



# 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	8/12/21	

## 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

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.11%	0.22%	0.3%	1	2	2
African American	4.37%	4.27%	4.3%	39	38	35
Asian	7.85%	7.42%	8.2%	70	66	66
Filipino	2.58%	2.47%	2.9%	23	22	23
Hispanic/Latino	75.67%	77.08%	77.3%	675	686	624
Pacific Islander	0.34%	0.67%	0.6%	3	6	5
White	7.06%	6.29%	4.8%	63	56	39
Multiple/No Response	%	0%	1.6%		14	13
<b>Total Enrollment</b>				892	890	807

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	160	157	137
Grade 1	126	130	114
Grade 2	148	148	142
Grade 3	139	155	147
Grade 4	175	137	146
Grade 5	144	163	121
<b>Total Enrollment</b>	892	890	807

### 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	602	577	511	67.5%	64.8%	63.3%
Fluent English Proficient (FEP)	56	74	74	6.3%	8.3%	9.2%
Reclassified Fluent English Proficient (RFEP)	22	22	37	3.6%	3.7%	6.4%

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	168	137	145	167	135	142	167	135	142	99.4	98.5	97.9
Grade 4	153	176	141	148	173	135	148	173	134	96.7	98.3	95.7
Grade 5	137	146	122	133	140	119	133	140	119	97.1	95.9	97.5
All Grades	458	459	408	448	448	396	448	448	395	97.8	97.6	97.1

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2379.	2379.	2368.	16.17	13.33	11.27	13.17	16.30	10.56	19.16	19.26	27.46	51.50	51.11	50.70
Grade 4	2419.	2416.	2397.	13.51	17.92	14.93	19.59	13.29	8.21	20.95	16.18	16.42	45.95	52.60	60.45
Grade 5	2470.	2459.	2463.	20.30	11.43	17.65	17.29	27.14	19.33	21.05	19.29	17.65	41.35	42.14	45.38
All Grades	N/A	N/A	N/A	16.52	14.51	14.43	16.52	18.53	12.41	20.31	18.08	20.76	46.65	48.88	52.41

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.07	18.52	12.68	34.94	36.30	50.00	46.99	45.19	37.32
Grade 4	14.19	15.61	13.43	39.19	38.73	47.01	46.62	45.66	39.55
Grade 5	18.05	12.86	17.65	43.61	52.14	50.42	38.35	35.00	31.93
All Grades	16.78	15.63	14.43	38.93	42.19	49.11	44.30	42.19	36.46

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.41	10.37	5.71	35.98	40.00	40.71	50.61	49.63	53.57
Grade 4	13.51	10.98	10.45	36.49	42.77	35.82	50.00	46.24	53.73
Grade 5	27.07	20.00	16.10	29.32	37.86	38.98	43.61	42.14	44.92
All Grades	17.53	13.62	10.46	34.16	40.40	38.52	48.31	45.98	51.02

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.64	9.63	6.38	58.43	60.74	66.67	31.93	29.63	26.95
Grade 4	9.46	8.67	6.72	66.89	57.80	69.40	23.65	33.53	23.88
Grade 5	15.04	8.57	9.24	51.13	55.71	68.91	33.83	35.71	21.85
All Grades	11.19	8.93	7.36	59.06	58.04	68.27	29.75	33.04	24.37

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.12	13.33	7.04	44.85	43.70	63.38	43.03	42.96	29.58
Grade 4	12.16	15.61	11.19	51.35	35.26	56.72	36.49	49.13	32.09
Grade 5	24.81	15.00	17.65	38.35	41.43	54.62	36.84	43.57	27.73
All Grades	15.92	14.73	11.65	45.07	39.73	58.48	39.01	45.54	29.87

2019-20 Data:

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

**Conclusions based on this data:**

1. 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	168	137	145	168	137	140	168	137	140	100	100	96.6
Grade 4	153	176	141	150	176	135	150	176	135	98	100	95.7
Grade 5	137	146	122	133	144	120	133	144	120	97.1	98.6	98.4
All Grades	458	459	408	451	457	395	451	457	395	98.5	99.6	96.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2390.	2399.	2373.	14.29	13.14	9.29	13.69	17.52	18.57	21.43	23.36	19.29	50.60	45.99	52.86
Grade 4	2440.	2425.	2396.	13.33	13.64	8.89	19.33	13.64	8.15	28.00	20.45	15.56	39.33	52.27	67.41
Grade 5	2466.	2449.	2438.	18.80	8.33	10.83	15.04	12.50	12.50	16.54	22.22	12.50	49.62	56.94	64.17
All Grades	N/A	N/A	N/A	15.30	11.82	9.62	15.96	14.44	13.16	22.17	21.88	15.95	46.56	51.86	61.27

