School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis Bohn Elementary School	39-75499-6110530	April 26, 2022	

Purpose and Description

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

Schoolwide Program

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

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 was created with input from all appropriate educational partner groups. At Bohn Elementary, our community engages in a collaborative process in the development of the SPSA on a yearly basis. It is essential to involve all members of our learning community to create a culture of achievement. Our goals contained in the SPSA are directly linked to Tracy Unified School District's (TUSD) Local Control and Accountability Plan (LCAP) goals. All LCAP goals contained in our SPSA directly support the Every Student Succeeds Act (ESSA) requirements to close academic

achievement gaps for all students. Educational partners were involved in a collaborative process in the development of the SPSA. Educational partners were involved in the 2022-2023 budget development process via meeting opportunities to dialogue and to solicit input. These included School Site Council (SSC), Staff Meetings, and Bohn's Site Lead Team meetings held routinely throughout the year. Our English Language Advisory Committee (ELAC) is embedded within our SSC per bylaws and election process via August 2020. We include review of our School Plan and review our site's data as a standing item at our SSC/ELAC, Staff Meetings, and Site Leadership Meetings.

SSC/ELAC: September 28. 2021; December 2, 2021; January 27, 2022; April
Lead Team Meetings: August 10, 2021; September 15, 2021; October 20, 2021; November 17, 2021; January 17, 2022; March 1, 2022
Site Staff Meetings: August 9, 2021; August 16, 2021; August 30, 2021; September 13, 2021; September 27, 2021; October 4, 2021; October 11, 2021; November 8, 2021; November 15, 2021; November 29, 2021; December 6, 2021; December 13, 2021; January 3, 2022; January 10, 2022; January 31, 2022; February 7, 2022; March 7, 2022; March 21, 2022; March 28, 2022; April 4, 2022; April 11, 2022; May 9, 2022.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We used the results from 2021-22 Local Control and Accountability Plan (LCAP) survey to seek input from all educational partners in decision making to build relationships between school staff and families, building partnerships for student outcomes, and seeking input for decision-making. The results of the surveys help us plan and modify future goals, actions, and services in the LCAP. We used data from the Climate and Safety Data from LCAP and we will also used data from FastBridge assessments which were administered three times throughout the 2021-22 school year (October 2021; December 2021; March 2022). The FastBridge diagnostics assessed mathematics (Math) and English-Language Arts (ELA) skills, and social-emotional needs of our student body. We also used additional surveys such as our staff survey on our annual goals and annual survey on principal effectiveness to plan, update, and modify our School Plan for Student Achievement (SPSA) to reflect the most recent current reality of students' academic performance and social-emotional needs as evidenced by data on student achievement, school attendance, and suspension rates.

LCAP:
Student Groups (4th and 5th graders) - 2.34% English and 2.56% Spanish completion rates as part of the total district with a total of 91 responses
Staff/Teachers - 5.11% completion rates as part of the total district with a total of 36 responses out of 45 total staff (80% of our entire staff)
Parents/Community Members - 3.11% English and 2.56% Spanish completion rates as part of the total district with a total of 22 responses

LCAP Educational Partner Results - 2022
Bohn's School Climate
Number of responses

Parents - Climate

	Strongly Agree	Agree	Total	Percent Agree	
Q8	23.00	15.00	39.00	97.44%	This school motivates students to learn (From 2021 - An increase of 23.91%)
Q14	17.00	17.00	35.00	97.14%	This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 21.38%)
Q26	20.00	13.00	33.00	100.0%	The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q30	14.00	17.00	31.00	100.0%	This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 22.58%)
Q33	10.00	15.00	25.00	100.0%	If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s) (From 2021 - An increase of 6.7%)
Q33	13.00	12.00	25.00	100.0%	If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal (From 2021 - An increase of 23.08%)
Q34	2.00	6.00	8.00	100.0%	The school staff responds to me in a timely manner (From 2021 - An increase of 9.68%)
Q35	4.00	4.00	8.00	100.0%	The school office staff is friendly and professional (From 2021 - An increase of 6.45%)
	123.00	118.00	243.00	98.18%	(From 2021 - An overall increase of 14.78%)

Students - Climate

	Strongly Agree	Agree	Total	Percent Agree	
Q6	26.00	26.00	58.00	89.66%	This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 6.68%)
Q28	21.00	27.00	53.00	90.57%	This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 9.25%)

Q30 21.00 21.00 47.00 89.36% My teachers recognize the good work I am doing (From 2021 - A decrease of 5.62%)
Q31 25.00 16.00 46.00 89.13% This school motivates students to learn (From 2021 - A decrease of 6.57%)
Q32 15.00 20.00 35.00 81.40% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.13%)
Q39 19.00 12.00 41.00 87.80% I feel comfortable working with classmates and participating in class (From 2021 - A decrease of 2.52%)
Q40 19.00 14.00 38.00 86.84% This school has a climate that fosters a feeling of safety, security, and support at school (From 2021 - A decrease of 2.97%)
151.00 136.00 326.00 88.04% (From 2021 - Overall a decrease of 1.73%)

Staff - Climate
Strongly Agree Total Percent
Q6 3.00 6.00 10.00 90.00% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - A decrease of 5.83%)
Q18 3.00 7.00 10.00 100.0% Members of the school/department collaborate to achieve our school goals (From 2021 - An increase of 4.17%)
Q21 5.00 4.00 10.00 90.00% The buildings and grounds at this school are clean and well maintained (From 2021 - A decrease of 10%)
Q22 4.00 4.00 10.00 80.00% This school/department communicates the importance of respecting all cultural beliefs and practices (From 2021 - A decrease of 20%)
Q23 3.00 7.00 10.00 100.0% I am treated with respect by my colleagues at work (From 2021 - An increase of 4.17%)
Q24 2.00 6.00 9.00 88.89% Staff members at this school are recognized appropriately for their efforts and accomplishments (From 2021 - A decrease of 6.94%)
Q25 1.00 8.00 9.00 100.0% Our district ensures effective communication across the organization (From 2021 - An increase of 16.67%)
21.00 42.00 68.00 92.65% (From 2021 - Overall a decrease of 2.59%)

Overall, our positive feedback from students, parents, and staff averages 92.95% (an increase of 4.64% from 2021-22) regarding school climate. The largest overall growth was with parents whose school climate responses increased by 14.78% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 8: "The school motivates students to learn" - 23.9% increase from the previous year; Question 33: "If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal" - 23.08% increase from the previous year; Question 30: "This school communicates the importance of respecting all cultural beliefs and practices" 22.58% increase from the previous year; Question 14: "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality" - 21.38% increase from the previous year.

One of the greatest areas of growth in the student survey were the following questions: Question 28: The school communicates the importance of respecting all cultural beliefs and practices - 9.25% increase from the previous year; Question 6: "This school encourages all students to do challenging work regardless of their gender, race, ethnicity, or nationality - 6.68% increase from the previous year.

SAFETY
Number of responses

Parents - Safety
Strongly Agree Total Percent
Agree
Q26 23.00 14.00 37.00 100.0% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q28 22.00 11.00 33.00 100.0% My child is safe on school grounds before school (From 2021 - An increase of 17.86%)
Q28 17.00 15.00 33.00 96.97% My child is safe on school grounds during the day (From 2021 - An increase of 7.31%)
Q28 16.00 17.00 33.00 100.0% My child is safe on school grounds in the classroom (From 2021 - An increase of 13.79%)

Q28 15.00 14.00 29.00 100.0% My child is safe on school grounds after school (From 2021 - An increase of 19.23%)
Q29 13.00 12.00 25.00 100.0% The rules of this school are clearly communicated to parents (From 2021 - An increase of 9.68%)
106.00 83.00 190.00 99.47% (From 2021 - Overall an increase of 13.26%)

Students - Safety
Strongly Agree Total Percent Agree
Q32 15.00 16.00 38.00 81.58% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.31%)
Q35 19.00 14.00 38.00 86.84% I feel safe while attending class virtually and/or in person (From 2021 - A decrease of 7.78%)
Q36 14.00 13.00 35.00 77.14% I feel safe from gang activity and gang violence at school (From 2021 - A decrease of 4.58%)
Q38 18.00 15.00 33.00 100.0% I know the school rules (From 2021 - An increase of 4.3%)
66.00 58.00 144.00 86.11% (From 2021 - Overall a decrease of 0.72%)

Staff - Safety
Strongly Agree Total Percent Agree
Q19 4.00 5.00 9.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation (From 2021 - No Change)
Q20 3.00 6.00 9.00 100.00% My workplace is safe (From 2021 - No Change)
Q21 5.00 3.00 9.00 88.89% The buildings and grounds at this school are well maintained (From 2021 - A decrease of 11.11%)
12.00 14.00 27.00 96.30% (From 2021 - Overall a decrease of 3.7%)

Overall, our positive feedback from students, parents, and staff averages 93.96% regarding school safety (an increase of 2.95% from the previous year). The largest overall growth was with parents whose safety responses increased by 13.26% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 28d: "My child is safe on school grounds after school" - 19.23% increase from the previous year; Question 28a: "My child is safe on school grounds before school" - 17.86% increase from the previous year; Question 28c: My child is safe on school grounds in the classroom - 13.79% increase from the previous year.

On the student safety responses, there was relatively little change. Students decreased in percentages from the previous year on questions pertaining to safety in class and gang violence at school.

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

Classroom Observations

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

Teachers are observed for the formal and informal evaluation process every other year, or twice in five years depending on their prior evaluations and time in the district. We also conduct routine classroom observations. With having a small core group of seventeen teachers, we are fortunate to be able to average getting into all classrooms each week. Our types of classroom observations include walk through observations, and formal and informal classroom observations. We have seen students grow and develop from the previous year through our observations and teachers and support staff are making impacts on their students lives. This year, we have started to implement a tiered approach to intervention during the school day and after school. During the day, our paras support individual or grade-level teachers

through in class support or pull-out support and after school our interventions are for students that are a grade-level or more behind in ELA and Math.

This year, we have observed a great collaboration of teaching practices. Teachers formally meet weekly for a Professional Learning Communities (PLC) time. We extended the time in PLC from 30 minutes to at least 45-60 minutes. Although this limited our time as an entire staff, the time spent was needed and fully utilized by the teachers. During their PLCs teachers discuss unit planning, types of intervention, instructional strategies, and formative/summative assessments. It is not uncommon to walk into one grade-level class and see the same concept presented to a different group of students in another room. This demonstrates that our teachers are working together and discussing lesson planning during their day and during their PLC time.

In the classrooms we have seen the following trends:

- Students learning how to communicate and collaborate with others.
- Students learning tongue placement when learning consonant and vowel sounds (due to masks being worn for the first half of the school year).
- Students reviewing previous years math and ELA standards to be prepared for current grade-level standards.
- Students learning gross/fine motor skills in the classroom (e.g. how to use scissors; writing).
- Students learning how to use complete sentences in their answers (orally and written).
- Students using high-level questioning to other students and their teachers.
- Grade-Level teachers and paras working with students on interventions.
- Grade-Level teachers instructing on the same standard so that they can review where students are at during PLC time.
- Grade-Level teams giving assessments at the same time for analysis of data during PLC time.
- Grade-Level teams sharing instructional practices and classroom trends to either speed-up or slow-down instruction from day-to-day.

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)

This year (2021-22), compared to last year (2020-21), Bohn Elementary needed to have data on where students were with their current learning with ELA and Mathematics. We took into account that although digital learning did happen, some students may not have had optimal learning opportunities. This year, our students came back to school for their first full year of in-person learning. In order to bridge this data gap, our teachers used local assessments from FastBridge three times throughout the year to gauge student growth on ELA, Mathematics, and Social-Emotional Health. Our 2nd-5th grade teachers gave FastBridge Assessments in October, December, and March. We had professional development on how the types of reports to run and how to use these reports with individual students. This year, we used local formative and summative assessments to guide and modify instruction and improvement for student achievement, identify intervention needs and set measurable goals across all subgroups.

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

For the 2021-22 school year, Bohn teachers have been given 45-60 minutes of time to meet with their PLCs and engage in the PLC process which includes: Creating/Modifying Learning Targets; Assessment Evidence; Instructional Response (Intervention). The time for PLC was increased because the 30 minutes provided in the past was not enough time for teachers to discuss planning, interventions, and reteaching. The questions that guide our PLCs are: What do we expect students to learn?; How will we know they have learned it?; What will we do whey don't learn?; What will we do when they do learn? In the 2022-23 school year, we will continue to meet for 45-60 minutes because of the types of interventions that our teachers are creating.

In ELA and Math, we have given the benchmark assessments, which have been proven to be reliable indicators of student success with California Assessment of Student Performance and Progress (CAASPP) in our district. We use our students' results to design Tier I, Tier II, and Tier III interventions in each grade-level. Our para-professionals assist in the instruction of students in need, either on the current standards (Tier 2) or because of a learning deficit (Tier 3).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2021-22 school year, we have 19 teachers on staff, with two (2) teaching at other sites. 15 of our teachers have a full credential and four (4) are teaching without a full credential and/or are interns. We do not have any teachers teaching outside of their subject area of competence. Our 4 probationary teachers receive continued support through Tracy Unified School District's (TUSD) Tracy Teacher Induction Program (TTIP) program. Our intern teachers work with their practicum supervisors as part of their credentialing process. The TTIP is a two-year process for new teachers in our district.

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

79% of Bohn teaching staff are fully credentialed. The four teachers who are not fully credentialed are in the intern program working towards full credential in special education and general education. All teachers and students have access to instructional materials that are aligned to California content standards.

We use Wonders (TK-5) textbook for English Language Arts which was adopted in 2017.
We use My Math, McGraw-Hill (K-5 traditional) textbook for math which was adopted in 2014.
For science, our staff and students have access to California Science (K-5) which was adopted for science in 2008. However, we are using integrated STEM/ELA Units of Study based on NGSS through AdvanceSTEM, so the textbooks are used for supplemental background reading/information. Next year (2022-23) our district has purchased new science curriculum from Houghton Mifflin Harcourt (California Science Dimensions). Next year, our district will provide professional development on the latest approved curriculum.
We use Savvas myWorld Interactive Social Studies program which was recently adopted this year in 2020.

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

This school year (2021-22) students attended school all year. Due to the this change from the previous year (synchronous & asynchronous online work) we focused on relationships with our students to engage our students. All students were provided access to laptops and required curriculum. Our goal was to provide our students with a caring environment with effective curricular strategies to help fill the deficits from the previous year. Teachers gave their students formative assessments through FastBridge on ELA, Math, and Social-Emotional skills. Other formative assessments created by our district, site, and/or teachers were given to students. The assessments gave teachers information on where their students were and the skills needed. The FastBridge assessments were given in October, December, and March.

This year, our district focused on Science, Technology, Engineering, and Mathematics (STEM) learning for all students. At our site, we had multiple site professional developments, and there were a few district professional developments on STEM learning. Bohn Elementary and another elementary school had a joint professional development day on STEM learning.

Bohn Elementary aligns school-based professional development opportunities towards sustaining our PLC process. We incorporate a cycle for continuous improvement, based on identifying key learning targets, analysis of common formative assessments, and timely support. We have five annual staff buy-back days as well as early release Mondays that have allowed for ongoing staff development to assist with student success in the classroom. Training and professional development takes place in staff meetings where staff members share best practices and strategies and collectively engage in their Professional Learning Communities (PLC). Our weekly Early Release Mondays support our teachers' professional development and meaningful learning experiences for all of our students. The teaching practices and strategies we use are designed purposefully to facilitate student-centered learning while focusing on integrating curriculum for active learning opportunities to occur.

Highlights we are focusing on this year include:

- This year's focus was on "relationships" with students. Relationships is a part of the Rigor, Relevance, and Relationships rubrics.
- STEM learning: Sense-Making Notebooks; Computational Artifacts; Engineering
- Interventions in a Multi-Tiered Support System
- FastBridge Assessments and understanding the data
- Special Education presentation - Understanding our students needs
- SPSA data review
- Mental Health of students
- Unconscious Bias Training

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

This year we worked with our District's instructional coach and had training from the San Joaquin County Office of Education.
1. District Instructional Coach: We worked with Amanda Bailey our Teacher on Special Assignment (TOSA) to provide targeted STEM professional development. The STEM professional development focused on high-leveraging instructional strategies to increase academic language, inquiry-based questions, and students using sense-making notebooks. Also, our TOSA worked with new teachers on our site on such standards as: Standard 1: Engaging & Supporting All Students in Learning; Standard 2: Creating & Maintaining an Effective Environment for Learning; Standard 3: Understanding and Organizing Subject Knowledge; Standard 4: Planning, Designing and Delivering Learning Experiences for all Students; Standard 5: Assessing Student Learning.

2. San Joaquin County Office of Education: This year, Bohn Elementary and another elementary school had a joint Buy-Back Day in January. On that day, STEM design and instructional strategies were demonstrated by the County instructors and the strategies were attempted by the teachers.

We had a site STEM Implementation Team at Bohn Elementary. Its role, along with Bohn's Leadership Team, was to provide ongoing guidance and support towards our effective implementation of STEM based instruction consistent with the grant parameters.

We have also continued our collaborative professional development work with our International Center for Leadership in Education (ICLE) coach using the Rigor, Relevance, Engagement, and Relationships as our pillar for academic decisions made at our site. This year, the ICLE coach worked extensively with the principal and met with the leadership team on such issues as current data and future goals for the site.

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

Teachers collaborate every Monday, either in PLCs, site based professional development, or district professional development. Additionally, each grade level meets at least once a week for 45-60 minutes for Professional Learning Communities. As explained above, it was important to give more time to the teams to plan and look at current assessment data. Therefore, the time was doubled from 30 minutes to 60 minutes. This meant that there was less time to discuss site issues, but the site agreed to send emails for the items that did not need a discussion.

During the school day teachers have agreed to share students. For example, our Kindergarten classes share teachers: In the morning the Kinder PM teacher assists with student learning and in the afternoon the Kinder AM teacher assists with student learning. In our second grade, students are distributed by reading needs and placed in a high reading, medium reading, and high needs reading group. Each trimester, the groups are reassessed and students have the ability to move up to the next group.

We have made the commitment for every one of our PLC Leadership and Staff Meetings to be based on learning leadership and school improvement. We see the need to create a guaranteed and viable curriculum where essential skills are committed to systematically. With the time given to teachers during their PLCs, there was agreement on the what standards were to be taught, but freedom and independence in how the content was to be taught. As our survey results indicate, parents and students understand that our teachers have high expectations for students in learning achievement and give challenging work to our students.

Our PLC collaborative culture at Bohn is tight around the mission to ensure high levels of learning for all students, a vision for the future, and collective commitments. Together, our community of learners collaborate regarding planning, organizing, and decision making. All voices in the PLC are needed and respected. The open communication provides time for teachers to ask how a class teaches a current standard and when to give summative assessments.

Teaching and Learning

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

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

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

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

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

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

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

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

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

All students have access to standards based materials.

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

All students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with fully credentialed teachers and paraprofessionals to support students' needs. We also offer Tier 3 intervention for students that have deficits in their learning for basic reading and math skills.

Opportunity and Equal Educational Access

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

Intervention is provided to struggling students a minimum of thirty minutes, 5 days a week. The intervention is built into the master schedule as well as after school. We schedule regular common planning time for professional learning communities to analyze student data, coordinate instruction, and communicate with families. For the 2022-23 school year, Bohn Elementary will be partnering with Boys & Girls Club.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Bohn Elementary School is a Title I school that uses its resources to fund paraprofessionals (EL paraprofessional and four general paraprofessionals) to help provide intervention and English Learners support. The funds allow us to give targeted intervention for students and professional development for staff. We created a Bilingual Parent/Community Lending Library.
Additionally we have partnered with Axis Community Health to support our students social-emotional needs. The City of Tracy After School Program is offered to families who are interested in these community resources.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent Liaison support/education/outreach, Student Success Team, English Language Advisory Committee (ELAC), School Site Council (SSC), Title I Parent Reps, Parent-Teacher Organization (PTO).

