general education teachers. Training for our ELA curriculum, StudySync is also an area of need so that teachers can better utilize the tools that are provided for differentiation for all student groups especially our students with special needs and English learner groups. During the 2021/2022 school year we will focus on providing inclusion training for our co-teaching model.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	0.58%	0.58%	5	6	6
African American	6.82%	6.64%	6.79%	73	69	70
Asian	10.18%	10.59%	10.09%	109	110	104
Filipino	5.60%	5.1%	5.24%	60	53	54
Hispanic/Latino	53.13%	55.15%	55.19%	569	573	569
Pacific Islander	0.75%	0.87%	0.68%	8	9	7
White	21.20%	18.19%	17.65%	227	189	182
Multiple/No Response	0.09%	%	3.78%	1		0
Total Enrollment				1071	1,039	1,031

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	378	327	318
Grade 7	347	376	329
Grade 8	346	336	384
Total Enrollment	1,071	1,039	1,031

### Conclusions based on this data:

1. Student enrollment by subgroup data has remained consistent with no significant changes from 2017/2018 to 2019/2020.
2. Total student enrollment has remained above one thousand students with no significant changes from 2017/2018 to 2019/2020.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	284	273	308	26.5%	26.3%	29.9%
Fluent English Proficient (FEP)	196	228	209	18.3%	21.9%	20.3%
Reclassified Fluent English Proficient (RFEP)	25	65	13	11.3%	22.9%	4.8%

### Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has increased 3.4% from 2017/2018 to 2019/2020
2. During the 2019/2020 school year 4.8% of students were re-classified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	332	375	331	319	364	319	318	362	318	96.1	97.1	96.4
Grade 7	342	344	379	327	333	365	325	332	365	95.6	96.8	96.3
Grade 8	337	346	334	328	334	319	328	334	319	97.3	96.5	95.5
All Grades	1011	1065	1044	974	1031	1003	971	1028	1002	96.3	96.8	96.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2482.	2488.	2485.	8.81	12.43	11.32	26.73	22.65	20.75	24.84	25.14	28.93	39.62	39.78	38.99
Grade 7	2531.	2519.	2511.	12.00	10.24	11.51	31.69	29.22	27.67	28.92	26.20	19.45	27.38	34.34	41.37
Grade 8	2544.	2543.	2533.	10.37	12.28	11.29	32.62	27.84	28.84	28.66	30.84	22.88	28.35	29.04	36.99
All Grades	N/A	N/A	N/A	10.40	11.67	11.38	30.38	26.46	25.85	27.50	27.33	23.55	31.72	34.53	39.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.98	17.22	15.09	41.01	40.28	38.68	41.01	42.50	46.23
Grade 7	16.31	17.77	17.26	47.69	41.87	38.63	36.00	40.36	44.11
Grade 8	18.60	20.66	18.81	46.34	44.61	41.69	35.06	34.73	39.50
All Grades	17.63	18.52	17.07	45.05	42.20	39.62	37.32	39.28	43.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.19	18.93	13.52	38.61	36.16	46.23	46.20	44.92	40.25
Grade 7	22.15	19.03	20.94	48.62	45.02	39.39	29.23	35.95	39.67
Grade 8	22.09	22.16	18.18	46.93	43.71	45.77	30.98	34.13	36.05
All Grades	19.86	20.02	17.70	44.78	41.51	43.60	35.37	38.47	38.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.62	13.13	10.06	53.94	56.42	60.38	33.44	30.45	29.56
Grade 7	12.62	7.23	7.67	62.77	62.65	62.74	24.62	30.12	29.59
Grade 8	9.76	12.28	14.73	69.51	65.87	58.62	20.73	21.86	26.65
All Grades	11.65	10.94	10.68	62.16	61.52	60.68	26.19	27.54	28.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.98	18.66	17.92	43.85	48.47	43.08	38.17	32.87	38.99
Grade 7	20.92	20.78	19.73	50.77	51.81	41.37	28.31	27.41	38.90
Grade 8	19.21	21.26	20.06	53.66	52.99	43.26	27.13	25.75	36.68
All Grades	19.38	20.20	19.26	49.48	51.02	42.51	31.13	28.78	38.22