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.24	24.09	15.71	21.43	27.74	32.86	58.33	48.18	51.43
Grade 4	22.67	18.18	11.11	22.00	17.61	25.19	55.33	64.20	63.70
Grade 5	18.80	13.19	10.00	24.81	22.22	30.00	56.39	64.58	60.00
All Grades	20.62	18.38	12.41	22.62	22.10	29.37	56.76	59.52	58.23

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.88	14.60	11.43	29.76	30.66	39.29	55.36	54.74	49.29
Grade 4	16.67	15.91	8.89	36.67	26.70	29.63	46.67	57.39	61.48
Grade 5	19.55	10.42	14.17	33.83	29.86	32.50	46.62	59.72	53.33
All Grades	16.85	13.79	11.39	33.26	28.88	33.92	49.89	57.33	54.68

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.86	17.52	7.86	40.48	39.42	56.43	41.67	43.07	35.71
Grade 4	17.33	17.61	9.63	38.67	30.11	32.59	44.00	52.27	57.78
Grade 5	16.54	7.64	10.83	36.09	34.72	52.50	47.37	57.64	36.67
All Grades	17.29	14.44	9.37	38.58	34.35	47.09	44.12	51.20	43.54

2019-20 Data:

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

**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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1409.6	1406.3	1392.7	1423.1	1420.8	1410.9	1377.9	1372.6	1350.0	130	112	98
<b>1</b>	1444.6	1451.1	1415.3	1453.0	1459.7	1428.7	1435.7	1441.9	1401.5	95	99	80
<b>2</b>	1481.5	1484.2	1451.8	1474.0	1487.4	1452.7	1488.5	1480.5	1450.3	89	99	91
<b>3</b>	1490.4	1492.6	1480.5	1481.4	1483.8	1483.8	1498.9	1500.7	1476.7	112	85	92
<b>4</b>	1509.1	1517.2	1497.3	1505.3	1512.8	1500.2	1512.3	1521.0	1493.9	96	108	78
<b>5</b>	1515.0	1526.4	1515.6	1508.2	1519.3	1517.3	1521.2	1533.0	1513.4	68	86	59
<b>All Grades</b>										590	589	498

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	26.92	10.71	5.10	26.92	34.82	31.63	24.62	36.61	34.69	21.54	17.86	28.57	130	112	98
<b>1</b>	27.37	11.11	0.00	37.89	31.31	32.50	14.74	35.35	30.00	20.00	22.22	37.50	95	99	80
<b>2</b>	40.45	18.18	2.22	34.83	44.44	38.89	17.98	23.23	36.67	*	14.14	22.22	89	99	90
<b>3</b>	10.71	14.12	10.87	40.18	40.00	33.70	24.11	36.47	36.96	25.00	9.41	18.48	112	85	92
<b>4</b>	26.04	22.22	7.69	37.50	43.52	42.31	18.75	19.44	35.90	17.71	14.81	14.10	96	108	78
<b>5</b>	29.41	32.56	12.07	41.18	32.56	43.10	17.65	19.77	37.93	*	15.12	6.90	68	86	58
<b>All Grades</b>	26.10	17.83	6.05	35.76	37.86	36.49	20.17	28.52	35.28	17.97	15.79	22.18	590	589	496

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	32.31	13.39	12.24	26.92	45.54	37.76	18.46	23.21	24.49	22.31	17.86	25.51	130	112	98
<b>1</b>	46.32	21.21	17.50	25.26	36.36	30.00	15.79	24.24	28.75	12.63	18.18	23.75	95	99	80
<b>2</b>	50.56	36.36	12.22	29.21	38.38	33.33	13.48	11.11	38.89	*	14.14	15.56	89	99	90
<b>3</b>	24.11	24.71	30.43	39.29	43.53	39.13	18.75	21.18	14.13	17.86	10.59	16.30	112	85	92
<b>4</b>	44.79	43.52	35.90	30.21	32.41	43.59	14.58	15.74	11.54	*	8.33	8.97	96	108	78
<b>5</b>	45.59	47.67	36.21	29.41	30.23	48.28	16.18	10.47	10.34	*	11.63	5.17	68	86	58
<b>All Grades</b>	39.32	30.73	22.98	30.17	37.86	38.10	16.44	17.83	22.18	14.07	13.58	16.73	590	589	496