Funding

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

All students have access to daily intervention and ELD support. Intervention is push-in and pull-out model. Additionally, we were able to offer STEM for all students, professional development training, 4 three hours para professionals to assist teacher led interventions for at-risk students, English Language Proficiency Assessments for California (ELPAC)/EL Coordinator, and activities to increase student attendance for students at-risk for chronic absenteeism, and parent communication and translation services

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

SSC/ELAC: September 28. 2021; December 2, 2021; January 27, 2022; April
Lead Team Meetings: August 10, 2021; September 15, 2021; October 20, 2021; November 17, 2021; January 17, 2022; March 1, 2022

Site Staff Meetings: August 9, 2021; August 16, 2021; August 30, 2021; September 13, 2021; September 27, 2021; October 4, 2021; October 11, 2021; November 8, 2021; November 15, 2021; November 29, 2021; December 6, 2021; December 13, 2021; January 3, 2022; January 10, 2022; January 31, 2022; February 7, 2022; March 7, 2022; March 21, 2022; March 28, 2022; April 4, 2022; April 11, 2022; May 9, 2022.

Resource Inequities

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

Paraprofessional/SPED paraprofessional training (not equitable for our classified staff as they are not regularly included in our Monday ERM professional development trainings). Paras have been included in buy-back days and some staff development days this year.

Student groups that will need dynamic tiered intervention will continue to be our higher grade levels (4th and 5th grade) because of the loss of academics in the previous year. Also, our EL students will need intervention for language proficiency. Our low socio-economic status students will need intervention practices to assist with learning strategies that promote academic proficiency.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	70	56	49
Grade 1	50	59	62
Grade 2	94	46	61
Grade3	63	89	53
Grade 4	64	65	95
Grade 5	79	71	58
Total Enrollment	420	386	378

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	110	87	93	26.2%	22.5%	24.6%
Fluent English Proficient (FEP)	22	19	23	5.2%	4.9%	6.1%
Reclassified Fluent English Proficient (RFEP)	16	6	2	12.7%	5.5%	2.3%

Conclusions based on this data:

1. Our percentage of identified English Learners has remained around 25%
2. Our number of FEP (Fluent English Proficient) has remained steady.
3. Our percentage of reclassified students has decreased.

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	74	67	54	73	66	51	73	66	51	98.6	98.5	94.4
Grade 4	80	64	89	77	63	86	77	63	86	96.3	98.4	96.6
Grade 5	78	82	57	76	80	55	76	80	54	97.4	97.6	96.5
All Grades	232	213	200	226	209	192	226	209	191	97.4	98.1	96.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2409.	2406.	2354.	15.07	16.67	3.92	26.03	28.79	15.69	31.51	25.76	25.49	27.40	28.79	54.90
Grade 4	2434.	2433.	2407.	16.88	11.11	6.98	22.08	20.63	12.79	10.39	28.57	27.91	50.65	39.68	52.33
Grade 5	2414.	2425.	2441.	5.26	6.25	5.56	9.21	21.25	20.37	23.68	18.75	27.78	61.84	53.75	46.30
All Grades	N/A	N/A	N/A	12.39	11.00	5.76	19.03	23.44	15.71	21.68	23.92	27.23	46.90	41.63	51.31

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.92	28.79	1.96	54.79	36.36	58.82	23.29	34.85	39.22
Grade 4	20.78	17.74	12.79	36.36	53.23	56.98	42.86	29.03	30.23
Grade 5	6.58	12.50	7.41	35.53	37.50	59.26	57.89	50.00	33.33
All Grades	16.37	19.23	8.38	42.04	41.83	58.12	41.59	38.94	33.51

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

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	6.85	10.61	7.84	56.16	59.09	39.22	36.99	30.30	52.94
Grade 4	15.79	9.68	1.16	38.16	53.23	53.49	46.05	37.10	45.35
Grade 5	5.26	10.00	11.32	27.63	36.25	50.94	67.11	53.75	37.74
All Grades	9.33	10.10	5.79	40.44	48.56	48.95	50.22	41.35	45.26

2019-20 Data:
Executive Order N-30-20 was issued 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	6.85	10.61	0.00	72.60	68.18	76.47	20.55	21.21	23.53
Grade 4	16.88	6.35	5.81	55.84	71.43	68.60	27.27	22.22	25.58
Grade 5	5.26	7.50	5.66	53.95	52.50	67.92	40.79	40.00	26.42
All Grades	9.73	8.13	4.21	60.62	63.16	70.53	29.65	28.71	25.26

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.55	21.21	3.92	54.79	46.97	70.59	24.66	31.82	25.49
Grade 4	19.48	12.90	4.65	46.75	54.84	65.12	33.77	32.26	30.23
Grade 5	6.58	12.50	7.41	39.47	30.00	55.56	53.95	57.50	37.04
All Grades	15.49	15.38	5.24	46.90	42.79	63.87	37.61	41.83	30.89

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

Conclusions based on this data:

1. Our third grade students from 18-19 compared to our 5th grade students from 20-21, demonstrated a decline in percentage of students that met or exceeded standards.
2. Our reading, writing, and research all show similar results to our overall data. Above standard % has fallen from 17-18 to 20-21; Below standard % has fallen from 17-18 to 20-21.
3. 50% of students scored "not meeting standards" overall for the 20-21 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	74	67	54	73	67	51	73	67	51	98.6	100	94.4
Grade 4	80	64	89	76	63	86	76	63	86	95	98.4	96.6
Grade 5	78	82	57	76	80	52	76	80	52	97.4	97.6	91.2
All Grades	232	213	200	225	210	189	225	210	189	97	98.6	94.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2423.	2395.	2360.	17.81	10.45	7.84	31.51	26.87	9.80	24.66	23.88	29.41	26.03	38.81	52.94
Grade 4	2432.	2448.	2409.	10.53	4.76	4.65	18.42	30.16	10.47	39.47	39.68	36.05	31.58	25.40	48.84
Grade 5	2417.	2433.	2418.	5.26	5.00	1.92	1.32	11.25	11.54	17.11	18.75	28.85	76.32	65.00	57.69
All Grades	N/A	N/A	N/A	11.11	6.67	4.76	16.89	21.90	10.58	27.11	26.67	32.28	44.89	44.76	52.38

2019-20 Data:
Executive Order N-30-20 was issued 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	30.14	22.39	11.76	34.25	29.85	25.49	35.62	47.76	62.75
Grade 4	18.42	17.46	3.49	32.89	46.03	40.70	48.68	36.51	55.81
Grade 5	5.26	10.00	1.92	19.74	18.75	25.00	75.00	71.25	73.08
All Grades	17.78	16.19	5.29	28.89	30.48	32.28	53.33	53.33	62.43

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

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	26.03	16.42	11.76	45.21	47.76	35.29	28.77	35.82	52.94
Grade 4	13.16	14.29	5.81	52.63	55.56	46.51	34.21	30.16	47.67
Grade 5	5.26	3.75	5.77	22.37	31.25	46.15	72.37	65.00	48.08
All Grades	14.67	10.95	7.41	40.00	43.81	43.39	45.33	45.24	49.21

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

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	23.29	17.91	7.84	60.27	53.73	54.90	16.44	28.36	37.25
Grade 4	22.37	17.46	5.81	32.89	46.03	58.14	44.74	36.51	36.05
Grade 5	3.95	6.25	0.00	26.32	38.75	73.08	69.74	55.00	26.92
All Grades	16.44	13.33	4.76	39.56	45.71	61.38	44.00	40.95	33.86

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

Conclusions based on this data:

1. Overall, there was a decrease in percentage from 18-19 3rd graders compared to 5th graders 20-21 scores in "Exceeding" and "Meeting" Standard.
2. Overall, 50% of students did not meet mathematic standards in 2020-21.
3. Problem-Solving was the area that students scored the highest percentage on exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.6	1418.7	1450.8	1437.7	1427.4	1455.0	1387.0	1398.3	1441.0	15	12	14
1	1424.3	1456.9	1440.8	1426.4	1465.6	1446.8	1421.8	1447.7	1434.2	23	18	12
2	1465.9	1465.1	1468.4	1451.1	1466.3	1458.7	1480.1	1463.4	1477.4	18	24	14
3	1501.2	1476.4	1479.9	1504.5	1464.7	1477.0	1497.5	1487.7	1482.0	17	15	22
4	1493.6	1528.4	1487.2	1483.6	1531.1	1486.9	1503.1	1525.4	1487.2	27	14	20
5	1508.0	1527.9	1498.9	1507.3	1526.8	1499.5	1508.2	1528.5	1497.9	23	24	13
All Grades										123	107	95

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	28.57	*	58.33	42.86	*	25.00	28.57	*	16.67	0.00	15	12	14
1	*	0.00	8.33	*	55.56	33.33	*	27.78	50.00	*	16.67	8.33	23	18	12
2	*	4.17	7.14	*	41.67	42.86	*	41.67	42.86	*	12.50	7.14	18	24	14
3	*	6.67	4.55	*	40.00	36.36	*	6.67	36.36	*	46.67	22.73	17	15	22
4	*	35.71	15.00	59.26	42.86	35.00	*	7.14	30.00	*	14.29	20.00	27	14	20
5	*	29.17	15.38	52.17	41.67	23.08	*	8.33	38.46	*	20.83	23.08	23	24	13
All Grades	20.33	13.08	12.63	41.46	45.79	35.79	21.14	20.56	36.84	17.07	20.56	14.74	123	107	95

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.33	28.57	*	50.00	50.00	*	25.00	21.43	*	16.67	0.00	15	12	14
1	*	27.78	8.33	*	44.44	33.33	*	22.22	50.00	*	5.56	8.33	23	18	12
2	*	12.50	7.14	*	50.00	50.00	*	25.00	35.71	*	12.50	7.14	18	24	14
3	*	26.67	18.18	*	20.00	45.45	*	20.00	27.27	*	33.33	9.09	17	15	22
4	*	50.00	40.00	51.85	35.71	35.00	*	7.14	15.00	*	7.14	10.00	27	14	20
5	47.83	54.17	30.77	*	16.67	30.77	*	12.50	15.38	*	16.67	23.08	23	24	13
All Grades	34.15	30.84	23.16	36.59	35.51	41.05	13.01	18.69	26.32	16.26	14.95	9.47	123	107	95

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		0.00	28.57	*	41.67	14.29	*	50.00	50.00	*	8.33	7.14	15	12	14
1	*	5.56	8.33	*	38.89	33.33	*	27.78	41.67	*	27.78	16.67	23	18	12
2	*	0.00	7.14	*	37.50	42.86		45.83	21.43	*	16.67	28.57	18	24	14
3		0.00	4.55	*	33.33	22.73	*	33.33	36.36	*	33.33	36.36	17	15	22
4	*	14.29	0.00	*	42.86	40.00	*	21.43	30.00	*	21.43	30.00	27	14	20
5	*	8.33	0.00	*	25.00	15.38	*	41.67	38.46	*	25.00	46.15	23	24	13
All Grades	13.82	4.67	7.37	29.27	35.51	28.42	30.08	37.38	35.79	26.83	22.43	28.42	123	107	95

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	35.71	*	58.33	64.29		25.00	0.00	15	12	14
1	*	55.56	33.33	*	38.89	58.33	*	5.56	8.33	23	18	12
2	*	12.50	14.29	*	75.00	78.57	*	12.50	7.14	18	24	14
3	*	13.33	18.18	*	60.00	68.18	*	26.67	13.64	17	15	22
4	*	42.86	45.00	55.56	42.86	45.00	*	14.29	10.00	27	14	20
5	47.83	12.50	23.08	52.17	66.67	53.85		20.83	23.08	23	24	13
All Grades	41.46	24.30	28.42	47.97	58.88	61.05	10.57	16.82	10.53	123	107	95

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	21.43	*	66.67	71.43	*	16.67	7.14	15	12	14
1	*	5.56	8.33	*	77.78	75.00	*	16.67	16.67	23	18	12
2	*	20.83	14.29	66.67	66.67	78.57	*	12.50	7.14	18	24	14
3	*	26.67	31.82	*	46.67	59.09		26.67	9.09	17	15	22
4	55.56	64.29	35.00	*	21.43	45.00	*	14.29	20.00	27	14	20
5	56.52	66.67	61.54	*	16.67	15.38	*	16.67	23.08	23	24	13
All Grades	41.46	34.58	29.47	39.84	48.60	56.84	18.70	16.82	13.68	123	107	95

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	14.29	*	91.67	78.57	*	8.33	7.14	15	12	14
1	*	22.22	8.33	*	50.00	58.33	47.83	27.78	33.33	23	18	12
2	*	0.00	7.14	*	70.83	85.71	*	29.17	7.14	18	24	14
3	*	0.00	4.55	*	60.00	45.45	*	40.00	50.00	17	15	22
4	*	7.14	15.00	51.85	57.14	50.00	*	35.71	35.00	27	14	20
5	*	12.50	0.00	65.22	62.50	53.85	*	25.00	46.15	23	24	13
All Grades	21.95	7.48	8.42	43.09	64.49	60.00	34.96	28.04	31.58	123	107	95

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	58.33	35.71	*	33.33	42.86	*	8.33	21.43	15	12	14
1	*	5.56	8.33	52.17	77.78	66.67	*	16.67	25.00	23	18	12
2	*	4.17	14.29	*	83.33	42.86	*	12.50	42.86	18	24	14
3	*	6.67	9.09	64.71	80.00	72.73	*	13.33	18.18	17	15	22
4	*	21.43	0.00	55.56	64.29	75.00	*	14.29	25.00	27	14	20
5	*	12.50	7.69	69.57	75.00	69.23	*	12.50	23.08	23	24	13
All Grades	21.95	14.95	11.58	57.72	71.96	63.16	20.33	13.08	25.26	123	107	95

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

Conclusions based on this data:

1. Levels 1, 2, and 3 revealed a slight decrease in the percentage of EL students
2. 38% of EL students scored at Level 4 or Level 3 in 2020-21.
3. Overall, the number of students tested fell by 20%.

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**
378	**63.8**	**24.6**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	24.6
Foster Youth		
Homeless	17	4.5
Socioeconomically Disadvantaged	241	63.8
Students with Disabilities	98	25.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	32	8.5
American Indian or Alaska Native		
Asian	40	10.6
Filipino	15	4.0
Hispanic	201	53.2
Two or More Races	21	5.6
Native Hawaiian or Pacific Islander	4	1.1
White	65	17.2

Conclusions based on this data:

1. Our Hispanic students comprise 53.2% of the student population. Our White students comprise the second largest student group at 17.2% of the student population.

2. Our socioeconomically disadvantage students comprise 63.8% of the student population. We need to use the resources we have to meet the needs of these students.

3. Our English Learners comprise 24.6% of the student population.

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
70.7 points below standard	0 Students	40.4 points below standard	25.3 points above standard
Declined Significantly -22 points		Increased ++8.5 points	12
15		11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
51.8 points below standard	19.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	48.9 points below standard
Increased ++6.7 points	Declined -3.7 points	1	Declined -10.6 points
102	13		36

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.5 points below standard	21.1 points above standard	43.9 points below standard
Increased Significantly ++17.4 points	Maintained ++1.6 points	Declined -5 points
46	21	119

Conclusions based on this data:

1. All of our Student Groups performed below grade level in English Language Arts, but they all improved their scores from the previous year; with our English Learners demonstrating the most growth. (Data is from 2019, not from 2021).
2. All of our Race/Ethnicity student groups performed below grade level except our Filipino students. Our Hispanic and Asian student groups improved their scores from the previous year. Our African American students significantly decreased their scores from the previous year. (Data is from 2019, not from 2021)
3. Our Current English Learners and Socioeconomic Disadvantaged students demonstrated a significant increase in their scores, but they are still performing below grade level. (Data is from 2019, not from 2021)

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
83.4 points below standard		37.5 points below standard	8.4 points below standard
Increased ++12.6 points		Increased Significantly ++22.9 points	12
15		11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
60.1 points below standard	37 points below standard	Less than 11 Students - Data Not Displayed for Privacy	46.6 points below standard
Increased ++8.8 points	Declined -14.9 points	2	Declined -9.4 points
102	13		36

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.5 points below standard	2.6 points above standard	49.3 points below standard
Increased ++7.5 points	Increased ++10.3 points	Maintained ++0.1 points
47	21	119

Conclusions based on this data:

1. All of our Student Groups performed below grade level in mathematics, but they all improved their scores from the previous year; with the English Learners Student Group demonstrating the most growth. (Data is from 2019, not from 2021).
2. Our Asian students demonstrated a significant increase in their scores, our African American students and our Hispanic students demonstrated an increase in their scores, while our White students and our students of Two or More Races declined in their math scores, from the previous school year (Data is from 2019, not from 2021).
3. Our Reclassified English Learners demonstrated the greatest increase in their math scores, from the previous year (Data is from 2019, not from 2021).

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.9 making progress towards English language proficiency
Number of EL Students: 93
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Slightly more than half of our English Learners are making progress towards English Language proficiency. They demonstrated this by progressing at least one ELPI level from the previous year (Data from 2019, not from 2021).
2. Slightly more than 30% of our English Learners maintained their ELPI Level from the previous year, at Level 1, Level 2L, Level 2H, Level 3L, or Level 3H (Data is from 2019, not from 2021)
3. About 12% of our English Learners decreased one ELPI level from the previous year (Data is from 2019, not from 2021).