**Conclusions based on this data:**

1. ELA CAASPP data for Williams Middle School shows an overall decrease of 3.75% for students in all grades scoring, standard exceeded or standard met from 2016/2017 to 2018/2019
2. ELA CAASPP data for Williams Middle School shows the area reading and writing as an area of improvement, the percentage of student who scored below standard were 43.31% and 40% respectively.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	332	375	331	319	361	318	319	360	317	96.1	96.3	96.1
Grade 7	341	342	380	329	332	366	329	332	366	96.5	97.1	96.3
Grade 8	334	345	334	325	333	320	325	332	320	97.3	96.5	95.8
All Grades	1007	1062	1045	973	1026	1004	973	1024	1003	96.6	96.6	96.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2472.	2484.	2477.	9.72	13.89	11.36	17.55	16.39	12.93	25.08	29.72	28.71	47.65	40.00	47.00
Grade 7	2499.	2469.	2482.	12.16	8.73	10.11	14.29	11.75	11.20	26.44	22.29	24.04	47.11	57.23	54.64
Grade 8	2513.	2502.	2524.	8.00	9.04	15.31	18.46	16.57	14.38	26.77	23.49	26.56	46.77	50.90	43.75
All Grades	N/A	N/A	N/A	9.97	10.64	12.16	16.75	14.94	12.76	26.10	25.29	26.32	47.17	49.12	48.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.72	18.11	15.97	29.56	30.92	26.84	54.72	50.97	57.19
Grade 7	18.54	14.50	12.84	25.84	23.87	24.32	55.62	61.63	62.84
Grade 8	15.69	13.90	18.18	33.85	33.53	33.23	50.46	52.57	48.59
All Grades	16.67	15.57	15.53	29.73	29.48	27.96	53.60	54.95	56.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.43	13.89	11.08	39.31	40.56	37.97	51.26	45.56	50.95
Grade 7	13.37	10.24	11.75	35.87	33.13	33.33	50.76	56.63	54.92
Grade 8	12.00	13.29	15.31	39.38	45.92	39.06	48.62	40.79	45.63
All Grades	11.63	12.51	12.67	38.17	39.88	36.63	50.21	47.61	50.70



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.38	14.76	10.51	41.82	39.28	37.90	47.80	45.96	51.59
Grade 7	11.85	10.24	11.75	51.37	42.47	47.54	36.78	47.29	40.71
Grade 8	9.23	9.37	11.25	50.15	43.50	52.19	40.62	47.13	36.56
All Grades	10.49	11.55	11.20	47.84	41.68	46.00	41.67	46.77	42.80

**Conclusions based on this data:**

1. Math CAASPP data for Williams Middle School shows a decrease of 1.8% for students in all grades scoring, standard exceeded or standard met from 2016/2017 to 2018/2019
2. Math CAASPP data for Williams Middle School shows a greater percentage of students performing at below standard in the area of concepts and procedures at all grade levels from 2016/2017 to 2018/2019 in comparison to communicating reasoning and problem solving & modeling/data analysis.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1517.9	1529.5	1515.5	1526.5	1519.8	1532.0	86	105
Grade 7	1528.1	1537.0	1522.3	1540.2	1533.4	1533.4	73	90
Grade 8	1530.5	1548.1	1524.1	1552.2	1536.4	1543.4	54	74
All Grades							213	269

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.77	12.38	36.05	53.33	33.72	27.62	*	6.67	86	105
7	28.77	16.67	46.58	42.22	16.44	32.22	*	8.89	73	90
8	27.78	24.32	42.59	33.78	22.22	31.08	*	10.81	54	74
All Grades	24.88	17.10	41.31	44.24	24.88	30.11	8.92	8.55	213	269

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.88	37.14	46.51	42.86	*	16.19	*	3.81	86	105
7	41.10	37.78	47.95	34.44	*	21.11	*	6.67	73	90
8	44.44	48.65	48.15	22.97	*	21.62	*	6.76	54	74
All Grades	39.44	40.52	47.42	34.57	7.98	19.33	5.16	5.58	213	269