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	20.00	2.68	3.06	14.62	21.43	8.16	36.92	54.46	43.88	28.46	21.43	44.90	130	112	98
<b>1</b>	25.26	8.08	0.00	26.32	24.24	28.75	16.84	32.32	16.25	31.58	35.35	55.00	95	99	80
<b>2</b>	34.83	12.12	2.22	33.71	30.30	27.78	16.85	36.36	37.78	14.61	21.21	32.22	89	99	90
<b>3</b>	*	9.41	2.17	21.43	27.06	16.30	35.71	52.94	43.48	33.93	10.59	38.04	112	85	92
<b>4</b>	13.54	16.67	3.85	40.63	33.33	14.10	18.75	29.63	47.44	27.08	20.37	34.62	96	108	78
<b>5</b>	20.59	17.44	5.17	35.29	22.09	10.34	26.47	39.53	58.62	17.65	20.93	25.86	68	86	58
<b>All Grades</b>	20.00	10.87	2.62	27.29	26.49	17.74	26.27	40.75	40.52	26.44	21.90	39.11	590	589	496

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	53.08	10.71	10.20	33.08	73.21	75.51	13.85	16.07	14.29	130	112	98
<b>1</b>	63.16	56.57	32.50	29.47	32.32	47.50	*	11.11	20.00	95	99	80
<b>2</b>	60.67	28.28	12.22	34.83	58.59	68.89	*	13.13	18.89	89	99	90
<b>3</b>	17.86	15.29	30.43	66.96	65.88	51.09	15.18	18.82	18.48	112	85	92
<b>4</b>	46.88	39.81	33.33	40.63	47.22	50.00	12.50	12.96	16.67	96	108	78
<b>5</b>	42.65	22.09	22.41	52.94	67.44	70.69	*	10.47	6.90	68	86	58
<b>All Grades</b>	46.95	29.03	22.98	42.71	57.22	60.69	10.34	13.75	16.33	590	589	496

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	25.38	26.79	11.22	41.54	48.21	56.12	33.08	25.00	32.65	130	112	98
<b>1</b>	36.84	12.12	5.00	43.16	57.58	63.75	20.00	30.30	31.25	95	99	80
<b>2</b>	55.06	43.43	12.22	30.34	42.42	71.11	14.61	14.14	16.67	89	99	90
<b>3</b>	50.00	42.35	44.57	32.14	49.41	42.39	17.86	8.24	13.04	112	85	92
<b>4</b>	52.08	49.07	46.75	36.46	42.59	46.75	11.46	8.33	6.49	96	108	77
<b>5</b>	54.41	60.47	62.07	33.82	24.42	29.31	*	15.12	8.62	68	86	58
<b>All Grades</b>	44.07	38.37	28.08	36.61	44.48	52.93	19.32	17.15	18.99	590	589	495

2019-20 Data:

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



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	9.23	2.68	2.04	69.23	79.46	66.33	21.54	17.86	31.63	130	112	98
<b>1</b>	32.63	16.16	5.00	33.68	43.43	42.50	33.68	40.40	52.50	95	99	80
<b>2</b>	48.31	8.08	8.89	33.71	72.73	58.89	17.98	19.19	32.22	89	99	90
<b>3</b>	*	8.24	5.43	55.36	68.24	45.65	37.50	23.53	48.91	112	85	92
<b>4</b>	*	10.19	2.56	63.54	59.26	64.10	29.17	30.56	33.33	96	108	78
<b>5</b>	*	23.26	5.17	66.18	53.49	63.79	20.59	23.26	31.03	68	86	58
<b>All Grades</b>	18.64	11.04	4.84	54.24	63.16	56.65	27.12	25.81	38.51	590	589	496

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	35.38	25.00	11.22	33.08	39.29	39.80	31.54	35.71	48.98	130	112	98
<b>1</b>	24.21	9.09	1.25	53.68	65.66	51.25	22.11	25.25	47.50	95	99	80
<b>2</b>	26.97	13.13	5.56	65.17	62.63	64.44	*	24.24	30.00	89	99	90
<b>3</b>	17.86	10.59	2.17	58.93	82.35	67.39	23.21	7.06	30.43	112	85	92
<b>4</b>	33.33	26.85	3.85	48.96	54.63	67.95	17.71	18.52	28.21	96	108	78
<b>5</b>	30.88	13.95	1.72	55.88	69.77	84.48	*	16.28	13.79	68	86	58
<b>All Grades</b>	28.14	16.98	4.64	51.36	61.12	60.89	20.51	21.90	34.48	590	589	496