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	7	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
13.3	10.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Maintained -0.2	1
450	117	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
11.8	15.1	13.4
Declined -9.7	Increased +1.4	Increased +7.9
17	299	112

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
18.2	Less than 11 Students - Data Not Displayed for Privacy	11.8	0
Increased +8.2	1	Increased +2.4	Declined -10.7
33		34	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
13.3	25	Less than 11 Students - Data Not Displayed for Privacy	10.9
Increased +0.7	Increased +20.2	3	Increased +2.2
241	24		92

Conclusions based on this data:

1. Overall, our school is at the 'Orange' performance level for Chronic Absenteeism, with all of our reported Student Groups and Race/Ethnicity groups reported in the 'Orange' range. Our kindergarten students have the greatest rate of chronic absenteeism according to Dataquest. (Data is from 2019, not from 2021)
2. The Student Group identified as Socioeconomically Disadvantaged represented 66% of our population. This group slightly increased their chronic absenteeism, as did Students with Disabilities. Students identified as Homeless decreased their rate of chronic absenteeism by nearly 10%. (Data is from 2019, not from 2021)
3. All of the Race/Ethnicity groups increase their rates of chronic absenteeism, from the previous year, except for students identified as Filipino. Students of Two or More Races significantly increased their rate of chronic absenteeism. (Data is from 2019, not from 2021)

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	2	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.7	1.6	Less than 11 Students - Data Not
Increased +0.9	Increased +1	2
474	123	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Yellow
11.1	4.2	1.8
Increased +11.1	Increased Significantly +2.7	Maintained 0
18	309	113

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Orange	No Performance Color
2.9	Less than 11 Students - Data 1	2.8	0
Declined -0.3		Increased +2.8	Maintained 0
35		36	23
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
2.4	0	Less than 11 Students - Data 3	5
Increased +2	Maintained 0		Declined -0.7
252	24		100

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.8	2.7

Conclusions based on this data:

1. Overall, we have the greatest number of student groups at the 'Orange' level for their suspension rate. Our suspension rate increased by 1.1% from the previous year. Of our 18 suspensions, 76.9% of students were suspended once compared to 23.1% of students with multiple suspensions. (Data is from 2019, not 2021)
2. Our Homeless students represent 4% of our population, but they experienced the greatest increase in their suspension rate, from the previous year. English Learners and Socioeconomically Disadvantaged students also experienced an increase in their suspension rates from the previous year. Our students with disabilities maintained their suspension rate. (Data is from 2019, not 2021)
3. Our Asian students and our Hispanic students both increased their suspension rates from the previous year. Our White students and our African American students both slightly decreased their suspension rates from the previous year. Our Filipino students and our students identified as Two or More Races maintained their suspension rates from the previous year. (Data is from 2019, not 2021)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Students' reading and math scores on the CAASPP assessment are below grade level standard across all grade levels and along racial and socioeconomic lines as reflected in the 20-21 state testing data. Particularly, our whites subgroup declined further from standard in both ELA and Math from the previous school year. Our English Learners showed the greatest overall growth in ELA and Math, but remain below standard. Longitudinal student performance data indicates that ELA/literacy and math are priority areas across all grade-levels. Our socio-economically disadvantaged students demonstrated growth in both ELA and Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; Math - All Students (Grade 3-5)	Yellow (54.4 Points Below Standard) - Increased 3.8 points	Green or higher - increase by 5.0 points or more
CA Dashboard; Math - Students with Disabilities (Grades 3-5)	Orange (107.6 Points Below Standard) - Increased 4.5 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Socioeconomic Disadvantaged (Grades 3-5)	Yellow (68.1 Points Below Standard) - Increased 8.0 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - English Learners (Grades 3-5)	Yellow (63.8 Points Below Standard) - Increase 10.2 points	Yellow or higher - increase by 5.0 points or more
CA Dashboard; Math - Whites (Grades 3-5)	Orange (46.6 Points Below Standard) - Declined 9.4 points	Orange or higher - increase by 5.0 points or more
CA Dashboard; Math - Hispanics (Grades 3-5)	Yellow (60.1 Points Below Standard) - Increased 8.8 points	Yellow or higher - increase by 5.0 points or more

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 2

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

All

Strategy/Activity

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

$53,451 - Para Salaries (Title 1)
$1,943 - Possible 3.5% increase in salary
$10,730 - Para Salaries (Targeted SES/EL/FY)
$385 - Possible 3.5% increase in salary

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

Amount(s)	Source(s)
55,394	Title I
11,115	LCFF - Supplemental

Strategy/Activity 3

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

All

Strategy/Activity

Teachers will have a spending account to use to purchase materials and supplies they need to benefit their students in accessing grade level standards. The teachers needs are dependent upon the class needs.

$4,000 - LCFF

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

Amount(s)	Source(s)
4000	LCFF

Strategy/Activity 4

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

All

Strategy/Activity

Extended learning opportunities will be offered for all students including field trips and in house assemblies that supplement the learning standards of the curriculum. The projected outcome is that students can use their current standards in the extended learning opportunities to further their academic and social-emotional learning.

$2,685 - Title 1

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

Amount(s)	Source(s)
2685	Title I

Strategy/Activity 5

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

All

Strategy/Activity

Teachers will participate in on-site or distance professional development to strengthen literacy, STEM, math instruction, and support site goals as a community of learners. County of Education experts, District TOSA experts, ELD Steering Committee, and teacher leaders will also provide model lessons and in house professional development in differentiated strategies to improve student learning and. We will also have our technology department experts continue to present professional development on ways to integrate technology into instruction to accelerate, remediate, and reteach concepts and support student learning of complex skills.

$2,000 - Title 1 Funds
$1500 - LCFF

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

Amount(s)	Source(s)

2000	Title I
1500	LCFF

Strategy/Activity 6

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

English Learners

Strategy/Activity

Every English Learner will receive 30 minutes of Designated ELD instruction (Kindergarten - 15 minutes of Designated ELD), five times a week, based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day. Our EL para will assist teachers with additional push-in support to help foster development of English language. The projected outcome is that we will have more students meeting and exceeding the ELD standards and scoring proficient on the annual ELPAC for redesignation.

$28,662 - ELPAC coordinator to support ELD instruction using $23172 (Targeted Supplemental - EL Funds) and $5,190 (Title 1 Funds)
$784 - Possible 3.84% percent increase for ELPAC salary - Targeted Supplemental (EL Funds)

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

Amount(s)	Source(s)
23956	LCFF - Supplemental
5190	Title I

Strategy/Activity 7

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

All

Strategy/Activity

Every student grades 1-5 will be provided with a literacy and math online program account to enhance their reading skills and comprehension. Data from the program will be utilized to assist teachers in assessing their students and reading comprehension. The projected outcome is that student reading and math skills are at or above grade-level standards. Also, the projected outcome is that all teachers (K-5) use the programs effectively.

Literacy Program - $5000 (Title 1)
Math Program - $2450 (Title 1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7450	Title I

Strategy/Activity 8

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

All

Strategy/Activity

Provide additional supplies for Physical Education programs to support student gross motor and team work skills. The projected outcome is that students have access to updated PE supplies to further address physical needs.

$200 - LCFF

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

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 9

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

3rd, 4th, 5th grade students (General and Special Ed Students).

Strategy/Activity

3rd, 4th and 5th grade students will use daily agendas to help organize the different learning activities taking place during each class period. The agendas will be given to students in order to create organization and better communication. With these planners being a part of the classroom experience, the projected outcome is that students will be more likely to keep track of their assignments, set personal goals, and enhance communication between teachers, students and parents.

$400 - LCFF

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

Amount(s)	Source(s)

400	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

We will use Fastbridge Assessments and District RCD Assessments once each trimester to monitor students' performance growth as on the RCD ELA/STEM and RCD Math Post assessments results to compare growth of students from the previous year's data results and/or across cohorts to review with grade level teams, administration, and leadership team. Our benchmark will be to see at least 75% of our students increase by 3% on RCD ELA/STEM and Math Units of study post assessments from previous years.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Subs for planning days for curriculum, interventions, lessons, and assessments for all students. The projected outcome for teachers is that they collaborate on their grade-level standards (STEM

$6800 (3 subs x 14 days x $200) - Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6800	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

Library supplies and update with diverse selection of books - $750 (Title 1)
Book Fair Compensation - $250

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

Amount(s)	Source(s)
750	Title I
250	LCFF

Strategy/Activity 13

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

All

Strategy/Activity

Contract for printing services (e.g. Riso contract)

$750 - LCFF
$500 - Laminating additional EL support ($25 per teacher) - Targeted EL

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

Amount(s)	Source(s)
750	LCFF
500	LCFF - Supplemental

Strategy/Activity 14

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

All

Strategy/Activity

NGSS/STEM supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 15

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

All

Strategy/Activity

Copy Budget for Teachers & Office to support communication, family outreach, and student learning.

$7,500 for teacher copies/Fed Ex budget to support communication, family outreach, and student learning ($7000 from Title 1; $500 from LCFF)
$4,000 for office supply and copy budget to support communication, family outreach and student learning.

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

Amount(s)	Source(s)
7000	Title I
4000	LCFF
500	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The 2021-22 school year were students and teachers first full year back to school since the 2018-19 school year. Since students have been unable to participate in classroom instruction for over a year, there has been large inequities in the learning students are able to receive. The staff at Bohn Elementary have done an exceptional job at ensuring our students are receiving quality education every day while remaining engaged in their learning. Our efforts will continue to be focused on ensuring all students are able to learn at high levels, but we do understand that the pandemic has

widened the achievement gap for many of our students. We will concentrate our efforts on high quality teaching, engagement, support and intervention, and offering students a universal approach to learning new material.

Our longitudinal student performance data indicates that our students are behind where they need to be for reading and math, so it is our job to close the achievement gap through using our professional learning community as our top priority to meet our students' needs. We recognize universal high expectations for all students require continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.

The relationships that were built among the students and classes were a focus all year which allowed students to remain engaged while at school. Our teachers participated in STEM activities which included 5E lesson deign/phenomena focused inquiry and oral language/science talks to support student's academic growth. We will continue with incorporating sense making notebooks as we implement more STEM activities into the curriculum. We need to continue learning about utilizing most effective instructional practices to use in our daily teaching. Professional learning is embedded into our school's vision by communicating that it is a core function for improvement. With this understanding, professional development time is provided within the structure of Professional Learning Communities. We will continue in our PLC journey with in-house training, and utilizing TUSD's Professional Learning and Curriculum Department experts. This is essential for us to close the achievement gap among all students as a true Professional Learning Community (PLCs) to analyze student data in order to plan and deliver responsive instruction.

Collectively, Bohn staff will continue focusing on building positive and trusting relationships between all students, staff and families.

The outcome for this year was:

- 90% overall attendance rate. We know that we need to ensure that students are at school, but with the COVID absences this year, we can grow to be above 98% in the coming year.
- Student engagement with subjects such as STEM was high.
- Student improvement with reading and math skills according to FastBridge assessments.
- Teachers engaged in PLC process on a weekly basis, and, at times, informally on a daily basis.
- Teachers collaborated on AdvancedSTEM units.

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

No major differences.

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.

Eliminated Goal #3 on STEM and placed Goal #3 in Goal #1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

As a site we need to continue to support and teach our students how to focus on emotional regulation and positive self-efficacy through a process of changing the focus to address the underlying emotions driving the behavior, instead of just focusing on the observed behavior. By focusing on the emotions driving the behavior, students are able to understand the source of their actions and choose new, on-target behavior for the situation. This puts the power of change with the student. Through an equity lens, responsible decision-making skills can help adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity. We are going to focus on investing more attention on SEL and teacher-student relationships which research shows will foster a better learning environment and decrease discipline referrals (including the need to suspended students). When students are equipped to deal with social/emotional challenges of school, they feel safer and attendance rates increase. When students feel safer, they are better able to focus on their learn.

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

regularly assess students socio emotional learning.

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

Our current discipline data is:

- Suspension Total: 63
- Students Suspended:
- 31 students were suspended at least one time this year - 8.7% of total population.
- 12 students were suspended one time
- 9 students were suspended two times
- 10 students were suspended three or more times.
- Types of Suspensions
- 44 suspensions were for physical fights/injury
- 8 suspensions were for bringing a weapon to school
- 5 suspensions were related to harassment
- 2 suspensions were for property damage
- 2 suspensions were for stolen property
- 1 suspension was for sexual harassment
- 1 suspension was for bullying

Our current School Attendance data for 354 students is:

- 90% Attendance Rate overall
- Kindergarten - 89%
- 1st Grade - 88%
- 2nd Grade - 90%
- 3rd Grade - 92%
- 4th Grade - 91%
- 5th Grade - 90%

LCAP Educational Partner Results - 2022
Bohn's School Climate
Number of responses

Parents - Climate

	Strongly Agree	Total	Percent Agree	
Q8	23.00	15.00	39.00	97.44% This school motivates students to learn (From 2021 - An increase of 23.91%)
Q14	17.00	17.00	35.00	97.14% This school encourages all students to do challenging school work

regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 21.38%)
Q26 20.00 13.00 33.00 100.0% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q30 14.00 17.00 31.00 100.0% This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 22.58%)
Q33 10.00 15.00 25.00 100.0% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s) (From 2021 - An increase of 6.7%)
Q33 13.00 12.00 25.00 100.0% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal (From 2021 - An increase of 23.08%)
Q34 2.00 6.00 8.00 100.0% The school staff responds to me in a timely manner (From 2021 - An increase of 9.68%)
Q35 4.00 4.00 8.00 100.0% The school office staff is friendly and professional (From 2021 - An increase of 6.45%)
123.00 118.00 243.00 98.18% (From 2021 - An overall increase of 14.78%)

Students - Climate
Strongly Agree Total Percent
Agree
Q6 26.00 26.00 58.00 89.66% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - An increase of 6.68%)
Q28 21.00 27.00 53.00 90.57% This school communicates the importance of respecting all cultural beliefs and practices (From 2021 - An increase of 9.25%)
Q30 21.00 21.00 47.00 89.36% My teachers recognize the good work I am doing (From 2021 - A decrease of 5.62%)
Q31 25.00 16.00 46.00 89.13% This school motivates students to learn (From 2021 - A decrease of 6.57%)
Q32 15.00 20.00 35.00 81.40% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.13%)
Q39 19.00 12.00 41.00 87.80% I feel comfortable working with classmates and participating in class (From 2021 - A decrease of 2.52%)
Q40 19.00 14.00 38.00 86.84% This school has a climate that fosters a feeling of safety, security, and support at school (From 2021 - A decrease of 2.97%)
151.00 136.00 326.00 88.04% (From 2021 - Overall a decrease of 1.73%)

Staff - Climate
Strongly Agree Total Percent
Q6 3.00 6.00 10.00 90.00% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality (From 2021 - A decrease of 5.83%)
Q18 3.00 7.00 10.00 100.0% Members of the school/department collaborate to achieve our school goals (From 2021 - An increase of 4.17%)
Q21 5.00 4.00 10.00 90.00% The buildings and grounds at this school are clean and well maintained (From 2021 - A decrease of 10%)
Q22 4.00 4.00 10.00 80.00% This school/department communicates the importance of respecting all cultural beliefs and practices (From 2021 - A decrease of 20%)
Q23 3.00 7.00 10.00 100.0% I am treated with respect by my colleagues at work (From 2021 - An increase of 4.17%)
Q24 2.00 6.00 9.00 88.89% Staff members at this school are recognized appropriately for their efforts and accomplishments (From 2021 - A decrease of 6.94%)
Q25 1.00 8.00 9.00 100.0% Our district ensures effective communication across the organization (From 2021 - An increase of 16.67%)

21.00 42.00 68.00 92.65% (From 2021 - Overall a decrease of 2.59%)

Overall, our positive feedback from students, parents, and staff averages 92.95% (an increase of 4.64% from 2021-22) regarding school climate. The largest overall growth was with parents whose school climate responses increased by 14.78% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 8: "The school motivates students to learn" - 23.9% increase from the previous year; Question 33: "If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal" - 23.08% increase from the previous year; Question 30: "This school communicates the importance of respecting all cultural beliefs and practices" 22.58% increase from the previous year; Question 14: "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality" - 21.38% increase from the previous year.

One of the greatest areas of growth in the student survey were the following questions: Question 28: The school communicates the importance of respecting all cultural beliefs and practices - 9.25% increase from the previous year; Question 6: "This school encourages all students to do challenging work regardless of their gender, race, ethnicity, or nationality - 6.68% increase from the previous year.

SAFETY
Number of responses

Parents - Safety
Strongly Agree Total Percent
Agree
Q26 23.00 14.00 37.00 100.0% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 12.9%)
Q28 22.00 11.00 33.00 100.0% My child is safe on school grounds before school (From 2021 - An increase of 17.86%)
Q28 17.00 15.00 33.00 96.97% My child is safe on school grounds during the day (From 2021 - An increase of 7.31%)
Q28 16.00 17.00 33.00 100.0% My child is safe on school grounds in the classroom (From 2021 - An increase of 13.79%)
Q28 15.00 14.00 29.00 100.0% My child is safe on school grounds after school (From 2021 - An increase of 19.23%)
Q29 13.00 12.00 25.00 100.0% The rules of this school are clearly communicated to parents (From 2021 - An increase of 9.68%)
106.00 83.00 190.00 99.47% (From 2021 - Overall an increase of 13.26%)

Students - Safety
Strongly Agree Total Percent
Agree
Q32 15.00 16.00 38.00 81.58% The buildings and grounds at this school are clean and well maintained (From 2021 - An increase of 6.31%)
Q35 19.00 14.00 38.00 86.84% I feel safe while attending class virtually and/or in person (From

2021 - A decrease of 7.78%)
Q36 14.00 13.00 35.00 77.14% I feel safe from gang activity and gang violence at school (From 2021 - A decrease of 4.58%)
Q38 18.00 15.00 33.00 100.0% I know the school rules (From 2021 - An increase of 4.3%)
66.00 58.00 144.00 86.11% (From 2021 - Overall a decrease of 0.72%)

Staff - Safety
Strongly Agree Total Percent
Agree
Q19 4.00 5.00 9.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation (From 2021 - No Change)
Q20 3.00 6.00 9.00 100.00% My workplace is safe (From 2021 - No Change)
Q21 5.00 3.00 9.00 88.89% The buildings and grounds at this school are well maintained (From 2021 - A decrease of 11.11%)
12.00 14.00 27.00 96.30% (From 2021 - Overall a decrease of 3.7%)

Overall, our positive feedback from students, parents, and staff averages 93.96% regarding school safety (an increase of 2.95% from the previous year). The largest overall growth was with parents whose safety responses increased by 13.26% from the previous year.

One of the greatest areas of growth in the parent survey were the following questions: Question 28d: "My child is safe on school grounds after school" - 19.23% increase from the previous year; Question 28a: "My child is safe on school grounds before school" - 17.86% increase from the previous year; Question 28c: My child is safe on school grounds in the classroom - 13.79% increase from the previous year.

On the student safety responses, there was relatively little change. Students decreased in percentages from the previous year on questions pertaining to safety in class and gang violence at school.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		(8.4% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Socioeconomic Disadvantaged)	Orange (15.1% chronically absent) - Increased 1.4%; 299 students	Yellow or higher - Decreased overall by 5% or greater (10.1% or less chronically absent)
CA Dashboard: Chronic Absenteeism (English Learners)	Orange (10.3% chronically absent) - Maintained -0.2 %; 117 students	Yellow or higher - Decreased overall by 5% or greater (5.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Whites)	Orange (10.9% chronically absent) - Increased 2.2%; 92 students	Yellow or higher - Decreased overall by 5% or greater (5.9% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Hispanics)	Orange (13.3% chronically absent) - Increased 0.7%; 241 students	Yellow or higher - Decreased overall by 5% or greater (8.3% or less chronically absent)
CA Dashboard: Chronic Absenteeism (Asians)	Orange (11.8% chronically absent) - Increased 2.4%; 34 students	Yellow or higher - Decreased overall by 5% or greater (6.8% or less chronically absent)
CA Dashboard: Chronic Absenteeism (African Americans)	Orange (18.2% chronically absent) - Increased 8.2%; 33 students	Yellow or higher - Decreased overall by 5% or greater (13.2% or less chronically absent)
CA Dashboard: Suspension Rate (All Students K-5)	Orange (2.7% suspended at least once) - Increased 0.9%; 474 students	Yellow or higher - Decreased overall by 1.0% or greater (1.7% or less of students suspended)
CA Dashboard: Suspension Rate (Students with Disabilities)	Yellow (1.8% suspended at least once) - Maintained 0.00%; 113 students	Yellow or higher - Decreased overall by 1.0% or greater (0.8% or less of students suspended)
CA Dashboard: Suspension Rate (Socioeconomic Disadvantaged)	Red (4.2% suspended at least once) - Increased 2.7%; 309 students	Yellow or higher - Decreased overall by 1.0% or greater

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		(3.2% or less of students suspended)
CA Dashboard: Suspension Rate (English Learners)	Orange (1.6% suspended at least once) - Increased 1.0%; 123 students	Yellow or higher - Decreased overall by 1.0% or greater (0.6% or less of students suspended)
CA Dashboard: Suspension Rate (Whites)	Yellow (5.0% suspended at least once) - Declined 0.7%; 100 students	Yellow or higher - Decreased overall by 1.0% or greater (4.0% or less of students suspended)
CA Dashboard: Suspension Rate (Hispanics)	Orange (2.4% suspended at least once) - Increased 2.0%; 252 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)
CA Dashboard: Suspension Rate (Asians)	Orange (2.8% suspended at least once) - Increased 2.8%); 36 students	Yellow or higher - Decreased overall by 1.0% or greater (1.4% or less of students suspended)
CA Dashboard: Suspension Rate (African Americans)	Green (2.9% suspended at least once) - Declined 0.3%; 35 students	Yellow or higher - Decreased overall by 1.0% or greater (1.9% or less of students suspended)
ADA Monthly Reports	We have on average 95.23% daily attendance during the 2020-2021 school year with our goal of 95% or better daily attendance.	Have 95% or higher daily attendance rate as measured by our ADA reports
SSC/ELAC Attendance	Average parent attendance during the 2020-2021 school year for SSC/ELAC was 4 parents.	Average parent attendance in 2021-2022 SSC/ELAC will increase by 20% (1 parent).
Back to School Night, Parent Teacher Conference Participation, and Open House-Sign in sheets	We averaged 80% parent attendance (virtual) for Back to School Night and 85% attendance for Parent Teacher conferences (virtual) for the 2020-2021 school year. Our Open House was cancelled due to COVID-19.	Average parent attendance at Back to School Night and Parent Teacher Conferences will increase by at least 1% as measured by sign-in sheets. We will establish a baseline for Open House with 85% or greater attendance as our goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Curricular Events-Sign in sheets	We averaged 35% of our families attending our Family Curricular Events (32% Science, 43% Math, and 30% Literacy) during the 2019-2020 school year.	Average family attendance at Family Curricular Events will increase by at least 5% as measured by our sign-in sheets.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue to help students build their SEL skills:

- Dedicate the first week of school, across all grade levels, on building relationships with the students and social connections between classmates.
- Use mySABERS SEL assessment results to identify at risk students at least 3 times each year.
- Utilize Second Step, social emotional curriculum school-wide, from the first day of school.
- Counseling services and social skills groups will be provided for students who need additional support regarding SEL development.
- Students work with peers in other classrooms (in same grade and across grade levels) to assist them in their academic progress.
- Celebrate student celebrations, growth, and work on school site social media
- Students participate in our SHARKS' Character Counts, Red Ribbon Week, and DARE to support their social emotional growth and development.
- Activities to support positive student expectations.