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	16.28	31.43	44.19	37.14	33.72	24.76	86	105
7	15.07	4.44	34.25	22.22	26.03	53.33	24.66	20.00	73	90
8	*	8.11	25.93	20.27	25.93	50.00	29.63	21.62	54	74
All Grades	12.21	6.32	24.88	25.28	33.33	46.10	29.58	22.30	213	269

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	29.07	12.38	56.98	72.38	13.95	15.24	86	105
7	28.77	10.00	63.01	67.78	*	22.22	73	90
8	29.63	16.22	57.41	64.86	*	18.92	54	74
All Grades	29.11	12.64	59.15	68.77	11.74	18.59	213	269

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.63	56.19	32.56	39.05	*	4.76	86	105
7	69.86	68.89	26.03	24.44	*	6.67	73	90
8	74.07	62.16	22.22	31.08	*	6.76	54	74
All Grades	67.61	62.08	27.70	31.97	*	5.95	213	269

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.52	24.42	42.86	72.09	47.62	86	105
7	19.18	6.67	21.92	46.67	58.90	46.67	73	90
8	20.37	12.16	24.07	36.49	55.56	51.35	54	74
All Grades	13.15	9.29	23.47	42.38	63.38	48.33	213	269

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.28	31.43	77.91	62.86	*	5.71	86	105
7	16.44	2.22	76.71	91.11	*	6.67	73	90
8	22.22	4.05	72.22	90.54	*	5.41	54	74
All Grades	17.84	14.13	76.06	79.93	6.10	5.95	213	269

**Conclusions based on this data:**

1. ELPAC data for Williams Middle School shows overall increase/improvement from 2017/2018 to 2018/2019 at all grade levels.
2. The number of students tested increased by 56 students.

3. ELPAC data for Williams Middle School shows a greater percentage of students performing at the beginning indicator in the reading domain at all grade levels in comparison to other domains assessed

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1039	58.9	26.3	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	273	26.3
Foster Youth	5	0.5
Homeless	29	2.8
Socioeconomically Disadvantaged	612	58.9
Students with Disabilities	148	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	6.6
American Indian	6	0.6
Asian	110	10.6
Filipino	53	5.1
Hispanic	573	55.1
Two or More Races	30	2.9
Pacific Islander	9	0.9
White	189	18.2





### Conclusions based on this data:

1. According to 2018/2019 enrollment data, Hispanic students (55.1%) and White students (18.2%) make up the majority of the student population at Williams Middle School.
2. According to 2018/2019 enrollment data, the socioeconomically disadvantaged subgroup is 58.9% of the student population at Williams Middle School.
3. According to 2018/2019 enrollment data, the English learner subgroup is 26.3% of the student population at Williams Middle School.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. According to the 2019 Fall dashboard, suspension rate for all students at Williams Middle is the orange indicator, which is an improvement from the red indicator from 2018 dashboard
2. According to the 2019 Fall dashboard, Mathematics for all students at Williams Middle is the yellow indicator, which is an improvement from the orange indicator from the 2018 dashboard.
3. According to the 2019 Fall dashboard English Language Arts remained at the yellow indicator in comparison to 2018 dashboard results.

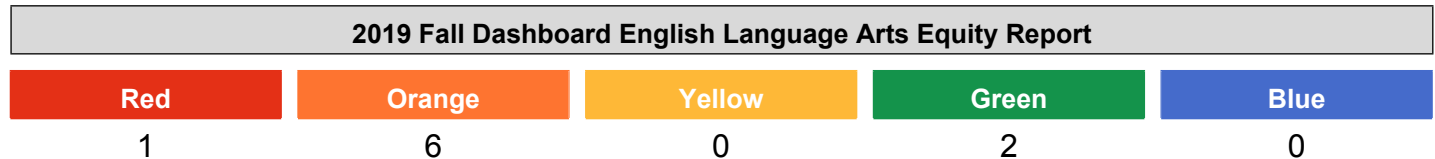
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 38.8 points below standard Declined -6.8 points 962	 Orange 69.1 points below standard Maintained -0.5 points 403	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Red 72.7 points below standard Declined Significantly -21.6 points 31	 Orange 65.9 points below standard Declined -9.9 points 571	 Orange 135.6 points below standard Increased ++12.7 points 145