2019-20 Data:

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

**Conclusions based on this data:**

1. Due to COVID-19 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

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>807</b>	<b>76.3</b>	<b>63.3</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	511	63.3
Foster Youth		
Homeless	71	8.8
Socioeconomically Disadvantaged	616	76.3
Students with Disabilities	54	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	4.3
American Indian or Alaska Native	2	0.2
Asian	66	8.2
Filipino	23	2.9
Hispanic	624	77.3
Two or More Races	13	1.6
Native Hawaiian or Pacific Islander	5	0.6
White	39	4.8

### 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

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  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

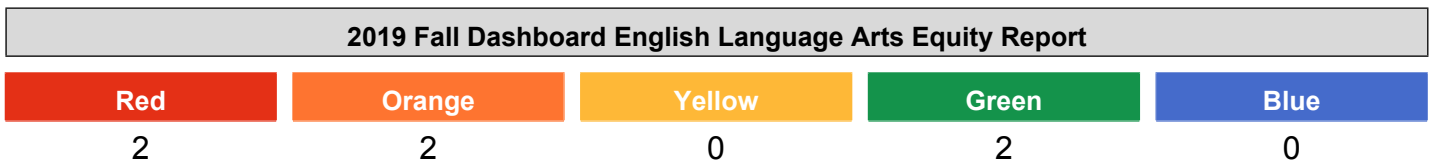
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 49.2 points below standard Declined -5.2 points 433	<p><b>English Learners</b></p> Orange 69.1 points below standard Maintained ++0.4 points 309	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Red 71.2 points below standard Maintained -1.8 points 342	<p><b>Students with Disabilities</b></p> Orange 109.7 points below standard Increased ++13.9 points 31

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

African American	American Indian	Asian	Filipino
 No Performance Color 71.8 points below standard Maintained -0.4 points 17	 No Performance Color 0 Students	 Green 32.6 points above standard Declined -8.2 points 48	 No Performance Color 33.3 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Red 74.4 points below standard Maintained -2 points 314	 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 1	 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

Current English Learner	Reclassified English Learners	English Only
91.8 points below standard Maintained ++0.1 points 262	57.4 points above standard Maintained ++2 points 47	9 points below standard Declined Significantly -21 points 112

#### 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

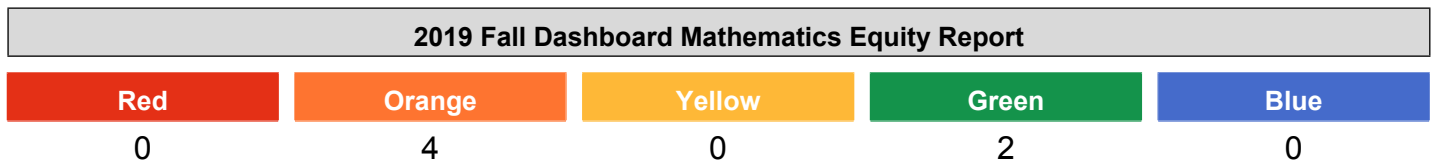
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Orange 56.2 points below standard Declined -10.7 points 433	<p><b>English Learners</b></p> Orange 73.1 points below standard Declined -5.7 points 309	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<p><b>Socioeconomically Disadvantaged</b></p> Orange 77.5 points below standard Declined -9.9 points 342	<p><b>Students with Disabilities</b></p> Orange 113.9 points below standard Increased ++8.1 points 31

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

African American	American Indian	Asian	Filipino
 No Performance Color 72.5 points below standard Increased Significantly ++27.6 points 17		 Green 24.5 points above standard Declined -3.5 points 48	 No Performance Color 33.8 points above standard 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81 points below standard Declined -12.2 points 314	 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 1	 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

Current English Learner	Reclassified English Learners	English Only
92.2 points below standard Declined -6.6 points 262	33.7 points above standard Maintained -0.8 points 47	24.8 points below standard Declined Significantly -24.8 points 112

#### Conclusions based on this data:

- 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
- Our African American Students had a significant increase from previous the year. This sub-group increased by 27.6 points.
- 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