Character Counts, DARE, & Red Ribbon Week - $928

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
928	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

Strategy/Activity

Behavior/Discipline
*All students in each class contribute to developing the classroom agreements that they will follow for the entire school year.
*Student leadership is encouraged in class and school-wide. Our Student Leadership team will be serving as role models for all students with school wide design community events and monthly assembly skits.
*Each student sets personal goals that are revisited each trimester (academic, social, behavioral, vocational).
*Communicate the behavioral expectations to students and parents at the beginning of the school year. Principal will visit each classroom at the start of the year to review with classes expectations of Bohn Sharks. As a staff, we will be consistent with the behavioral expectation and messaging throughout the year.
*Behavior agreements are established for students who need more structure and support with behavioral issues.
*We will use a portion of our PLC time devoted to reviewing specific subgroups of students (including those who are acting out, withdrawn, chronically absent/tardy, ELD, homeless, foster youth, etc.). Within our PLC teams, review current strategies and consideration for which student should be referred to the SST process.
*Time is dedicated to physical fitness each week/day. Healthy habits are encouraged.
*Every classroom posts photos of all of the students in the classroom to promote a positive class community environment. Display photos and artifacts that students can make personal connections to including their cultural backgrounds.
*Positive Behavior Intervention System to encourage students to make good choices and reward positive behaviors.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All

Strategy/Activity

Attendance

- Regularly communicate attendance expectations and the importance of good attendance at school to students and parents through a variety of formats including newsletter, office displays, Facebook posts, school messenger posts, etc. in English and Spanish.
- Each school newsletter we will publish attendance information celebrating students with increased and/or perfect attendance. Celebrate individual, class, and school-wide attendance rates.
- During Back to School Night share with families the parent/community educational video about attendance from Attendance Works website and reinforce messaging about the importance of good attendance.

- Regularly monitor weekly attendance (Administration/Office Staff/Parent Liaison). Make phone calls home to check on students who have been absent for two or more days and have not contacted the office staff to see if family needs any information, resources, or supports.
- Set up monthly meetings with parents of students who have attendance issues to review the importance of good attendance, discuss the student's situation, address barriers, help with community resources, set goals, and create an Attendance Success Action Plan.
- Attendance team will maintain updated lists to track students who are chronically absent or truant. Students will receive follow-up phone calls, letters, and home visits if attendance does not improve and SART and SARB referral procedures will be followed.

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

Amount(s)	Source(s)
1048	LCFF

Strategy/Activity 4

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

All

Strategy/Activity

Parent Engagement

- Teacher and school site establish a positive connection with each family at the beginning of the school year. Confirm methods of communication, let parents know that a translator will be available, let parents know when to expect certain communications. Teacher offers multiple forms of communication.
- Translate communications into home language of student using translator or electronic translation platforms.
- Teachers provide regular communication (i.e. class website, newsletter, Remind App, etc.) with families and updates information about current academics, projects, events, resources, celebrations, calendar of events, etc. Communication should also provide regular updates on student progress.
- Bohn School's website post monthly information to support parents (how to promote reading at home, on-line resources for student learning, successful report card conferences, etc.)
- Share resources information which is available through the school district and in the local community (food, health care, homelessness, transportation, counseling, etc.)..
- Tell parents about all of the opportunities for them to volunteer in the classroom and on campus (including our scholarship program for fingerprinting fees from PTO).
- Encourage parents to join School Site, ELAC, PTO, and district committees. Have volunteer students create invitations to send out to these different committees.
- Ask parents to complete occasional surveys in order to find out about their concerns and possible discussion topics that they would be interested in for monthly Parent Café. Invite

parents to monthly Parent Café hosted by the principal. Address topics that the parents have indicated an interest in, as part of the discussion.
- Advertise and encourage our families to visit our bilingual parent/family resource lending library in the library.
- Invite parents, family members, and/or community members to come to class and read to the students.
- Our bilingual parent liaison will be available 2 1/2 days each week, to assist Spanish and English families in order to increase parent involvement, assist families with their needs, and ensure a cohesive school community.

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

Amount(s) Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted students (including SES/FY/EL)

Strategy/Activity

Offer intervention planning for paras with teachers for at-risk students. The projected outcome is that paras and teachers meet on a monthly basis to discuss interventions for students in their classes.

$500 - Planning for intervention

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

SSC/ELAC meetings. The projected outcome is that parents attend these meetings and learn more about the school and what it offers to its students.

$3,000 - Supplemental office supplies for parent/family education.
$750 - Supplemental postage for parent communication

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

Amount(s)	Source(s)
3000	Title I
750	Title I

Strategy/Activity 7

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

All

Strategy/Activity

Supplies and communication for Family Community Nights and Parent Cafes.

$500 - Supplies and communication

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

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 8

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

All

Strategy/Activity

Purchase additional safety items for site to maintain safety for all students, teachers, and staff (e.g. additional radios; additional bullhorns).

$500 for safety items

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 9

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

All

Strategy/Activity

Continue with Axis Health to provide counseling for students in small group and individual basis. The projected outcome is that students continue to meet with Axis and build upon skills that they have acquired.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the COVID-19 pandemic, our statistics were not recorded on the California Dashboard. From the 2021-22 school year, students need more Social-Emotional Learning in order to give students the assistance they require to be successful students now and in the future. Students that have met with the Axis Health clinician are finding strategies to use when they have issues that are academic or social-emotional. The continued servies into next year will be an asset because students will already know the clinician and can build on their skills with her. For next year (2022-23), Bohn will continue to focus on Tier 2 and 3 counseling for students. In the 2021-22 school year, Axis Health was on-site for five days which gave students consistency and a person they could talk to if a situation warranted it. The goal is for attendance to improve and discipline issues to decline.

At the beginning of the 2021-22 school year, absenteeism was high because students were experiencing symptoms of COVID-19 directly (having symptoms) or indirectly (parent or family member with symptoms). Although these days were excused, students were still absent from

school and could not replicate the school experience at home with work the teacher gave. At Bohn, we will continue to meet with parents whose students are chronically absent and educating families on the importance of regular school attendance and find ways to inspire our school community to improve our students' overall attendance rate through universal/preventive programs and early outreach efforts.

Due to the pandemic, our Fall Back-to-School Night was virtual. Our attendance at the virtual night was a small percentage of our overall student population with 125 parents virtually attending. We will be attempting the next year (2022-23) for 80% of our parents to be at Back-to-School Night and Open House. It is a positive sign that 100% of our families in this year's needs assessment survey stated that they felt their child was safe at Bohn Elementary before, during, and after school. We will continue to find ways to make our campus safe for our parents, students, and staff members.

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

Due to the pandemic, outreach efforts were hindered preventing some face to face meetings, gatherings and social events.

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.

NA

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	$142,166.00

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	$93,447.00

Subtotal of additional federal funds included for this school: $93,447.00

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$13,148.00
LCFF - Supplemental	$35,571.00

Subtotal of state or local funds included for this school: $48,719.00

Total of federal, state, and/or local funds for this school: $142,166.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Michael Stagnaro	Principal
Monica Seierup	Classroom Teacher
Raney Shimozono	Classroom Teacher
Kyle Link	Classroom Teacher
Nelly Beteta	Other School Staff
Diana Conduit	Parent or Community Member
Joselyn Calles	Parent or Community Member
Kristina Dhanda	Parent or Community Member
Amanda Torres	Parent or Community Member
Courtney Adkins	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Bohn Staff during ERWs, Bohn's Leadership Team; SPSA/Budget Presented, Voted, and Approved on 04/28/2022

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 04/28/2022.

Attested:

	Principal, Michael Stagnaro on 04/28/2022
	SSC Chairperson, Raney Shimozono on 04/28/2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central School	39-75499-6042832	May 10, 2022	May 24, 2022

Purpose and Description

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

Schoolwide Program

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

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Stakeholders Survey for students, parents and teachers

Safety:
Parents 2021-2022
100.00% The buildings and grounds at this school are well maintained
94.44% My child is safe on school grounds before school
100.00% My child is safe on school grounds during the day
100.00% My child is safe on school grounds in the classroom
100.00% My child is safe on school grounds after school
94.29% The rules of this school are clearly communicated to parents
98.12% Total average score

Staff 2021-2022
96.97% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
96.97% My workplace is safe
100.00% The buildings and grounds at this school are well maintained
97.30% Total average score

Students 2021 - 2022
87.27% The buildings and grounds at this school are clean and well maintained
83.02% I feel safe while attending class
90.00% I feel safe from gang activity and gang violence at school
100.00% I know the school rules
89.90% Total average score

Safety summary: Total average score percentages are about 90% and above. Students, parents and staff feel safe at Central School.

Climate:
Parents 2021-2022
92.19% This school's staff motivates students to learn
89.29% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
100.00% The buildings and grounds at this school are clean and well maintained
96.23% This school communicates the importance of respecting all cultural beliefs and practices
96.15% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
95.56% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
95.35% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
91.67% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
94.44% The school staff responds to me in a timely manner
94.44% The school office staff is friendly and professional
94.51% Total average score

Staff 2021 - 2022
97.22% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
97.06% Members of the school/department collaborate to achieve our school goals
97.06% The buildings and grounds at this school are clean

97.06% This school/department communicates the importance of respecting all cultural beliefs and practices
96.97% I am treated with respect by my colleagues at work
96.97% Staff members at this school are recognized appropriately for their efforts and accomplishments
90.91% Our district ensures effective communication across the organization
96.20% Total average score
I

Students 2021-2022

100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
100.00% This school communicates the importance of respecting all cultural beliefs and practices
100.00% My teachers recognize the good work I am doing and provide timely feedback
94.74% This school motivates students to learn
87.27 % The buildings and grounds at this school are clean and well maintained
94.55% I feel comfortable working with classmates and participating in class
96.36% I feel safe, secure and supported at this school
94.19% Total average score

Climate summary: Total average score percentages are above 94%. We are happy that 100 % of students feel the school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality, and that the school communicates the importance of respecting all cultural beliefs and practices

Staff Survey on Evaluation of 2021-2022 and Goals for 2022-2023 Top Priorities

Goal for 2020-2021:
88% - All students reading at or above grade level and developing a love of reading / PIR / Improve reading levels
18% - Support for students needing to catch up (help with DL learning loss)
4% - Implementation and understanding of STEM
4% - Planning time to integrate STEM, ELA and assessments
4% - Mathematics

Professional Development
47% - Planning days for STEM and RCD units
41% (at second place) - ELA integration with STEM
41% - Reading / Comprehension
6% - STEM Lesson studies
6% - Technology
6% - Catch up for DL learning loss

Most important expenditures
70% - Planning time for teachers
29% - Interventions
12% - Paraprofessionals
12% - Supplies for classrooms
6% -Technology and tech programs

Staff overwhelmingly feel our goal of getting all students to read at or above grade level and develop a love of reading is our number one focus. They also feel they would like staff development and planning time for STEM and for reading.

Classroom Observations

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

Teachers are observed for evaluations every two years, except those on the five year plan due to positive evaluations and longevity in the district. Non-tenured teachers are evaluated every year. The Principal does walk-throughs getting into many classrooms every month. In the last trimester classrooms were also observed using the ICLE rigor rubric by

the Principal. All teachers, with the ICLE site coach, were able to get into other teachers' classrooms using the rigor rubric and were having in depth discussions after each classroom.
These classroom observations showed there are some excellent engagement strategies (partner talk, rigorous questioning, etc.) and standards based instruction in place in the classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Central teachers use summative and formative data to improve and modify instruction to meet the needs of all our students, especially those who are low performing.
Central teachers also use STAR reading scores, district assessments and iRead scores to determine differentiated groups and student needs for reading.
Central teachers use district assessment data, San Diego Quick, Fastbridge and common formative assessment data to look at trends during their grade level teams.
Central administration develops professional development based on many factors including state and district assessment scores. Our STEM RCD units integrate NGSS and ELA standards and have assessments for these state and national standards.

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Central School has twenty-six teachers. In addition we have 0.5 FTE of a teacher librarian, a 0.33 FTE of PE and 0.33 FTE of Music. There are six probationary teachers, and five interns with one teacher on a waiver, and one teacher on a Short Term Staff Permit (STIP).

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

All teaching staff have access to standards aligned materials.

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

Professional Development at Central School has focused on:
Literacy
Technology
Rigor, Relevance and Relationships
Interactive Read Alouds
STEM

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

Instructional assistance for teachers at Central School are:
ICLE Rigor, Relevance and Relationships coach
District STEM TOSA
Instructional Leadership Team
COE Interactive Read Aloud coach

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

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

Teaching and Learning

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

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

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

All Central students receive the recommended instructional minutes for reading/language art and mathematics.
All EL students receive 30 minutes of designated leveled instruction of ELD daily.

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

The core program with identified supporting materials are used.
Interventions happen during the day in leveled rotations in all grade levels.
Based upon student need grade levels provide interventions before and after school
All K-2 students receive at least 20 minutes reading intervention daily on iRead.

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

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

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

All students have access to standards based instruction and curriculum materials, including intervention materials. K-2 students also use iRead daily. Corrective Reading is used daily for reading intervention for grades 3, 4, and 5.

Opportunity and Equal Educational Access

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

Services provided by the regular program to help underperforming students:
Reading small groups by teachers
Math small group by teachers
iRead
Interventions after or before school by teachers
Paraprofessional support for reading
Paraprofessional support for kindergarten
Paraprofessional support for EL students
Paraprofessional support for intervention
Corrective Reading
Interactive Read Alouds

Evidence-based educational practices to raise student achievement

Educational-based practices:
Teacher collaboration
Formative assessments in STEM RCD units of study
Rigor, Relevance and Relationships
NGSS Sense Making Notebooks
Corrective Reading
Differentiated small student groupings working with teacher or staff

Parental Engagement

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

Resources available to assist underachieving students:
VCC counseling
Sow A Seed counseling
Parent liaison
Coats for Kids grant
Boys and Girls Club
Grants written to provide books to build home libraries

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

Categorically funded services to assist under-performing students:
Paraprofessional to support EL students
Paraprofessional to support reading
Before and after school tutoring
Paraprofessional to support kindergarten
EL before and after school classes
AR
Differentiated reading time
Teacher professional development

Fiscal support (EPC)

Title 1 funds to the school site have increased for the 2022-2023 school year. the school also receives LCFF funding, targeted EL and targeted SES funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Central School's school plan has been developed with input from all appropriate stakeholders groups.
ELAC - October 20, 2021
School Site Council - September 29, 2021, January 19, 2022, March 23, 2022 and April 10, 2022
School staff - Staff meetings, August 2022, January 2022 , March 2022
School staff - Team discussions and surveys on priorities, goals and expenditures March and April 2022

Resource Inequities

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

Needs as identified by data analysis needs assessment:
Reading/ Literacy support
EL support
Behavior intervention
By state assessments we see that all subgroups and grade level students fell below prior year scores. No one subgroup or grade level stood out.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	73	84
Grade 1	65	74	76
Grade 2	79	65	74
Grade3	61	79	58
Grade 4	75	69	83
Grade 5	77	76	68
Total Enrollment	425	436	443

Conclusions based on this data:

1. Central School's Hispanic/Latino subgroup is about 75%.
2. Central School's subgroup numbers have stayed fairly consistent the past three years.
3. Enrollment at Central School has increased. We added three new teachers this year.

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	223	216	215	52.5%	49.5%	48.5%
Fluent English Proficient (FEP)	21	27	30	4.9%	6.2%	6.8%
Reclassified Fluent English Proficient (RFEP)	13	9	14	5.3%	4.0%	6.5%

Conclusions based on this data:

1. The percentage of EL students has decreased slightly.
2. The number of EL students reclassified increased last year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	79	60	60	78	60	58	78	60	58	98.7	100	96.7
Grade 4	76	77	86	74	76	85	74	76	85	97.4	98.7	98.8
Grade 5	91	79	69	89	79	69	89	79	69	97.8	100	100.0
All Grades	246	216	215	241	215	212	241	215	212	98	99.5	98.6

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	2397.	2384.	2346.	19.23	15.00	6.90	20.51	18.33	10.34	25.64	18.33	20.69	34.62	48.33	62.07
Grade 4	2411.	2434.	2415.	12.16	19.74	12.94	18.92	17.11	12.94	20.27	23.68	28.24	48.65	39.47	45.88
Grade 5	2436.	2444.	2411.	5.62	5.06	5.80	19.10	26.58	11.59	21.35	22.78	13.04	53.93	45.57	69.57
All Grades	N/A	N/A	N/A	12.03	13.02	8.96	19.50	20.93	11.79	22.41	21.86	21.23	46.06	44.19	58.02

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.

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	15.38	16.67	6.90	42.31	38.33	41.38	42.31	45.00	51.72
Grade 4	6.76	14.47	14.12	51.35	46.05	64.71	41.89	39.47	21.18
Grade 5	5.62	12.66	7.25	46.07	36.71	44.93	48.31	50.63	47.83
All Grades	9.13	14.42	9.91	46.47	40.47	51.89	44.40	45.12	38.21

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.08	18.33	3.45	43.59	41.67	43.10	33.33	40.00	53.45
Grade 4	20.27	14.47	1.18	35.14	53.95	60.00	44.59	31.58	38.82
Grade 5	13.48	10.13	2.90	37.08	48.10	37.68	49.44	41.77	59.42
All Grades	18.67	13.95	2.36	38.59	48.37	48.11	42.74	37.67	49.53

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.26	10.00	5.17	53.85	60.00	65.52	35.90	30.00	29.31
Grade 4	8.11	7.89	4.71	58.11	60.53	65.88	33.78	31.58	29.41
Grade 5	2.25	5.06	5.80	56.18	51.90	63.77	41.57	43.04	30.43
All Grades	6.64	7.44	5.19	56.02	57.21	65.09	37.34	35.35	29.72

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

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	25.64	16.67	10.34	39.74	40.00	51.72	34.62	43.33	37.93
Grade 4	8.11	19.74	5.88	44.59	46.05	68.24	47.30	34.21	25.88
Grade 5	8.99	15.19	4.35	43.82	37.97	57.97	47.19	46.84	37.68
All Grades	14.11	17.21	6.60	42.74	41.40	60.38	43.15	41.40	33.02

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.