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Orange 56.8 points below standard Declined -11.1 points 64	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  Green 19.5 points above standard Declined -3.4 points 100	<b>Filipino</b>  Green 24.8 points above standard Declined -3.5 points 53
<b>Hispanic</b>  Orange 61.5 points below standard Declined -4.9 points 528	<b>Two or More Races</b>  No Performance Color 36.9 points below standard Declined Significantly -29.8 points 26	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  Orange 19.8 points below standard Declined -9.1 points 177

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

<b>Current English Learner</b> 114.9 points below standard Increased ++6.7 points 239	<b>Reclassified English Learners</b> 2.3 points below standard Increased ++5.1 points 164	<b>English Only</b> 27.8 points below standard Declined -9.2 points 489
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#### Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Language Arts, the following subgroups showed an increase/improvement, students with disabilities, current English learners and reclassified English learners
2. According to the 2019 Fall dashboard for English Language Arts, the homeless subgroup is at the red indicator.
3. According to the 2019 Fall dashboard for English Language Arts, the Homeless and Students with disabilities subgroups show the greatest number of points below standard.

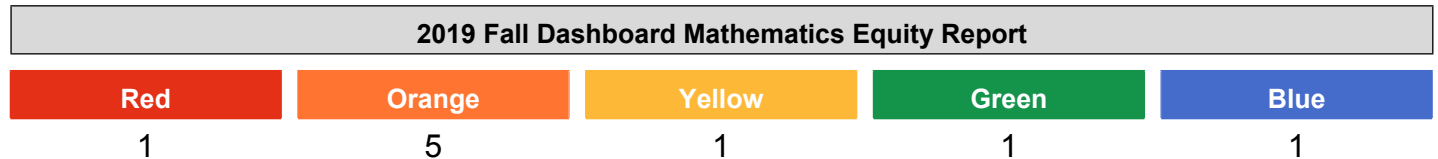
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 71.1 points below standard Increased ++10.5 points 958	<b>English Learners</b>  Orange 104.9 points below standard Increased ++12.8 points 402	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  Yellow 89.3 points below standard Increased Significantly ++16 points 31	<b>Socioeconomically Disadvantaged</b>  Orange 99.2 points below standard Increased ++11 points 571	<b>Students with Disabilities</b>  Orange 170.1 points below standard Increased Significantly ++30.5 points 143

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Red 100.9 points below standard Maintained ++1.1 points 64	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  Blue 4.3 points above standard Increased Significantly ++18.6 points 100	<b>Filipino</b>  Green 9.5 points below standard Increased ++11.5 points 53
<b>Hispanic</b>  Orange 97.1 points below standard Increased ++14.5 points 527	<b>Two or More Races</b>  No Performance Color 64.2 points below standard Declined Significantly -18.8 points 26	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>White</b>  Orange 47.9 points below standard Maintained ++2.8 points 174

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 149.5 points below standard Increased Significantly ++18 points 240	<b>Reclassified English Learners</b> 38.8 points below standard Increased Significantly ++21.9 points 162	<b>English Only</b> 58.8 points below standard Increased ++10.6 points 486
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#### Conclusions based on this data:

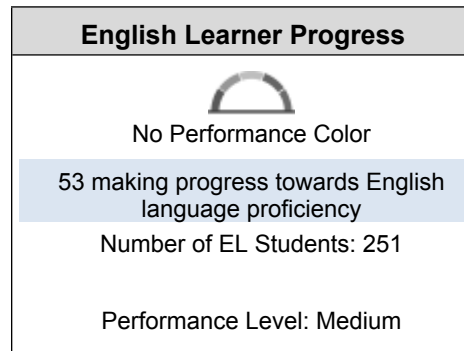
1. According to the 2019 Fall dashboard for mathematics, the following subgroups showed a significant increase in performance, homeless, students with disabilities and Asian. The following subgroups showed an increase in performance, English learners, socioeconomically disadvantaged, Filipino and Hispanic
2. According to the 2019 Fall dashboard for mathematics, the subgroups with the greatest number of points below standard are English learners, students with disabilities and socioeconomically disadvantaged.
3. According to the 2019 Fall dashboard for mathematics for English Learners, all groups "increased significantly" or "increased" performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	27.4	7.9	45.0

#### Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Learner progress 53 out of 251 students tested are making progress towards English proficiency.
2. According to the 2019 Fall dashboard for English Learner progress 113 students progressed at least one ELPI level

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not Applicable

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
1	1	4	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
 Green 9.6 Declined -0.8 1094	 Green 7 Declined -1.1 287	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 15.7 Declined -8.1 51	 Yellow 11 Declined -1.4 671	 Red 17.8 Increased Significantly +3.9 163

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Yellow 11.8 Declined -2.6 76	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>Asian</b>  Green 1.8 Increased +0.9 113	<b>Filipino</b>  Blue 1.9 Maintained +0.3 53
<b>Hispanic</b>  Orange 10.5 Maintained -0.1 609	<b>Two or More Races</b>  No Performance Color 12.1 Declined -5.3 33	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>White</b>  Yellow 12.9 Declined -1.3 194

### Conclusions based on this data:

1. According to the 2019 Fall dashboard for academic engagement/chronic absenteeism, there was a decline of chronic absenteeism by 0.8%, which yielded a green indicator, an improvement from the yellow indicator from the 2018 dashboard.
2. According to the 2019 Fall dashboard, student with disabilities increased significantly (+3.9%)



# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. Not Applicable

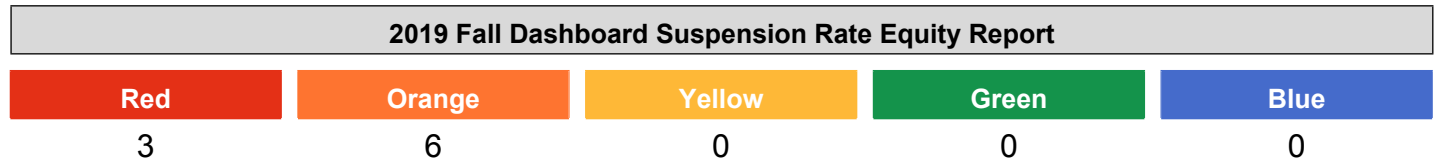
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 16.8 Declined -1.2 1128	<b>English Learners</b>  Red 15.9 Increased +1.6 296	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 7
<b>Homeless</b>  Red 30.4 Increased +6.1 56	<b>Socioeconomically Disadvantaged</b>  Orange 20.4 Declined -0.5 692	<b>Students with Disabilities</b>  Orange 30.5 Declined -0.9 167

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 22.5 Declined -9.6 80	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 7	<b>Asian</b>  Orange 8.7 Maintained +0.1 115	<b>Filipino</b>  Orange 3.7 Increased +0.8 54
<b>Hispanic</b>  Orange 16.7 Declined -2.5 629	<b>Two or More Races</b>  No Performance Color 30.3 Increased +2.3 33	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 10	<b>White</b>  Red 20.5 Increased +1.8 200

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	18.1	16.8

#### Conclusions based on this data:

1. According to the 2019 Fall dashboard for Conditions and Climate for suspension rate, there was an overall decline of 1.2% which yielded an orange indicator. This result is an improvement from a red indicator for the 2018 dashboard.
2. According to the 2019 Fall dashboard suspension rate increased for English learners, homeless, Filipino, and White subgroups

# 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

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.

## Goal 1

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.