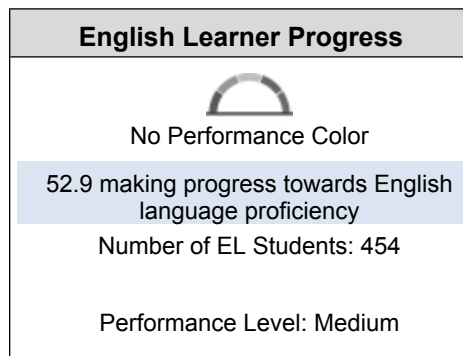
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

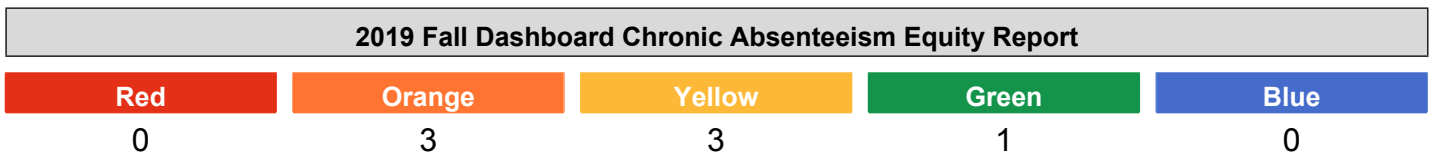
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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



This section provides number of student groups in each color.











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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 11.5 Declined -1.2 946	<p><b>English Learners</b></p>  Orange 10.3 Maintained +0.1 633	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 10.5 Increased +10.5 19	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 12.7 Declined -0.8 763	<p><b>Students with Disabilities</b></p>  Yellow 16.9 Declined -4.4 71



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

African American	American Indian	Asian	Filipino
 Orange 26.8 Declined -6.5 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4 Declined -1 75	 No Performance Color 4.2 Maintained -0.2 24
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.2 Declined -1.1 712	 No Performance Color 19 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 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 Additional Report

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

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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

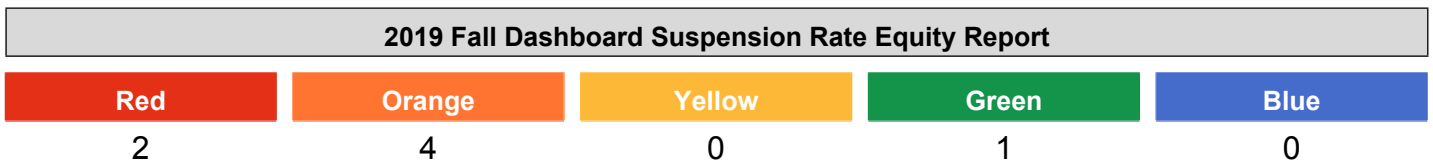
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>6</p> <p>Maintained -0.1</p> <p>985</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +0.4</p> <p>652</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>18.2</p> <p>Increased +12.6</p> <p>22</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>6.4</p> <p>Maintained 0</p> <p>794</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>11</p> <p>Declined -3.6</p> <p>73</p>

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

African American	American Indian	Asian	Filipino
 Orange 15.2 Declined -10.4 46	 No Performance Color Less than 11 Students - Data 2	 Green 1.3 Declined -5 78	 No Performance Color 4 Declined -0.3 25
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.7 Increased +0.4 735	 No Performance Color 9.1 Increased +0.8 22	 No Performance Color Less than 11 Students - Data 3	 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)

Source(s)

32,000

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)

Source(s)

15,120

Title I

### **Strategy/Activity 3**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

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 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

Source(s)

LCFF - Supplemental

8,800

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)

1,125

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

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)

500

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

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)

9,120

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

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)

48,009

Source(s)

Title I



14,000

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)

5,000

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)

19,383

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)

12,000

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.

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)
11,674	Title I
1,000	LCFF - Supplemental
11,587	LCFF

**Strategy/Activity 2**

**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)	Source(s)
3,956	Title I

**Strategy/Activity 3**

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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.

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)
57,783	Title I
120,260	LCFF - Supplemental
6,165	LCFF - Supplemental
	None Specified

## 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)

Source(s)

2,100

Title I

5,069

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 teachers

Strategy/Activity

Provide SJCOE Professional Development on ELA/ELD Framework and ELD Standards

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,400

Title I

8,250

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
------------------	-------------------------	------------------

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)
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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 5/12/21.

Attested:



Principal, Ramona Soto-barajas on 8/12/21



SSC Chairperson, Archana Garg on 8/12/21

# 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/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/>

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