Conclusions based on this data:

1. Overall scores in ELA/Literacy for Central students show a significant drop for last year during Covid however reading scores for students above standard and at or near standard went from 54.89% to 61.80%!
2. Participation was almost 99% which is very good during the Covid year when over a fourth of our students did not return physically to campus.
3. The percent below standard in reading and research and inquiry dropped. These have been areas of focus for Central teachers.

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	79	60	60	79	60	58	79	60	58	100	100	96.7
Grade 4	76	77	86	75	77	84	75	77	84	98.7	100	97.7
Grade 5	91	79	69	90	79	69	90	79	69	98.9	100	100.0
All Grades	246	216	215	244	216	211	244	216	211	99.2	100	98.1

* 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	2392.	2393.	2323.	11.39	13.33	0.00	29.11	20.00	6.90	21.52	21.67	24.14	37.97	45.00	68.97
Grade 4	2413.	2423.	2396.	9.33	5.19	0.00	17.33	25.97	15.48	25.33	28.57	26.19	48.00	40.26	58.33
Grade 5	2427.	2429.	2390.	1.11	6.33	4.35	8.89	8.86	2.90	28.89	27.85	11.59	61.11	56.96	81.16
All Grades	N/A	N/A	N/A	6.97	7.87	1.42	18.03	18.06	9.00	25.41	26.39	20.85	49.59	47.69	68.72

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.32	28.33	1.72	31.65	23.33	31.03	43.04	48.33	67.24
Grade 4	17.33	15.58	2.38	25.33	29.87	38.10	57.33	54.55	59.52
Grade 5	4.44	7.59	2.90	20.00	29.11	13.04	75.56	63.29	84.06
All Grades	15.16	16.20	2.37	25.41	27.78	27.96	59.43	56.02	69.67

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

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	8.86	13.33	0.00	45.57	43.33	34.48	45.57	43.33	65.52
Grade 4	9.33	12.99	3.57	33.33	40.26	45.24	57.33	46.75	51.19
Grade 5	3.33	5.06	2.90	31.11	40.51	26.09	65.56	54.43	71.01
All Grades	6.97	10.19	2.37	36.48	41.20	36.02	56.56	48.61	61.61

2019-20 Data:
Executive Order N-30-20 was issued 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	24.05	10.00	1.72	44.30	50.00	56.90	31.65	40.00	41.38
Grade 4	12.00	11.69	3.57	32.00	44.16	59.52	56.00	44.16	36.90
Grade 5	4.44	2.53	1.45	35.56	36.71	40.58	60.00	60.76	57.97
All Grades	13.11	7.87	2.37	37.30	43.06	52.61	49.59	49.07	45.02

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.

Conclusions based on this data:

1. Overall scores in mathematics for Central students are significantly lower for last year during Covid.
2. In the Communicating Reasoning area the percent students at or near standard did rise and the percent students below standard fell. Reasoning, explaining concepts and justifying work are emphasized at Central.
3. Participation was over 98% which was a goal for Central. Over a fourth of the students were still doing distance learning so this was quite a feat.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1417.9	1421.9	1408.2	1430.6	1431.0	1429.8	1388.4	1400.6	1357.3	35	32	45
1	1457.6	1449.4	1447.0	1462.6	1457.3	1465.9	1452.1	1441.0	1427.6	50	35	34
2	1462.9	1479.2	1469.2	1461.3	1478.7	1469.3	1464.2	1479.1	1468.5	40	50	35
3	1471.1	1475.2	1465.5	1465.3	1468.1	1473.4	1476.3	1481.7	1457.0	37	29	25
4	1490.2	1496.8	1491.8	1488.9	1486.7	1494.4	1491.0	1506.3	1488.6	40	38	44
5	1497.1	1504.0	1501.9	1490.5	1500.8	1500.6	1503.2	1506.7	1502.8	30	41	38
All Grades										232	225	221

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.13	2.22	40.00	43.75	40.00	*	46.88	37.78	*	6.25	20.00	35	32	45
1	42.00	2.86	8.82	28.00	48.57	35.29	*	31.43	38.24	*	17.14	17.65	50	35	34
2	27.50	14.00	5.71	35.00	46.00	48.57	*	26.00	25.71	*	14.00	20.00	40	50	35
3	*	6.90	4.00	*	31.03	16.00	35.14	37.93	60.00	35.14	24.14	20.00	37	29	25
4	*	21.05	9.30	37.50	31.58	32.56	30.00	21.05	32.56	*	26.32	25.58	40	38	43
5	*	12.20	10.53	46.67	29.27	34.21	*	36.59	21.05	*	21.95	34.21	30	41	38
All Grades	22.41	10.67	6.82	34.48	38.67	35.45	23.71	32.44	34.55	19.40	18.22	23.18	232	225	220

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.14	6.25	6.67	37.14	53.13	48.89	*	31.25	31.11	*	9.38	13.33	35	32	45
1	58.00	17.14	17.65	24.00	37.14	55.88	*	37.14	17.65	*	8.57	8.82	50	35	34
2	40.00	22.00	17.14	27.50	54.00	40.00	*	16.00	31.43	*	8.00	11.43	40	50	35
3	*	13.79	24.00	*	41.38	44.00	32.43	24.14	12.00	*	20.69	20.00	37	29	25
4	*	34.21	32.56	40.00	21.05	34.88	*	13.16	25.58	*	31.58	6.98	40	38	43
5	*	29.27	31.58	46.67	26.83	26.32	*	34.15	28.95	*	9.76	13.16	30	41	38
All Grades	36.21	21.33	21.36	32.76	39.11	41.36	17.24	25.33	25.45	13.79	14.22	11.82	232	225	220

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.13	0.00	*	31.25	6.67	40.00	62.50	55.56	*	3.13	37.78	35	32	45
1	32.00	2.86	2.94	30.00	37.14	29.41	*	37.14	32.35	*	22.86	35.29	50	35	34
2	*	12.00	8.57	37.50	34.00	42.86	*	30.00	22.86	27.50	24.00	25.71	40	50	35
3		3.45	0.00	*	13.79	8.00	35.14	51.72	36.00	54.05	31.03	56.00	37	29	25
4	*	10.53	6.98	*	31.58	11.63	32.50	26.32	34.88	45.00	31.58	46.51	40	38	43
5	*	0.00	7.89	*	17.07	15.79	36.67	43.90	31.58	*	39.02	44.74	30	41	38
All Grades	15.09	5.78	4.55	22.84	28.00	18.64	28.88	40.44	36.36	33.19	25.78	40.45	232	225	220

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.71	6.25	6.67	31.43	90.63	84.44	*	3.13	8.89	35	32	45
1	66.00	40.00	26.47	24.00	48.57	64.71	*	11.43	8.82	50	35	34
2	40.00	26.00	14.29	42.50	62.00	74.29	*	12.00	11.43	40	50	35
3	*	0.00	16.00	56.76	62.07	60.00	29.73	37.93	24.00	37	29	25
4	27.50	31.58	34.88	60.00	42.11	58.14	*	26.32	6.98	40	38	43
5	*	7.32	10.53	70.00	73.17	71.05	*	19.51	18.42	30	41	38
All Grades	40.09	19.56	18.18	45.69	62.67	69.55	14.22	17.78	12.27	232	225	220

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	34.29	6.25	20.45	40.00	71.88	59.09	*	21.88	20.45	35	32	44
1	36.00	8.57	17.65	50.00	77.14	73.53	*	14.29	8.82	50	35	34
2	45.00	28.00	17.14	42.50	66.00	71.43	*	6.00	11.43	40	50	35
3	37.84	51.72	40.00	45.95	34.48	44.00	*	13.79	16.00	37	29	25
4	42.50	39.47	32.56	47.50	39.47	55.81	*	21.05	11.63	40	38	43
5	60.00	56.10	43.24	36.67	31.71	29.73	*	12.20	27.03	30	41	37
All Grades	41.81	32.00	27.98	44.40	53.78	55.96	13.79	14.22	16.06	232	225	218

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	71.43	100.00	71.11	*	0.00	28.89	35	32	45
1	40.00	22.86	17.65	26.00	48.57	35.29	34.00	28.57	47.06	50	35	34
2	27.50	8.00	14.29	45.00	66.00	57.14	27.50	26.00	28.57	40	50	35
3	*	3.45	0.00	*	58.62	40.00	67.57	37.93	60.00	37	29	25
4	*	5.26	11.63	37.50	52.63	41.86	55.00	42.11	46.51	40	38	43
5	*	7.32	10.53	56.67	56.10	52.63	40.00	36.59	36.84	30	41	38
All Grades	17.67	8.00	9.09	41.81	63.11	50.91	40.52	28.89	40.00	232	225	220

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.14	53.13	8.89	34.29	37.50	33.33	*	9.38	57.78	35	32	45
1	24.00	0.00	5.88	60.00	77.14	70.59	*	22.86	23.53	50	35	34
2	*	14.00	14.29	60.00	64.00	60.00	*	22.00	25.71	40	50	35
3	*	0.00	0.00	62.16	82.76	48.00	35.14	17.24	52.00	37	29	25
4	*	18.42	9.52	67.50	60.53	54.76	*	21.05	35.71	40	38	42
5	*	4.88	10.81	63.33	75.61	48.65	*	19.51	40.54	30	41	37
All Grades	18.53	14.67	8.72	58.19	66.22	51.83	23.28	19.11	39.45	232	225	218

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

Conclusions based on this data:

1. The overall score for Language shows a slight decline in the number of students with level 3 and level 4 scores.
2. The scores for the Listening and Speaking domains were significantly higher than the scores for the Reading and Writing domains.
3. In the Reading domain students scoring "well developed" did increase slightly. Reading is an area of focus for Central School.

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**
443	**80.8**	**48.5**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	215	48.5
Foster Youth	6	1.4
Homeless	74	16.7
Socioeconomically Disadvantaged	358	80.8
Students with Disabilities	93	21.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	19	4.3
American Indian or Alaska Native	1	0.2
Asian	35	7.9
Filipino	6	1.4
Hispanic	332	74.9
Two or More Races	19	4.3
Native Hawaiian or Pacific Islander	3	0.7
White	28	6.3

Conclusions based on this data:

1. Central School has high poverty with over 80% SES and over 16% homeless. Usually Central's poverty percentage is higher but last year, with all students receiving free lunch, parents did not turn in FRE forms.

2. 21% of the students at Central School are Students with Disabilities.

3. Central School is almost 75% Hispanic and about 48.5% English Learners. This is a drop in percentages.

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In 2019, ELA scores were an overall color of yellow which is the same as it was the prior year.
2. In 2019, Mathematics scores dropped from yellow to orange.
3. In 2019 suspension and chronic absenteeism are both yellow, which is the same as the prior year.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	41 points below standard	Less than 11 Students - Data Not Displayed for Privacy
7		12	8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
51.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	34.8 points below standard
Increased ++3.9 points	3		Declined -5.2 points
157			13

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
89.3 points below standard	63.4 points above standard	26.3 points below standard
Maintained ++2.6 points	Increased Significantly ++42.3 points	Increased ++10.1 points
102	25	71

Conclusions based on this data:

1. In 2019 all subgroups gained a performance color for ELA except for Students with Disabilities which remained red.
2. In 2019 EL and Hispanic subgroups maintained at yellow in ELA with an increase of 4 points and 3.9 points respectively. Reclassified students significantly increased by 42.3 points.
3. In 2019 socioeconomically Disadvantaged subgroup gained 2.1 points and Homeless subgroup gained over 20 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:

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
67.1 points below standard	80 points below standard	
Maintained ++1 points	Declined -8.4 points	
199	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
69.2 points below standard	74.1 points below standard	167 points below standard
Increased Significantly ++28.6 points	Maintained -0.4 points	Declined Significantly -15.3 points
13	175	61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		No Performance Color 29.8 points below standard 12	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 73.1 points below standard Declined -3.9 points 156	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color 60.6 points below standard Maintained -1.9 points 13

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.3 points below standard Declined -13.6 points 101	30.1 points above standard Increased Significantly 25	47 points below standard Increased Significantly 71

Conclusions based on this data:

1. In 2019 all subgroups are orange in Mathematics except the Students with Disabilities subgroup is red. The English Learners and Hispanic subgroups declined from yellow to orange.
2. In 2019 English Only and Reclassified Learners increased significantly in Mathematics, while current English Learners declined 13.6 points.
3. In 2019 students with Disabilities showed a significant decline of 15.3 points staying red.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.6 making progress towards English language proficiency
Number of EL Students: 188
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. 16.4 students decreased one ELPI level and almost 40 maintained their ELPI level.
2. 42 students progressed at least one ELPI level.
3. Of the 188 English Learner students assessed, 42% are making progress towards English language proficiency.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	2	0

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
23.1	Less than 11 Students - Data Not Displayed for Privacy	0	7.7
Declined -1.9	1	Declined -8	Increased +1
13		29	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
11.1	28.6	Less than 11 Students - Data Not Displayed for Privacy	9.4
Declined -2.7	Increased +21.9	3	Declined -18.3
359	14		32

Conclusions based on this data:

1. In 2019, there was a significant decline of 3.1% in overall chronic absenteeism
2. In 2019, 23.1% of our Homeless subgroup of students had chronic absenteeism, placing them as our lowest subgroup in orange.
3. In 2019 all significant student groups showed a decline in chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	3	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
4.8	3.9	Less than 11 Students - Data Not
Declined Significantly -1.2	Declined Significantly -1.5	4
503	255	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Orange
6.3	4.1	9.2
Increased +1.7	Declined Significantly -1.5	Declined -2.1
80	439	119

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5.9	Less than 11 Students - Data 1	3.1	0
Increased +0.9		Increased +3.1	Declined -5.3
17		32	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
5.2	0	Less than 11 Students - Data 3	2.7
Declined -0.7	Maintained 0		Declined -9.3
385	15		37

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.9	4.8

Conclusions based on this data:

1. In 2019 our overall suspension rate significantly declined by 1.2%
2. In 2019 all significant student subgroups decreased in suspensions with the exception of the Homeless subgroup.
3. In 2019 the Homeless subgroup of students increased in suspensions by 1.7%, placing them in red.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

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

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

43.6% of our EL students were making one year of growth progress towards proficiency according to the 2020 - 2021 ELPAC. This shows a need for continued work on EL instructional practices.

STEM is a district focus and we see a need to encourage this and be a part of the exciting Advanced STEM grant for our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge ELA and Math	Reading 35% in college pathways and low risk groups 65% in some and high risk groups Math 30% in college pathways and low risk groups 70% in some and high risk groups	Fastbridge data will show a 5 % growth in college pathways and low risk groups and a 5% decrease in the some and high risk groups for ELA and Math
Rigor rubric	By teacher self assessment the majority of staff are "developed" in the rigor rubric. 10% - emerging	We will see an increase of at least one level in the rubric by teacher self assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	71% - developed 19 % - well developed	
Teacher Professional Development attendance	75% teachers participated in after school technology and STEM workshops	All teachers will participate in 2 professional development events outside of ERMs
STEM units	STEM units completed by all classes	All STEM units completed by all teacher
2020-2021 CAASPP scores for ELA and Math	ELA 20.75 percentage of students exceeded standards or met standards Mathematics 19.48 percentage of students exceeded standards or met standards	Increase percentage exceeded standards and met standards by at least 5 percent in ELA and Math
Percent of students showing one year of EL proficiency growth on ELPAC	43.6 % of students made one year of EL proficiency growth on the 2018-2019 dashboard	5 % increase in percent of students making one year of EL proficiency growth
K-2 student use of iRead by iRead data	88% K-2 students use iRead at least 20 minutes 4 days a week	100% K-2 teachers will use iRead at least 20 minutes a every day
Reclassification of EL students	14 students were reclassified	15 students reclassified

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Classroom support, materials and supplies and STEM

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	Title I

2,000	LCFF - Supplemental
4,000	LCFF

Strategy/Activity 2

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

EL students

Strategy/Activity

Consumables and intervention/classroom support

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental

Strategy/Activity 3

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

All students

Strategy/Activity

Planning days for lessons, STEM, interventions, and assessments sub time

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

Amount(s)	Source(s)
13,200	Title I

Strategy/Activity 4

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

All students

Strategy/Activity

Teacher time - planning curriculum, assessments, STEM, interventions, lessons

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

Amount(s)	Source(s)
7,500	Title I

Strategy/Activity 5

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

All students

Strategy/Activity

STEM planning teacher time

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

Amount(s)	Source(s)
3080	Title I

Strategy/Activity 6

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

All students

Strategy/Activity

STEM Implementation Team planning professional development and lesson studies

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

Amount(s)	Source(s)
1,500	Title I

Strategy/Activity 7

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

All students

Strategy/Activity

Real world and extension experiences including field trips and Artist in Residence

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

Amount(s)	Source(s)
14,572	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

AVID strategies for student organization including agendas, folders and materials

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

Amount(s)	Source(s)
2,000	Title I

Strategy/Activity 9

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

All students

Strategy/Activity

Teacher professional development and book study

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

Amount(s)	Source(s)
450	Title I

Strategy/Activity 10

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

All students

Strategy/Activity

Library supplies

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

Amount(s)	Source(s)
500	Title I

Strategy/Activity 11

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

First grade students

Strategy/Activity

Assessment subs

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

Amount(s)	Source(s)
600	Title I

Strategy/Activity 12

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

All students

Strategy/Activity

Three salaried paraprofessionals

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

Amount(s)	Source(s)
22,904	Title I
13779	LCFF - Supplemental
19,632	LCFF - Supplemental

Strategy/Activity 13

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

EL students

Strategy/Activity

EL workbooks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8350	LCFF - Supplemental

Strategy/Activity 14

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

EL students

Strategy/Activity

Assessments ELPAC

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental

Strategy/Activity 15

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

EL students

Strategy/Activity

ELL morning/after school English classes

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

Amount(s)	Source(s)
7,500	LCFF - Supplemental

Strategy/Activity 16

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

All students

Strategy/Activity

After school/extended day interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 17

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

Boys and Girls Club members

Strategy/Activity

Boys and Girls Club support

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

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 18

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

All students needing SST

Strategy/Activity

SST meetings

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

Amount(s)	Source(s)
3,200	Title I

Strategy/Activity 19

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

All students

Strategy/Activity

Technology and technology programs and professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,500	Title I
1000	LCFF
5000	LCFF - Supplemental

Strategy/Activity 20

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

All students

Strategy/Activity

Administration professional development

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

Amount(s)	Source(s)
3000	Title I

Strategy/Activity 21

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

All students

Strategy/Activity

Mystery Science materials

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

Amount(s)	Source(s)
9,000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to Covid 19 some activities and planned professional development were changed to meet the immediate needs of the site.