## Identified Need

Overall English Language Arts

Overall Mathematics

At Risk Students: ELL, foster youth, homeless and socioeconomically disadvantaged (ELA and mathematics)

Students with disabilities subgroup (ELA and mathematics)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students who score standard met or standards exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of at risk students (ELL, foster youth, homeless and socioeconomically disadvantaged) who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students with disabilities and Hispanic subgroup who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
Fastbridge Assessments	Fall, Winter and Spring Data	Show improvement throughout the 2021/2022 school year. Decrease the number of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students identified in the high risk category for all Fastbridge assessments.
ELPAC	Due to COVID 19 - No Scores	Increase reclassification level by 1%.

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)

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

All students

English Language Learners (ELL)

Foster Youth

Homeless

Socioeconomically disadvantaged

Students with disabilities

Hispanic subgroup

### Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

- Licenses for Accelerated Reader
- Provide supplies and support for technology elective, Tynker.
- Provide counselors, the counseling application, SCUTA. Provide data for counseling PLC and school in regards to counseling program.
- Provide supplies for NGSS implementation for 6th grade.
- Provide supplies for NGSS implementation for 7/8 grade
- Provide student agendas to support instruction and student organization
- Provide supplies, materials for home economics program.
- Provide additional supplies and support for Art Program
- Provide additional supplies and support for PE Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library.
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Provide funding for counselor collaboration and professional development
- Provide Scholastic Math - Supplemental Resource (Grades 6-8)
- Provide Scholastic Science - Supplemental Resource (Grades 6-8)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

93,675

Source(s)

Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds  
All Students

### Strategy/Activity

Goal 1: Tier 1 - Core Instruction and Differentiation - Site Funds

- Provide additional supplies and support for PE program
- Copies/paper/supplies/ so support 6-8 instruction
- Postage for report cards and flyers.
- Purchase additional technology as needed: Document cameras, projectors, computers, etc. to support student intervention and access.
- Additional Clerk Support
- Provide entrance fees for academic competitions

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

39,805

Source(s)

LCFF

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

### Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds/Targeted EL

- Provide supplies for NGSS implementation for 6th grade
- Purchase additional technology as needed: document cameras, projectors, computers to be used in classrooms and library to access information for student learning
- Provide training and support for teachers who teach ELD classes, CAFE conference
- Provide college field trip to ELD students and parents
- Provide ELD teachers materials and resources for student development.
- Salary for ELD paraeducator
- Provide Scholar Magazine ELA Scope Reader - Supplemental Resource

- CABA 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)
54,619	LCFF - Supplemental
30,000	Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

#### Strategy/Activity

- Targeted after school interventions/credit recovery
- Maintain/Implement Read 180/System44 to increase literacy for at risk students
- Provide intervention/enrichment support through academic platform, myPath through district adopted program, Edgenuity. myPath will provide ELA and math initial assessments and create individual learning plans for students, for intervention programs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,000	Title I
22,635	LCFF - Supplemental

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress

#### Strategy/Activity

- 5 AVID teacher sub 3 days



- AVID Supplies
- AVID Subscription
- AVID Tutors & Student Helpers
- AVID Summer Institute
- AVID Membership
- AVID 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)

30,542

District Funded

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Williams Middle School implemented the above strategies to the identified student groups. Due to COVID-19 and school closure we will not see programs year long overall progress of programs such as READ 180/System 44 and "credit recovery". We will continue to focus on closing the achievement gap of our targeted groups, student with special needs and Hispanic subgroups by monitoring progress through Accelerated Reader, Read 180/System 44, and RCD assessment data.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Overall decrease or maintained SBAC. Ensure goals are attainable. Support all students in learning.
- Ensure goals are attainable for at risk students.
- Federal school improvement plan: students with disabilities and Hispanic as focus for improvement.
- Using RCD assessments as data point for PLC analysis discussion. Overall support student learning.