Strategies 1,2,7,8 had to do with supplies and classroom materials. These were all purchased and used by teachers to make lessons engaging.
Strategies 3, 4 and 6 were for substitute teachers for teacher time for planning. The implementation of some of this was difficult due to the lack of subs often, but the staff feels the time to work together builds stronger lessons for the students. Teachers worked on the rigor rubric for lessons and lesson planning. We saw an increase in rigor, but not a full level of increase. Teachers self-assess at "developed" on average.
Strategies 5 and 6 were for STEM lesson studies and STEM professional development This was implemented effectively and was very timely with the new Advanced STEM grant. STEM units and STEM work was occuring in all classrooms based on administrative walk throughs. SITs did professional development and also rigorous and deeply engaging lesson studies the first half of the year.
Strategies 9 and 10 were for teacher walk throughs and professional development. All teachers participated in walk throughs and professional development. TSAs also did many professional development workshops after school for teachers and also at ERM staff meetings. These were very effective to help teachers become more comfortable with classroom technology and STEM requirements.
Strategy 12 was for paraprofessionals for ELs, reading and kindergarten. The paras worked with students in small groups.
Strategies 13, 14, 15 were for EL workbooks, EL interventions and assessments. By roll sheets more EL students received EL intervention outside of the school day by a teacher than ever before. Central's reclassification number went from 3 to 14!
Strategies16 and 17 were for after school programs and matching funds for our Boys and Girls Club. We have a very good relationship with the Club and collaborate for our students. About 1/5th of our student population attends the Club.
Strategies 19 and 20 have to do with technology and tech programs. Based on teacher classroom information, technology and purchased programs were used daily by students and staff. In 1st grade there was a series of long term subs so using iRead was not consistent in one classroom like it was in the others.

We do see in scores that are from the prior year, that students did not meet our expected outcomes. CAASP did not gain the 5 points desired, but fell in mathematics and ELA. Fastbridge scores also showed a decline.

Central teachers tried to continue in our focus on literacy. The lack of substitute teachers made planning days and professional development days difficult to accomplish. We were switching up schedules on the fly each morning as we would learn about the lack of subs in the mornings. Our Read Aloud work from the COE was amazing and right on target for our teachers and for what students need. The lack of subs and ERM time unexpectedly taken limited what could be done on Read Alouds but teachers liked it so much they requested this professional development for the highly attended January BBD PD.

Central teachers made relationships a focus this year. Classroom management and student behaviors seemed to be a barrier to learning in some cases and we used our Second Step and new Assistant Principal to help alleviate some issues.

Administration did walk throughs with the rigor rubric for STEM documentation. Positive notes were left multiple times for all teachers.

Halfway through the year the district funded paras for interventions. The schedules we set up and the work the paras are doing seems to be working very well for our students, based on pre and post assessments.

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

With the mid year sudden implementation of Advanced STEM many plans had to be shifted. For example, the staff had determined specific areas of the ICLE rubrics to work on based on site self assessments. Professional development for these areas was changed to a focus set by the district on the rigor rubric only.

The shift from SITs to ILTs was difficult but staff stepped up to try to accommodate as best they could what the district wanted for Advanced STEM.

Field trips and other activities could not take place due to Covid restrictions. Funds were reallocated to technology and books as these are needs here at Central School.

Students not being on campus for classes affected their learning. Regular education students were physically on campus for eighteen three hour days for in person instruction. Many students stayed home to do online learning for the entire school year. They missed live instruction and also engagement strategies like group work, and using manipulatives. Elementary students did not receive devices to do online learning until November 2021.

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 past distance learning we see a need for increasing interventions to mitigate learning loss. Teachers feel (by survey and discussion) that this is a top priority for Central students. We will increase before and after school intervention times and have professional development to assist in differentiation strategies for literacy in class remediation and advancement. We plan to utilize the paras we have doing interventions with appropriate schedules and training. We will also will make STEM and rigor professional development for the Advanced STEM grant a priority.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

This year has seen an significant increase in behavior suspensions and expulsions. Students are re-learning how to be back on campus and in classrooms after 18 months out of school. We see a great need to continue to reeducate our students in proper school behaviors. Behavior management is emphasized on by every staff member but we still see a need here. We feel our Fred Jones behavior management needs to become a focus again.

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

We will continue with incentives to students for good behaviors and will work on positive redirections. The Principal or Assistant Principal will follow up thoroughly on every incident reported to ensure safety for students and staff.

Attendance is not where it should be so we will stress to families and students that all students are to attend school every day when healthy. We will continue to be diligent in our SARB process and in positive incentives and rewards for good attendance.

Building relationships is a continued area of need to ensure students want to come to school and feel safe and cared for at school. With parents being off campus for so long we know we need to rebuild these relationships. We look forward to a time we can open our doors and have family events again as we see a need to have parents on campus for parent education and to build relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	Months 1-9 were an average of 89%	95%
Suspension rates	65 suspensions so far for the 2022-2023 year - This is 17% of our students receiving at least one suspension. Three of these students were special education students who	Suspension numbers below 40 and less than 7% of the students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	eventually were placed into behavior programs.	
Parent attendance taken at parent and family events	Open House was our first event this year. Every parent was happy and teachers have never seen such an amazing turn out. Most classes had all but 2 or 3 students' parents attend!	At least fifty parents will attend family events. At least twenty parents will attend parent education events.
SARB letters and meetings	Letter 1 - 221 Letter 2 - 97 Letter 3 - 60 School site SARB meetings - 157 SARB hearings - 4	Letters and meetings to decrease by 10 %

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide programs and incentives for students for attendance and behavior

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
1500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Student recognition

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

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

Strategy/Activity 3

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

All students

Strategy/Activity

Parent communication and translations

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

Amount(s)	Source(s)
3,500	LCFF - Supplemental
500	Title I

Strategy/Activity 4

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

All students

Strategy/Activity

Parent education

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

Amount(s)	Source(s)
4,400	LCFF - Supplemental
1,600	Title I
250	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

Strategies 1 and 2 were for incentives and programs to improve attendance and student behaviors. Suspensions, expulsion and behavior issues increased dramatically this year. Students received certificates for character and books and PAWS as rewards for good behavior. We started the year with Kindness as a overarching theme. Staff and students did many activities on kindness including sharing kind messages and earning links for a huge kindness chain that stretched across our play yard. We did have Valley Community Counseling continue with student counseling and added Sow A Seed for group counseling twice a week. Counselors were on campus five days a week which was very good for students. Attendance decreased from what we had set as a metric last year. We continued with SARB as we had in the past. This year we have sent out more Letter 1's, Letter 2's, and Letter 3's than in the prior year. The Principal had more parent attendance site and district SARB meetings this year than last year.

Strategies 3 and 4 were for parent communication, education and translations. There was great need for the translations and we communicated frequently. This year more communication was by email and texting. Due to closed campus and vaccination requirements, parent events did not all happen. We did have Open House and parent attendance at Open House was our best ever. We feel parents want to be on campus

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

Student behaviors and parent concerns over their students at school were at an all time high. Site administration processed and investigated every referral or concern. We tried to contact parents on small issues that we typically hadn't in the past, to work to reassure them their children are safe at school.

Covid was a huge issue for attendance rates. Students and staff were quarantined frequently. Even as restrictions eased up we still had many absences and quarantines due to Covid.

Due to Covid-19 school closures, many of our planned expenditures did not occur. We were not able to have assemblies to pass out rewards and incentives as we had intended. We presented Student of the Trimester certificates in the classrooms. Honor Roll disappeared as 4th and 5th graders do not receive grades on their report cards any more.

We did not do any parent education programs but we noticed an incredible increase in the numbers of parents attending Open House. Interestingly, with the option for parents to do IEPs and SSTs online, we had much better parent attendance at these meetings.

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

We do see a need for increased counseling for students due to Covid. We hope attendance will go back up as Covid fades. We will continue our incentives and rewards for positive behavior and good attendance. We will follow SARB guidelines, sending letters and having meetings with parents. If allowed, we will attempt parent education programs.
We also will focus back on our tried and true Fred Jones management strategies.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

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

Identified Need

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

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

Growing libraries and increasing classroom libraries are needed to ensure students can find books they want to read, to help develop them into readers.

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Reading	The 2020-2021 CAASPP reading score percent above is 9.91 and the percent at or near is 51.89.	CAASPP percent above and percent at or near will increase
STAR reading results	Class averages showed more students below grade level than at or above grade level.	Growth of .4 average instructional levels every trimester.
Library books checked out "for fun", not during class time.	We had on average 25 students per week checking out books aside from the mandatory class library time.	30 students per week will check out books on their own time (outside of the mandatory class library time)
Read aloud time	All but 3 classes have read aloud time.	All classrooms will do read alouds daily.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Reading/Literacy Professional Development and teacher subs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Read Across America day/evening event and books

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF - Supplemental
2000	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase classroom libraries with fiction and non-fiction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

2,200	Title I

Strategy/Activity 4

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

All students

Strategy/Activity

Increase library with fiction and non-fiction books

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

Amount(s)	Source(s)
2000	LCFF - Supplemental
2000	Title I

Strategy/Activity 5

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

All students

Strategy/Activity

Real life classroom periodicals

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

Amount(s)	Source(s)
2800	Title I

Strategy/Activity 6

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

All students

Strategy/Activity

Priority Individualized Reading (PIR) books for differentiated reading groups

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

Amount(s)	Source(s)
3000	Title I
2,500	LCFF

Strategy/Activity 7

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

All students

Strategy/Activity

Promote love of reading and summer reading with books and promote a culture of reading

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

Amount(s)	Source(s)
9500	Title I
1000	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to Covid 19 school closures some activities were changed to meet the immediate needs of the students in a new learning environment.

Reading is a focus at Central School. Teachers used data to differentiate reading instruction for students. Teachers did small group literacy work to the greatest extent they could while keeping students safe.

Strategy 1 was on providing reading professional development to teachers. All teachers participated. The professional development on Interactive Read Alouds was very well received and is being used in the classrooms. We also had a full BBD on Interactive Read Alouds. All but 3 classes did read alouds consistently.
Strategy 2 was for Read Across America which we did not get to do due to Covid restrictions.
Strategy 3 increased classroom libraries. Teachers saw an increase in books from their classrooms checked out due to more variety of books for students.
Strategy 4 increased our library with fiction and non-fiction books. Our goal was to have 25 students a week check out books outside of their weekly time. Last year we had about 20, this year

we have 30 on average. Our library was packed at lunch! We actually had to put a limit on students coming to the library as it became too crowded.
Strategy 5 was to use periodicals in classrooms. All except one classroom used these monthly.
Strategy 6 was to purchase books for our Priority Individualized Reading time. CAASPP reading scores for students above standard and at or near standard went from 54.89% to 61.80% . We feel our literacy focus is evident with student growth like this.
Strategy 7 increased summer reading and love of reading for our students. We were again able to build student libraries with birthday, holiday and summer books.

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

Due to Covid-19 many of our planned expenditures did not occur. We were not able to do differentiated Priority Individualized Reading (PIR) reading time as we had planned, however most teachers did do small reading groups with their students. For most of the year teacher were very cautious about students from different classes mixing so that was not done. After school reading intervention did happen for many grade levels.
Instead of a family Read Across America event we had 100% of the staff and students participate in a silent reading time that day. We encouraged parents to do this at home also.

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

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	$223,917.00

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	$138,106.00

Subtotal of additional federal funds included for this school: $138,106.00

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	$10,150.00
LCFF - Supplemental	$75,661.00

Subtotal of state or local funds included for this school: $85,811.00

Total of federal, state, and/or local funds for this school: $223,917.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Nancy Morgan Link	Principal
Katrina Carvalho	Classroom Teacher
Sheri Hoerth	Classroom Teacher
Kellie Cabico	Classroom Teacher
Tatiana Gomez	Parent or Community Member
Shannon Moore	Parent or Community Member
Julia Soto	Parent or Community Member
Tiffany Aldridge	Parent or Community Member
Lisa Frymeyer	Parent or Community Member
Sandra Vasquez	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Nancy Morgan Link on May 10, 2022
	SSC Chairperson, Tatiana Gomez on May 10, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Duncan Russell Community Day School	39 75499 3930393	May 10, 2022	May 24, 2022

Purpose and Description

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

Schoolwide Program

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

Our plan has been developed with input from all appropriate educational partners. The groups used to develop our plan are School Site Council, classified and certificated employees, parents and community members. Duncan-Russell Community Day School will provide a variety of ways for parents and guardians to be active in their student's education. The opportunities range from serving on School Site Council, School Safety Committee, and Parent Education Workshops. Duncan-Russell Community Day School is an innovative, individualized and technologically progressive school site. We provide a blended model of direct instruction and online curriculum in a positive and safe learning environment. It will emphasize communication and use of technology. Duncan-Russell will provide an opportunity for all students to overcome barriers through developing

characteristics of GRIT, increase individual and group counseling, in order to be productive in meeting tomorrow’s challenges.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Needs Assessment process with our educational partners included input from formal online surveys with partners and informal feedback from students and on-site staff.

~ TUSD 2022 Educational Partners Survey - School Climate & Safety

Students: 79% believes the school encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and 79% believe teachers recognize the work they are doing. 81% Strongly Agree or Agree they feel comfortable working with classmates and participating in class. 74% report they believe the school motivates students to learn. 76.92% believes school communicates the importance of respecting all cultural beliefs and practices, 91% Strongly Agree or Agree they feel safe while attending class and 79% feel safe from gang activity and gang violence at school. 73% believes the buildings and grounds are clean and well maintained.

Parents: 100% of parents Strongly Agree or Agree this school motivates students to learn, 100% feel that the school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality, 73% feel that the school communicates the importance of respecting all cultural beliefs and practices, 93.33% feel comfortable talking with their teacher, 85.72% feels comfortable talking with the school's Principal, 80% feel comfortable talking to the counselor, 100% of the staff responds in a timely manner, and 100% of the office staff is friendly and professional. 86.66% Strongly Agree or Agree the buildings and grounds are clean and well maintained.

Staff: 94.12% believes Duncan Russell encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and 100% believe the school/department communicates the importance of respecting all cultural beliefs and practices. 88.89% believe colleagues at work treat them with respect and the school/department collaborate to achieve our school goals. 77.78% feels the staff members are recognized appropriately for their efforts and accomplishments. 77.78% feel that our district ensures effective communication across the organization. 100% feels prepared to respond in an emergency and 100% Strongly Agree or Agree the workplace is safe. 77.78% Strongly Agree or Agree the buildings and grounds at the school are clean and well maintained with 22.22% disagreeing.

Summary

After returning from Distance Learning and Hybrid learning there is a decline in the overall positive feeling of being back in person and that there is a need to continually express behavior expectations. There were gains made in communication with parents between the school administration and the counseling department. The educational partners identified two main areas of growth. One being the 23.08% difference in teacher and students perspectives in respect to the school communicating the importance of respecting all cultural beliefs and practices. Another area identified for growth is the upkeep and maintenance for the grounds and school facilities. More information is needed in both areas in order to identify specific area(s) to address the need.

Classroom Observations

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

~ All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. There is a focus on learner engagement. Teachers are encouraged to reflect on their practices, teaching strategies and collaboration with colleagues.

~ Instructional Rounds: Observe learner engagement, relevance & building of relationships with students.

~ Evaluation Observations: There were two certificated evaluations and two para-educators evaluated this year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers, para educators, administrative staff and School Site Council have analyzed assessment data from Fast Bridge in the areas of reading, math and MySaebrs. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards nor are we able to use the California Dashboard data due to no available data. Fastbridge assessments are done at the beginning and end of the school year. Teachers are utilizing assessment tools in Study Sync and Edgenuity - MyPath, ELPAC assessments and previous state assessments.

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

~ Edgenuity My Path is providing individual modifications to increase student learning via Assessments and Learning Paths.

~ ELPAC assessments are used to provide accommodations in Study Sync

Summary
Duncan Russell Community Day School continues to consistently implement quarterly assessments on student progress. Based on needs assessments feedback the structure and timing of Fastbridge assessments will need to be modified.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

~ 1 Single subject Clear English with a mathematics authorization
~ 1 Single subject Social Studies and one Multiple subject teaching credential
~ 1 Special education teacher with multiple subject teaching Clear Teaching Credential and Learning Handicapped Clear Credential - position filled by a special education substitute teacher
~ 1 Para-Educator
~ 1 Special Education Para-Educator

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

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of preservice and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers participate in District Departmental Meetings on a regular basis. Duncan Russell's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap. Teachers participate in Professional Learning Communities (PLC) planning cross-curricular lessons and activities.

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

~ 5 District school days dedicated to staff development and continuous improvement
~ 14 Site days dedicated to staff development and continuous improvement

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

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

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

~ Due to the instructional minutes requirement for community day schools and confines within the teacher contracts, the community day does not have early release days. As a result, teachers have a common preparation period and are able to participate in limited site professional development opportunities, district staff development at least once a month when certificated staff have an additional hour on Early Release Mondays.
~ All teachers at the community day school have a common preparation period before the start of the school day for collaboration and planning of cross curricular activities.

Teaching and Learning

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

~ All textbooks adopted from the most recent state approved and local governing board approved list.
~ All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
~ All students, including English Learners have access to their own textbooks, instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and at home.

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

~ All students attend the community day 360 minutes a day. Duncan Russell adheres to the recommended instructional minutes.

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

~ In most classes, the maximum enrollment is 20 students per class. Students are grouped by grade level, 7th - 9th and 10th-12th for core content instructions. Courses such as Physical Education and Art are blends of 7th-12th graders. Lesson pacing is based on the student needs and when they onboard. The student population is fluid and could change on a daily basis. Teachers have the flexibiity to block schedule, create collaborative units, and move students to next course in order to meet their graduation goals.

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

~ All students have access to class materials.
~ All students have access to textbooks and instructional materials to use at home.
~ All students have online/technology access in classrooms and/or at home.

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

~ Edgenuity - online a-g courses
~ Study Sync
~ Edgenuity online curriculum including MyPath ELA and Math

Opportunity and Equal Educational Access

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

~ Students receive individualized attention to meet their academic and personal needs.
~ Students receive credit recovery via direct instruction.
~ Students receive credit recovery via online platforms.
~ General Education para educator: push-in.
~ Opportunities for after school support and intervention.
~ Opportunity for students to meet with outside counselors.

Evidence-based educational practices to raise student achievement

~ SDAIE support and instructional strategies
~ MyPath in Edgenuity
~ Questioning, summarizing, check for understanding
~ Breaking assignments down into smaller chunks
~ Activating prior Knowledge
~ Cross-Curricular Planning and Instruction
~ Project based learning

Parental Engagement

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

Duncan Russell provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:
~ Onboarding (Intake) process
~ Serving on School Site Council
~ Safety Committee
~ ELAC Committee
~ Academic Progress Reports
~ Parent/Teacher Conferences
~ Individualized Education Plan Meetings
~Alternative Education Parent Workshops with the principal

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

~ School Site Council
~ Site and District ELAC
~ Parent/teacher conferences
~ Quarterly Meetings with administrator and school counselor

Funding

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

~ Edgenuity MyPath
~ Project Based Learning
~ Refreshments for Alternative Education Parent Workshops
~ Parent Newsletters
~ Professional Learning
~ Promote positive school Climate
~ Family Engagement
~ MTSS

Fiscal support (EPC)

Local Control Funding Formula (LCFF)
LCFF Supplemental
Title 1

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Duncan Russell works together with educational partners to create a SPSA that is representative of overall goals, instruction, and growth. Teachers, administrators, para-educators and members of School Site Council evaluate data and listen to student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from Fast Bridge scores and Stakeholder survey is discussed.

~School Site Council Meetings, ELAC and Alternative Education Parent Workshops held consecutively, every quarter.

Resource Inequities

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

Duncan Russell serves students who are expelled or SARB'd (Student Attendance Review Board placement). Attendance, tardiness and behavior problems keep students out of school or attending consistently in remedial academic supports or mental health services. The students who are being SARB'd or expelled are Socioeconomically Disadvantaged at 75%, Hispanics at 50%, English Learners at 35% and Pacific Islanders at 15%. After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, more activities on campus is needed, and continued multi-tiered mental health services.

~ Increase parent engagement with our largest subgroup of students - Hispanic population. There is a need for a Bi-lingual parent liaison.
~ We have a high percentage of long-term English Learners.
~ A need to analyze and monitor their academic language growth supporting the ability to reclassify as English Proficient.
~ Additional support, such as strategies and engaging reading support, allowing access to grade level content.

~ Due to suspension rates for vaping and use of contraband - the need to address substance use is a great demand.
~ Career planning opportunities/activities
~ Lack of funding for adequate Behavior Intervention staff

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	2	4	
Grade 8	4	2	3
Grade 9	1	5	4
Grade 10	15	11	3
Grade 11	7	6	9
Grade 12	2	2	1
Total Enrollment	31	30	20

Conclusions based on this data:

1. Low student enrollment at the beginning of the school year - possibly due to distance learning

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	7	9	7	22.6%	30.0%	35.0%
Fluent English Proficient (FEP)	6	3	1	19.4%	10.0%	5.0%
Reclassified Fluent English Proficient (RFEP)	0	0	4	0.0%	0.0%	44.4%

Conclusions based on this data:

1. Increase our percentage of EL reclassifications.
2. Yearly increase of EL population

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 7	*	7		*	6		*	6			85.7	
Grade 8	*	5	*	*	4	*	*	4	*		80	
Grade 11	*	*	11	*	*	7	*	*	7			63.6
All Grades	15	14	14	15	12	10	15	12	10	100	85.7	71.4

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 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	8.33	*	20.00	8.33	*	26.67	50.00	*	53.33	33.33	*

2019-20 Data:
Executive Order N-30-20 was issued 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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	13.33	16.67	*	26.67	58.33	*	60.00	25.00	*

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

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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	35.71	50.00	*	64.29	41.67	*

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

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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.67	8.33	*	53.33	66.67	*	40.00	25.00	*

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	53.33	75.00	*	46.67	16.67	*

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

Conclusions based on this data:

1. No data for 20-21
2. Decline in number of students tested

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 7	*	7		*	6		*	6			85.7	
Grade 8	*	5	*	*	4	*	*	4	*		80	
Grade 11	*	*	11	*	*	7	*	*	7			63.6
All Grades	16	14	14	16	12	10	16	12	10	100	85.7	71.4

* 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 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	8.33	*	0.00	0.00	*	12.50	25.00	*	87.50	66.67	*

2019-20 Data:
Executive Order N-30-20 was issued 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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	0.00	16.67	*	100.0	75.00	*

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

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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	13.33	25.00	*	86.67	66.67	*

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

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 7	*	*		*	*		*	*	
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.33	*	40.00	33.33	*	60.00	58.33	*

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

Conclusions based on this data:

1. No Data for 2020-2021

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
7	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades										12	8	4

2019-20 Data:
Executive Order N-30-20 was issued 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
10		*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*

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

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
10		*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	12	*	*

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

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
10		*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	12	*	*

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

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
10	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

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

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
10		*	*	*	*	*		*	*	*	*	*
11	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

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

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
10		*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

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

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
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	12	*	*

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

Conclusions based on this data:

1. Number of students tested deceased during distance learning.

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**
20	**75.0**	**35.0**	**5.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	35.0
Foster Youth	1	5.0
Homeless	1	5.0
Socioeconomically Disadvantaged	15	75.0
Students with Disabilities	3	15.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	10.0
American Indian or Alaska Native	1	5.0
Asian	1	5.0
Filipino		
Hispanic	10	50.0
Two or More Races	1	5.0
Native Hawaiian or Pacific Islander	3	15.0
White	2	10.0

Conclusions based on this data:

1. Hispanic students is the largest population at Duncan Russell

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** No Performance Color	**Suspension Rate** Orange
Mathematics No Performance Color		

Conclusions based on this data:

1. Students expelled from comprehensive middle and high school is the population enrolled at DR

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

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

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough students tested

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 1		Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough students tested

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

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

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

Conclusions based on this data:

1. No data.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. No Data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
6.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
15	1	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	7.7	Less than 11 Students - Data Not Displayed for Privacy
0	13	0

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. No Data

2. At least 40% of students enrolled at community day school have been placed due to lack of attendance at other school (SARB).

School and Student Performance Data

Academic Engagement
Graduation Rate 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. No data - Graduation from DRCDS is not an option,

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
33.8	31.3	Less than 11 Students - Data Not 1
Declined -2.1	Increased +2.1	
80	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	No Performance Color
	34.8	Less than 11 Students - Data Not 7
	Declined -0.5	
	66	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 10		No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 30 Increased +2.2 50	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 2	No Performance Color 36.4 Declined -6.5 11

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	35.8	33.8

Conclusions based on this data:

1. Decrease of 2% suspension rate from 2018 to 2019
2. Suspension days from the the comprehensive sites follows the students
3. 75% of students have been expelled from comprehensive sites

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

1. improvement in reading and math scores/grade levels
2. access to curriculum that meets students where they are academically
3. focus on English Learners
4. professional development and team planning
5. introduce and implement STEM activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge aReading and aMath	Upon On-boarding and/or quarterly and upon exit of program	All students improve one grade level a quarter.
Project Based Learning and Beyond	Baseline 2022-2023	Increase critical thinking for all students, while providing hands on activities Address data collection to determine student academic growth Reduce number of students failing content courses
CTE Exploration Labs	Baseline 2022-2023	Alll student complete 4 CTE Exploration Moduals
Staff Planning Days	Baseline 2022-2023	Provide for Team Planning and Professional Development-STEM Implementation at least 2 per year
STEM Implementation	Baseline 2022-2023	Increase number of STEM lessons and activities incorporated in core content subjects by 2%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

Utilize Fastbridge Assessment upon On-boarding (enrollment), quarterly and exit ($0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

~All students

Strategy/Activity

Provide access to Project Based Learning and Beyond Activities ($400)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
400	Title I
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged, Foster Youth students

Strategy/Activity

Provide hands on activities via CTE Exploration Labs and learning platform ($2500)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I
1000	LCFF - Supplemental

Strategy/Activity 4

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

~All students

Strategy/Activity

Staff Planning Days - Implementation of STEM Activities and CTE Exploration Labs ($1000)

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

Amount(s)	Source(s)
300	LCFF
700	LCFF - Supplemental

Strategy/Activity 5

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

~All students

Strategy/Activity

Provide/purchase STEM (NGSS aligned) Activities and Materials for all students ($500)

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

Amount(s)	Source(s)
250	Title I
250	LCFF - Supplemental

Strategy/Activity 6

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

All Students

Strategy/Activity

Provide general classroom support:
Supplies & materials ($2100)
PE, Art, Electives ($1500)
Classroom Library Books ($500)
Consumables and intervention materials ($600)

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

Amount(s)	Source(s)
2300	LCFF
2100	Title I
300	LCFF - Supplemental

Strategy/Activity 7

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

All Students

Strategy/Activity

Group Counseling (Sow-A-Seed) ($0)

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8

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

All Students

Strategy/Activity

Provide Technology materials and supplies ($2000)

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

Amount(s)	Source(s)

2000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Students are assessed upon onboarding (enrollment) and placed in appropriate courses. This enable students to raise their reading and math levels as well as have knowledge about their academic needs. The rate at which we need to access needs to be adjusted in order to account for the fluidity of our student population. This is a change in that rather then use Renaissance and Fastbridge, which caused many students to experience testing fatigue, we will use the district adopted assessment tool and modify the times administered.

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

No expected major differences

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

No changes to this anticipated.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Students who attend DRCDS are either expelled, assigned by the Attendance Review Board (SARB'd) or two or more semesters deficient in credits needed to graduate from high school. Student are in need of multiple levels of support while attending school. Negative behaviors and poor choices are prevalent in our student population. Students are in need of positive academic experiences, wrap around services and classroom instruction where teacherss are prepared to redirect behaviors that impedes students from learning.
1. Skills to improve academic progress
2. Use of technology and appropriate digital citizenship
3. Staff Development - De-escalating behaviors in the classroom
4. Communication - Safety materials and training
5. Counseling services
6. Improve school climate
7. Parent Involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of coursework: Strategies for Academic Success	Continue with Edgenuity	All students will complete Strategies for Academic Success Course Master Schedule
Technology in the classroom - Digital Citizenship Coursework	No baseline-first year of implementation.	All student will complete Digital Citizenship coursework Master Schedule
Staff Development	No baseline - first year of implementation	50% decrease of in-class escalation of negative behaviors
Communication	No baseline	100% alternative access to communication with site/district administration
Group Counseling	Second year of implementation	100% of students will complete

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Vape Educate	First Full Year of Implementation	100% of students assigned course will complete
Parent participation and involvement	Second year of face to face implementation	3% of parents in attendance

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Edgenuity Online Learning Platform - Strategies for Academic Success ($0)

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

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

All Students

Strategy/Activity

Online Digital Citizenship - Edgenuity ($0)

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

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

All Students

Strategy/Activity

Provide access to Staff/Professional Development that will focus on dealing with student behaviors. ($1000)

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

Amount(s)	Source(s)
200	LCFF - Supplemental
800	Title I

Strategy/Activity 4

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

All Students

Strategy/Activity

Access Alternative communication (Radio) ($2000)

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

Amount(s)	Source(s)
1400	LCFF
600	LCFF - Supplemental

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide wrap around serves to address the mental health needs of students. ($0)
Individual and group counseling services
Sow-A-Seed
Child Abuse Prevention
Community Medical Health Services

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

Amount(s)	Source(s)

0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve school climate and decrease the number of students vaping on campus - Vape Education ($0)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Increase Parent Communication and their attendance at Parent Workshops ($700)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	LCFF
500	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to an increase in violations related to vaping an online course for all students have started. The goal is for all students to complete the content while attending. This is different than the previous goal due to a rise in vaping on school grounds during the academic day. Parent participation continues to rise. The part time Parent Liaison has been instrumental in building parent relationships with the school site.

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

No major differences.

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

Continue with utilizing a dedicated employee to assist with positive recognition of attendance and academic improvement.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

Increase overall school climate among students.

Identified Need

Students need a school environment where they are engaged and have activities that they enjoy. Students who attend community day schools attend for 360 minutes per day. Having activities they enjoy and partiipate in keeps them engaged.
1. Improve bathroom facilities
2. GRIT student activities
3. Student Newsletter

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Response on LCAP Climate Survey - Stakeholder Survey	20% of students and parents believe the school building and grounds could improve the condition of student bathrooms	Increase overall rating on condition of facility to 90% Add 4 non-academic structured activities
Completion of GRIT Activities Student GRIT Awards	75% of students supported at school - Master Schedule change to include course in daily schedule address mental health concerns	Increase rating of a climate that fosters safety, security and support at school to 90%
Student published newsletter	No Baseline	Complete 1 student newsletter per semester

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

Strategy/Activity 1

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

All students

Strategy/Activity

Provide campus appreciation activities and structured non-academic activities ($1000)

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

Amount(s)	Source(s)
550	Title I
450	LCFF - Supplemental

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide materials and supplies to recognize student achievements (activities and awards GRIT, Attendance, etc) ($750)

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

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

Strategy/Activity 3

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

EL Students

Strategy/Activity

Create and send out a Student Newsletter, published by students ($200)

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

Amount(s)	Source(s)
50	LCFF
150	LCFF - Supplemental

Strategy/Activity 4

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

All Students

Strategy/Activity

Provide all student materials ($3,200)
Service Contracts for equipment (ex. copier) ($350)
Postage ($300)
Provide/attend staff development for alternative education campuses (Conferences) ($1,500)

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

Amount(s)	Source(s)
3003	LCFF
1567	Title I
1020	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The stakeholder survey indicates an increase in a positive school climate is need as well as maintaining the facility. Needs assessment feedback from students indicate they are bored during breaks and didn't have anything to do. Celeberations and acknowledgement of student achievements has been overshadowed with the number of expulsions, vaping incidents and staffing shortages. We will continue to work towards accomplishing this goal.

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

Student celebrations have been limited this year. GRIT activities have not occurred during designated study hall period.

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

Percentages have been raised on this goal and changes to include GRIT activities will be implemented.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$22,340.00

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	$9,667.00

Subtotal of additional federal funds included for this school: $9,667.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF	$7,503.00
LCFF - Supplemental	$5,170.00

Subtotal of state or local funds included for this school: $12,673.00

Total of federal, state, and/or local funds for this school: $22,340.00

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Traci L Mitchell	Principal
Brandy Chavarria	Classroom Teacher
Maribel Manzo	Other School Staff
Teresa Garcia	Secondary Student
Irma Sedano	Parent or Community Member
Esmeralda Valencia	Parent or Community Member
Cynthia Gomez	Parent or Community Member
Albino Arevalo Juarez	Parent or Community Member
Alma Garcia	Parent or Community Member
Albin Arevalo	Secondary Student
Jonathan Delgado-Gomez	Secondary Student
Anthony Irizarry	Classroom Teacher
Megan Dahlen	Classroom Teacher
Carolyn Riddle	Classroom Teacher
Anthony Crivello	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/10/2022.

Attested:

Principal, Traci L Mitchell on 5/10/2022

SSC Chairperson, Brandy Chavarria on 5/10/2022

School Site Council Membership

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

1 School Principal

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

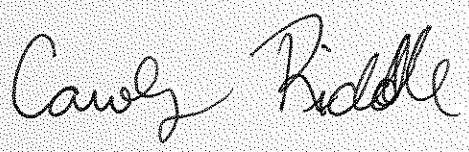
0 Secondary Students

Traci L Mitchell	_ Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Brandy Chavarria	Principal _ Classroom Teacher _ Other School Staff Parent or Community Member Secondary Student
Maribel Manzo Teresa Garcia	Principal _ Classroom Teacher ✓ Other School Staff Parent or Community Member Secondary Student
Teresa Garcia	Principal _ Classroom Teacher Other School Staff ✓ Parent or Community Member _ Secondary Student
Irma Sedano	Principal Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student

Esmeralda Valencia Esmeralda Valencia	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Cynthia Gomez	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Albino Arevalo Juarez Albino Arévalo Juárez	Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member Secondary Student
Alma Garcia Alma D Garcia	Principal Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
	Principal Classroom Teacher Other School Staff _ Parent or Community Member Secondary Student

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

Esmeralda Valencia	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Cynthia Gomez	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Albino Arevalo Juarez	Principal _ Classroom Teacher _ Other School Staff _ Parent or Community Member Secondary Student
Alma Garcia	Principal Classroom Teacher _ Other School Staff _ Parent or Community Member _ Secondary Student
Albin Arevalo Albin Arevalo	Principal Classroom Teacher _ Other School Staff Parent or Community Member _ Secondary Student
Jonathan Delgado-Gomez Jonathon Delgado-Gomez	Principal Classroom Teacher Other School Staff Parent or Community Member _ Secondary Student
Anthony Irizarry	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student

Megan Dahlen Berg	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Carolyn Riddle 	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Anthony Crivello	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student

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

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Art Freiler School	39-75499-6118699		

Purpose and Description

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

Schoolwide Program

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

Our plan has been created with input from all appropriate educational partners. Input from staff was collected during a staff meeting and a draft of this plan was reviewed by each grade level. During this review additional input was provided as well. School Site Council and the Freiler Staff Parent Association also provided input that served to shape the goals outlined in this document.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Winter 2021 MySAEBRS Survey - Students in grades 2-8 are surveyed on social-emotional learning. General categories are academics, emotions, and behavior.
Areas of Strength

- more than 85% of students in grades 3 and 5 report a strong perception of their academic ability
- more than 84% of students in grades 3 and 4 report a strong ability to regulate internal states, adapt to change, and respond to stressful or challenging events

Areas for Growth

- 61% of students in grade 2 report a strong ability to maintain age appropriate relationships with peers and adults
- 67% of students in grade 6 score as low risk for social, academic, and emotional behaviors that will negatively impact learning

2019 California Healthy Kids Survey - Students in grade 7 are surveyed on healthy choices. General categories are school connectedness, school climate and culture, school safety, social-emotional learning, and student supports.
Areas of Strength

- 81% of students report having high academic motivation
- 80% of students report adults at the school have high expectations for them
- 97% of students report never using marijuana

Areas for Growth

- 48% of students report having mean rumors or lies spread about them in the last 12 months
- 39% of students report having experienced chronic sadness or hopelessness in the last 12 months
- 18% of students report considering suicide in the last 12 months

2022 Local Control Accountability Plan Survey - Students in grades 4-8, staff, and families are surveyed on school climate and safety.
Areas of Strength

- 97% of parents report the school grounds are clean and well maintained
- 97% of parents report the rules of the school clearly communicated
- 95% of students report they know the school rules
- 100% of staff report the school collaborates to achieve it's goals
- 96% of staff report they are treated with respect by their colleagues

Areas for Growth

- 71% of students report the school motivates students to learn
- 62% of staff report Tracy Unified ensures effective communication

Classroom Observations

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

Site administration works to complete non-evaluative observations in 30% of classrooms weekly. During these observations the "Rigor, Relevance, Relationships" rubric is used to provide feedback to teachers designed to support continuous improvement of instruction. These observations show learner engagement to be the greatest strength and rigorous learning environment to be the greatest area for growth.

Teachers are also observed through the formal evaluation process. All intern and probationary teachers receive formal evaluative feedback on each of the six California Standards for the Teaching Profession. Permanent teachers receive

feedback on Creating and Maintaining an Effective Environment for Learning, Understanding and Organizing Subject Knowledge, and a third standard of their choice.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers and staff engaged in target and claim analysis based on 2021 California Assessment of Student Performance and Progress (CAASPP) results. This analysis aligned targets and claims from state assessments to specific standards and units of study in English Language Arts (ELA) and Mathematics. Notable findings from this analysis includes:

Areas of Strength

- 68% of students scored at, above, or near grade level standards for ELA in grade 6
- 71% of students scored at, above, or near grade level standards for ELA in grade 8
- 69% of students scored at, above, or near grade level standards for Math in grade 4
- 67% of students scored at, above, or near grade level standards for Math in grade 6

Areas for Growth

- 46% of students did not meet grade level standards for ELA in grade 3
- 52% of students did not meet grade level standards for Math in grade 5
- 55% of students did not meet grade level standards for Math in grade 8

Teachers and staff also engaged in analysis of 2021 English Language Proficiency Assessments for California (ELPAC). This analysis focused on measuring individual student growth when compared to 2020 ELPAC results.
Areas of Strength

- 10% of English Learner students met ELPAC performance criteria to qualify for reclassification
- 22% of students moved forward one proficiency level

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

Rigorous Curriculum Design assessment data is regularly reviewed within Professional Learning Communities and grade level teams. These assessments are standardized across Tracy Unified School District and are used to inform about student proficiency and progress. Results from these assessments are used to identify instructional strengths and areas for focus.

Professional Learning Communities and grade level teams use Hattie's Effect Size to measure student learning with the intent of identifying instructional practices that lead to the greatest gains in student achievement. Grade level teams collaborate to create formative assessments, intervention, and enrichment based on assessment results, and to re-assess to measure growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

During the 2021-2022 school year Art Freiler School employed 36 fully credentialed teachers.

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

Teachers engage in continuous professional development throughout the year. Weekly Early Release Monday meetings allow for teachers to collaborate within their Professional Learning Communities and participate in activities to improve the quality of instruction, including professional development focused on English Language Development teaching strategies, Kagan cooperative learning structures, and Advancement Via Individual Determination (AVID) strategies.