# 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

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

## Goal 2

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

## Identified Need

Continued focus on reducing suspension rate and chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	TBD	Reduce the suspension rate by 2%.
Monthly Attendance Reports	TBD	Maintain a 98% attendance rate.
Monthly Attendance Reports	TBD	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation

All Students

## Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Title I Funds

- Where Everybody Belongs (WEB) peer mentoring program, training and supplies
- Provide intervention/enrichment support through academic platform, myPath.
- Provide safety and cultural assemblies/guest speakers
- Parent Liaison - 50%
- Additional Clerical Support

- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance 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)
34,000	Title I
15,000	LCFF - Supplemental

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 3 - Intensive Support - Title I Funds  
All Students

#### Strategy/Activity

Goal 2 - Tier 3 - Intensive Support - Title I Funds

- Provide SEL services

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Williams Middle we have continued to focus on providing a safe and equitable learning environment through focusing on positive relationships among all stakeholders and increasing our communication to our community. According to our data on the CA school dashboard, Williams Middle School had a 16.8% suspension rate during the 2018/2019 school year. Preliminary data

before COVID-19 closure showed us at an 8.3% suspension rate for the 2019/2020 school year, thus reducing the suspension rate by 8.5%, well ahead of the goal of 2% reduction for the 2019/2020 school year. While we we still had one quarter left of school before the COVID-19 closure, we are confident that our progress would have held true and we would have seen a decrease in suspension rate. During the 2019/2020 school we also added an additional day of social emotional (tier 3 support) for our students. We contend that that the additional support has provided our students the support that is need for their social-emotional support. Williams Middle School demographics continue to shift, where our at-risk groups (special needs students, foster youth, English Learners, socioeconomically disadvantaged) continue to increase and thus we will continue providing social-emotional support to those students in need.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While our demographics continue to shift at Williams Middle School we also have observed the need to provide more support to our local community as they interact with us at Williams Middle School. Through observation and data we see the need for a parent liaison, which will aide us in better communicating and connecting with all of our community.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is no changes to the goals that were previously made. We will continue working towards reducing the suspension rate and reducing chronic absenteeism.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

Goal 3 - Parent Involvement and Education

## Goal 3

Goal 3 - Parent Involvement and Education

## Identified Need

Increase school communication to parents, bi-weekly.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Messenger Communication Log, Updates on school website	TBD	Communication to the community via email, newsletter and/or school website will occur bi-weekly.
LCAP and GATE Survey Data	TBD	Increase LCAP and GATE parent survey participation by 3%.
Attendance Logs	TBD	Provide a quarterly parent information night in which 15% of the of targeted parents attend.

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)

Goal 3 - Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- All Students

### Strategy/Activity

Goal 3 -Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- Provide quarterly parent nights to increase academic and social/emotional awareness.

- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance 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)

## **Annual Review**

### **SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through our continued efforts in communicating with our community we have seen an increase in overall participation of our parents in the programs provided. While participation rates for various activities can still improve we have seen increased participation overall. We will continue to offer PIQE as a resource for our families. We have implemented the program for three years and have seen an increase in participation from year 1 to year 2. While COVID impacted the PIQE program during the 2020/2021 school year, we still saw participation for the program. We will continue to focus on our outreach to parents to increase our parent participation in the LCAP survey.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$369,276.00

## 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	\$206,675.00

Subtotal of additional federal funds included for this school: \$206,675.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$30,542.00
LCFF	\$39,805.00
LCFF - Supplemental	\$92,254.00

Subtotal of state or local funds included for this school: \$162,601.00

Total of federal, state, and/or local funds for this school: \$369,276.00

# 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:

Miguel Romo School Principal

Teresa Ignatovich (7th Grade/AVID) Classroom Teachers

Cynthia Molina Other School Staff

Michelle Baptiista Parent or Community Members

Marcus Young Secondary Students

Name of Members	Role
Christopher Beaken (6th Grade)	Classroom Teacher
Ajinderjit Hundal (8th Grade)	Classroom Teacher
Jeanne Bailey (SPED)	Classroom Teacher
Andrew Stokes	Classroom Teacher Parent or Community Member
Alma Hernandez	Parent or Community Member
Victoria Serrano	Parent or Community Member
Elizabeth Velasco	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 .

Attested:

Two handwritten signatures in blue ink. The top signature is for Miguel Romo and the bottom signature is for Andrew Stokes.

Principal, Miguel Romo on 5/13/21

SSC Chairperson, Andrew Stokes on 5/13/21

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019