Teachers also participate in professional development provided by the Professional Learning and Curriculum department of Tracy Unified School District. During district-wide Early Release Monday activities teachers in grades K-5 reviewed assessment data and prepared to implement STEM integrated units of study. In grades 6-8 teachers took part in professional development with teachers from other sites that focused on their subject area.

All teachers have access to print and digital instructional materials. Materials are also provided for all students in compliance with California's Williams Act that ensures equitable access to educational materials for all students.

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

All professional development is carefully planned and delivered with consideration for Common Core State Standards, Next Generation Science Standards, student performance data, and individual or collective professional needs.

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

Teachers new to the profession participate in the Tracy Teacher Induction Program (TTIP), where they are partnered with a peer coach, meet weekly to discuss progress, and participate in ongoing professional development together. Monthly workshops are held by Tracy Unified's Professional Learning and Curriculum department that focus on instructional practices centered around writing, inquiry, collaboration, organization, and research. Teachers may volunteer or be referred to the Peer Assistance and Review program where tenured teachers work collaboratively to improve the quality of instruction. In addition, Tracy Unified has partnered with the International Center for Leadership in Education and leadership academies are provided with a focus on increasing the level of rigor, relevance, and student engagement evident in lesson design and execution.

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

Teachers collaborate within their grade level regularly to plan lessons, review data, and share instructional strategies. Teachers also engage in cooperative meetings where they are homogeneously grouped based on grade level and regularly share ideas, viewpoints, and strategies. These cooperative meetings ensure that all voices are heard and a variety of diverse viewpoints are shared about site-wide decisions.

Teaching and Learning

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

Curricular materials are adopted through a volunteer committee from a variety of school sites and balanced by grade band (K-2, 3-5, and 6-8). The committee receives ongoing training in standards related to the content area. After extensive review and piloting, the curriculum committee members vote recommend one set of curricular materials to the Curriculum Council. The council, which consists of teachers or administrators from each school site reviews the recommendation and makes a final recommendation to the school board. Teachers receive ongoing professional development in instructional practices that integrate the use of curriculum and materials.

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

Daily schedules for classes in K-5 are structured in a manner that guarantee all students engage with reading, language arts, and mathematics for at least the minimum number of recommended instructional minutes daily. For grades 6-8 students attend classes for English Language Arts and Mathematics that are 56 minutes Tuesday - Friday and 44 minutes on Mondays.

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

Teachers from various sites have used the Rigorous Curriculum Design model to create units of study that allow for re-teaching and intervention as a part of the cycle of instruction. Intervention is embedded into the day for all grade levels.

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

Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

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

All curriculum adopted by Tracy Unified School District is in accordance with the State Board of Education's recommendations. These materials are aligned to Common Core State Standards and provide opportunities for enrichment and intervention based on the individual needs of students.

Opportunity and Equal Educational Access

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

Students display their prior knowledge through formative pre-assessments before the start of each unit in English Language Arts and Mathematics. These pre-assessments are used to identify knowledge gaps and remediation is built into the foundation of lessons based on these results. Students also regularly participate in a variety of formal and informal formative assessments and teachers design intervention and enrichment opportunities based on these results.

Students who are English Learners receive daily Designated English Language Development instruction. Students in kindergarten receive 15 minutes of Designated English Language Development instruction daily, while students in grades 1-5 receive 30 minutes daily. In grades 6-8 students who are English Learners enroll in the English Language Development elective course.

Students with learning disabilities receive resource support consistent with their Individual Educational Plan (IEP). This support allows for students to address specific goals to improve their educational outcomes. A resource teacher and resource paraprofessional either push into classrooms to support student learning or pull students out of class to work individually or in small groups.

Also, students have access to mental health counseling through Community Medical Centers, academic and social counseling through a credentialed school counselor, and mentorship through Sow-A-Seed Community Foundation. When students struggle with emotions or decision making that has a measurable negative impact on their education they are eligible to meet with a counselor with the goal of developing social-emotional skills to improve their academic success.

Evidence-based educational practices to raise student achievement

Students regularly engage in learning experiences through the use of cooperative learning structures. These structures are designed for students to display positive interdependence, individual accountability, equal participation, and simultaneous interaction.

In science lessons and activities students are led through the 5E process: Engage, Explore, Explain, Extend, and Evaluate. This lesson design allows students to engage in a hands-on science approach with their questions answered as they explore phenomena.

Students who are English Learners regularly sentence patterning charts, text deconstruction, and text reconstruction to develop academic vocabulary and language proficiency.

In all classes students routinely display their thinking and knowledge through the use of graphic organizers. in grades 6-8 students use a process termed "focused note-taking" to annotate, review, and analyze their classroom activities and learning.

Parental Engagement

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

Students have access to after school support through multiple means. Grades K-5 regularly hold homework and reading clubs where students can receive help in completing assignments or read books to earn Accelerated Reader points. Grades 6-8 hold weekly tutoring sessions in all subjects for students. Students in grades 6-8 have access to a school laptop on campus and at home.

Informational videos are routinely shared with families to inform about academic and social events on campus. These videos are shared via text message and social media. District-wide information sessions are also held monthly with the opportunity for community questions and statements.

The Freiler Staff Parent Association (FSPA) and School Site Council convene monthly to evaluate student performance and progress. All community members are invited to these meetings via a weekly digital campus update. This digital campus update also provides information about school events and information.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Art Freiler staff has provided regular input on the School Plan for Student Achievement and allocation of site, categorical, and Title 1 funds. Formal feedback has also been provided through School Site Council, Freiler Staff Parent Association, and English Learner Advisory Council.

Funding

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

Services provided by categorical funds to address the needs of underperforming students includes BrainPop digital library, MobyMax online intervention, Accelerated Reader, Student Study Team (SST) teacher release days, English Language Development instructional strategies training, and the purchase of library materials that intentionally support diversity and inclusion.

Fiscal support (EPC)

Fiscal support includes funding from the Local Control Funding Formula (LCFF); targeted fiscal support for English Language Learner; Socio-economically disadvantaged, foster, and homeless students; and federal Title 1 funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were consulted with as a part of the planning process for the SPSA review and development:

- Art Freiler School staff (April 4, 2022 and April 11, 2022)
- School Site Council (April 27, 2022)
- Freiler Staff Parent Association (April 13, 2022)
- School Site Leadership Team (May 4, 2022)

Resource Inequities

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

As a result of the needs assessment males, African-American, and English Language Learner students are performing at a proficiency level lower than their peers in English Language Arts as measured by FastBridge and CAASPP assessments. Female, African-American, Hispanic, and English Learner students are demonstrating less proficiency than their peers in Mathematics as measured by FastBridge and CAASPP assessments.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	58	81	66
Grade 1	85	62	75
Grade 2	72	81	62
Grade3	108	81	81
Grade 4	87	102	90
Grade 5	86	84	106
Grade 6	102	91	96
Grade 7	97	101	87
Grade 8	118	95	96
Total Enrollment	813	778	759

Conclusions based on this data:

1. Overall student enrollment has decreased by 54 students from 2018-19 to 2020-21.
2. The percent of students who are Hispanic/Latino has increased by 3.02% from 2018-19 to 2020-21 while the percent of students who are white has decreased by 1.83%.
3. Major student ethnicities at Art Freiler School are Hispanic/Latino (43%), Asian (20.7%), and White (19.2%).

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	225	221	211	27.7%	28.4%	27.8%
Fluent English Proficient (FEP)	120	108	106	14.8%	13.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	53	26	25	19.4%	11.6%	11.3%

Conclusions based on this data:

1. The percentage of students who are Reclassified Fluent English Proficient has fallen from 2018-19 (19.4%) to 2020-21 (11.3%).
2. The percentage of students who are English Learners has remained consistent from 2018-19 to 2020-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	87	107	85	86	104	81	86	104	81	98.9	97.2	95.3
Grade 4	93	87	89	92	87	85	92	87	85	98.9	100	95.5
Grade 5	104	85	108	104	85	103	104	85	103	100	100	95.4
Grade 6	104	106	99	103	105	97	103	105	97	99	99.1	98.0
Grade 7	117	98	88	117	98	86	117	98	86	100	100	97.7
Grade 8	106	119	98	104	119	96	104	119	96	98.1	100	98.0
All Grades	611	602	567	606	598	548	606	598	548	99.2	99.3	96.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2411.	2410.	2360.	16.28	14.42	7.41	24.42	25.96	11.11	34.88	29.81	34.57	24.42	29.81	46.91
Grade 4	2433.	2460.	2448.	11.96	16.09	18.82	21.74	32.18	25.88	22.83	19.54	21.18	43.48	32.18	34.12
Grade 5	2481.	2496.	2459.	13.46	15.29	4.85	33.65	30.59	30.10	16.35	32.94	23.30	36.54	21.18	41.75
Grade 6	2508.	2504.	2494.	7.77	12.38	7.22	37.86	28.57	30.93	26.21	28.57	29.90	28.16	30.48	31.96
Grade 7	2538.	2541.	2518.	13.68	12.24	9.30	29.91	35.71	27.91	23.08	25.51	29.07	33.33	26.53	33.72
Grade 8	2568.	2579.	2542.	14.42	21.85	11.46	36.54	33.61	29.17	28.85	27.73	30.21	20.19	16.81	29.17
All Grades	N/A	N/A	N/A	12.87	15.55	9.67	31.02	31.10	26.28	25.08	27.42	27.92	31.02	25.92	36.13

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

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	15.12	25.96	8.64	51.16	45.19	60.49	33.72	28.85	30.86
Grade 4	13.04	21.84	22.35	46.74	51.72	58.82	40.22	26.44	18.82
Grade 5	18.27	16.47	8.74	48.08	57.65	65.05	33.65	25.88	26.21
Grade 6	10.68	21.90	10.31	59.22	38.10	58.76	30.10	40.00	30.93
Grade 7	23.08	19.39	8.14	37.61	46.94	63.95	39.32	33.67	27.91
Grade 8	25.00	31.09	13.54	49.04	40.34	57.29	25.96	28.57	29.17
All Grades	17.82	23.24	11.86	48.35	45.99	60.77	33.83	30.77	27.37

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.

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	13.95	12.50	3.70	60.47	57.69	38.27	25.58	29.81	58.02
Grade 4	7.61	16.09	9.41	48.91	52.87	58.82	43.48	31.03	31.76
Grade 5	26.92	24.71	10.68	36.54	60.00	48.54	36.54	15.29	40.78
Grade 6	16.50	18.10	7.22	50.49	46.67	57.73	33.01	35.24	35.05
Grade 7	23.93	17.35	12.79	46.15	55.10	59.30	29.91	27.55	27.91
Grade 8	21.15	26.05	18.75	51.92	52.10	53.13	26.92	21.85	28.13
All Grades	18.81	19.23	10.58	48.68	53.85	52.74	32.51	26.92	36.68

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.

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	11.63	12.50	4.94	70.93	61.54	71.60	17.44	25.96	23.46
Grade 4	10.87	11.49	11.76	68.48	72.41	74.12	20.65	16.09	14.12
Grade 5	10.58	11.76	6.80	64.42	60.00	71.84	25.00	28.24	21.36
Grade 6	6.80	18.10	14.43	67.96	55.24	71.13	25.24	26.67	14.43
Grade 7	8.55	11.22	9.30	65.81	69.39	68.60	25.64	19.39	22.09
Grade 8	16.35	15.97	9.38	71.15	65.55	69.79	12.50	18.49	20.83
All Grades	10.73	13.71	9.49	67.99	63.88	71.17	21.29	22.41	19.34

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

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	19.77	15.38	7.41	58.14	57.69	56.79	22.09	26.92	35.80
Grade 4	16.30	19.54	14.12	48.91	60.92	67.06	34.78	19.54	18.82
Grade 5	25.00	22.35	9.71	43.27	56.47	64.08	31.73	21.18	26.21
Grade 6	28.16	20.95	12.37	50.49	50.48	70.10	21.36	28.57	17.53
Grade 7	28.21	26.53	17.44	45.30	54.08	58.14	26.50	19.39	24.42
Grade 8	31.73	35.29	16.67	49.04	50.42	67.71	19.23	14.29	15.63
All Grades	25.25	23.75	12.96	48.84	54.68	64.23	25.91	21.57	22.81

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

Conclusions based on this data:

1. The percentage of students meeting or exceeding English Language Arts standards has fallen from 43.89% in 2017-18 to 35.95% in 2020-21.
2. The 2020-21 grade 6 and grade 8 cohorts reduced the number of students not meeting standards from 32.18% to 31.96% and 30.48% to 29.17%, respectively.
3. Over 1/3 of students in grades 3-8 (36.68%) have scored below standard in English Language Arts writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	86	107	85	84	104	81	84	104	81	97.7	97.2	95.3
Grade 4	93	87	89	92	87	85	92	87	84	98.9	100	95.5
Grade 5	103	85	108	103	85	100	103	85	99	100	100	92.6
Grade 6	104	105	99	103	104	97	103	104	97	99	99	98.0
Grade 7	117	98	88	117	98	85	117	98	85	100	100	96.6
Grade 8	106	118	97	100	118	96	100	118	96	94.3	100	99.0
All Grades	609	600	566	599	596	544	599	596	542	98.4	99.3	96.1

* 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	2430.	2416.	2393.	13.10	7.69	7.41	39.29	32.69	24.69	29.76	31.73	24.69	17.86	27.88	43.21
Grade 4	2468.	2479.	2462.	16.30	13.79	19.05	20.65	35.63	27.38	42.39	35.63	22.62	20.65	14.94	30.95
Grade 5	2509.	2530.	2463.	23.30	30.59	4.04	17.48	24.71	20.20	32.04	23.53	24.24	27.18	21.18	51.52
Grade 6	2509.	2500.	2485.	12.62	13.46	10.31	21.36	21.15	10.31	33.98	27.88	46.39	32.04	37.50	32.99
Grade 7	2545.	2518.	2508.	22.22	11.22	8.24	17.95	15.31	18.82	29.91	42.86	31.76	29.91	30.61	41.18
Grade 8	2553.	2555.	2503.	17.00	22.88	15.63	19.00	16.95	11.46	32.00	23.73	17.71	32.00	36.44	55.21
All Grades	N/A	N/A	N/A	17.70	16.44	10.70	22.04	23.99	18.45	33.22	30.70	28.04	27.05	28.86	42.80

2019-20 Data:
Executive Order N-30-20 was issued 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	27.38	22.12	11.11	40.48	42.31	48.15	32.14	35.58	40.74
Grade 4	26.09	33.33	20.24	31.52	34.48	48.81	42.39	32.18	30.95
Grade 5	34.95	42.35	5.05	28.16	31.76	55.56	36.89	25.88	39.39
Grade 6	20.39	25.00	7.22	40.78	24.04	56.70	38.83	50.96	36.08
Grade 7	29.91	15.31	17.65	34.19	37.76	51.76	35.90	46.94	30.59
Grade 8	19.00	27.97	10.42	40.00	27.12	40.63	41.00	44.92	48.96
All Grades	26.38	27.18	11.62	35.73	32.72	50.37	37.90	40.10	38.01

2019-20 Data:
Executive Order N-30-20 was issued 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	25.00	9.62	13.58	52.38	57.69	48.15	22.62	32.69	38.27
Grade 4	22.83	18.39	14.29	45.65	57.47	51.19	31.52	24.14	34.52
Grade 5	22.33	24.71	8.08	37.86	48.24	49.49	39.81	27.06	42.42
Grade 6	17.48	12.50	6.19	44.66	41.35	60.82	37.86	46.15	32.99
Grade 7	23.93	9.18	7.06	52.14	54.08	63.53	23.93	36.73	29.41
Grade 8	20.00	25.42	18.75	60.00	44.07	36.46	20.00	30.51	44.79
All Grades	21.87	16.61	11.25	48.75	50.17	51.48	29.38	33.22	37.27

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.

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	28.57	18.27	9.88	55.95	57.69	61.73	15.48	24.04	28.40
Grade 4	22.83	20.69	16.67	46.74	58.62	60.71	30.43	20.69	22.62
Grade 5	18.45	22.35	8.08	42.72	50.59	68.69	38.83	27.06	23.23
Grade 6	14.56	14.42	6.19	47.57	46.15	67.01	37.86	39.42	26.80
Grade 7	20.51	20.41	8.24	59.83	57.14	64.71	19.66	22.45	27.06
Grade 8	14.00	22.03	12.50	67.00	48.31	63.54	19.00	29.66	23.96
All Grades	19.53	19.63	10.15	53.42	52.85	64.58	27.05	27.52	25.28

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

Conclusions based on this data:

1. The percentage of students not meeting Mathematics standards has risen from 27.05% in 2017-18 to 42.80% in 2020-21.
2. The percentage of students above, at, or near standard for Communicating Reasoning has increased from 72.95% in 2017-18 to 74.72% in 2020-21.
3. There is a consistent trend of approximately 38% of students each year scoring below standard in Applying Mathematical Concepts and Standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1429.9	1447.6	1439.4	1438.0	1455.7	1460.6	1410.7	1428.5	1389.9	34	18	21
1	1473.8	1475.2	1491.2	1466.8	1473.5	1487.6	1480.4	1476.5	1494.4	16	33	17
2	1502.6	1510.7	1481.1	1499.6	1500.9	1475.0	1505.0	1519.9	1486.7	40	18	22
3	1495.0	1502.7	1496.1	1486.1	1500.5	1499.3	1503.3	1504.5	1492.7	31	31	31
4	1502.3	1522.4	1517.1	1489.6	1522.5	1511.7	1514.2	1521.9	1522.3	31	26	20
5	1521.1	1527.2	1515.2	1514.3	1525.6	1507.1	1527.6	1528.3	1523.0	29	26	24
6	1544.5	1561.4	1523.5	1533.0	1575.6	1518.5	1555.6	1546.8	1528.0	26	25	26
7	1535.2	1556.3	1524.2	1513.4	1558.6	1526.5	1556.5	1553.5	1521.4	15	20	15
8	1566.9	1562.2	1552.0	1539.4	1544.0	1546.3	1593.6	1579.9	1557.1	14	14	20
All Grades										236	211	196

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	9.52	41.18	33.33	71.43	*	38.89	19.05	*	11.11	0.00	34	18	21
1	*	9.09	23.53	*	63.64	52.94	*	21.21	23.53		6.06	0.00	16	33	17
2	65.00	27.78	4.55	32.50	50.00	59.09	*	22.22	36.36		0.00	0.00	40	18	22
3	*	16.13	12.90	61.29	48.39	41.94	*	29.03	35.48	*	6.45	9.68	31	31	31
4	*	23.08	15.00	54.84	57.69	60.00	*	15.38	20.00	*	3.85	5.00	31	26	20
5	37.93	23.08	4.17	37.93	50.00	54.17	*	15.38	33.33	*	11.54	8.33	29	26	24
6	*	32.00	11.54	*	40.00	38.46	*	24.00	34.62		4.00	15.38	26	25	26
7	*	40.00	6.67	*	20.00	40.00	*	30.00	40.00	*	10.00	13.33	15	20	15
8	78.57	28.57	15.00	*	50.00	55.00	*	14.29	15.00		7.14	15.00	14	14	20
All Grades	37.71	22.75	11.22	41.53	47.39	52.04	15.68	23.22	29.08	5.08	6.64	7.65	236	211	196

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	19.05	50.00	33.33	71.43	*	33.33	9.52	*	11.11	0.00	34	18	21
1	*	27.27	41.18	*	51.52	41.18	*	18.18	17.65	*	3.03	0.00	16	33	17
2	75.00	44.44	18.18	*	50.00	50.00	*	5.56	27.27		0.00	4.55	40	18	22
3	*	38.71	32.26	45.16	45.16	45.16	*	6.45	12.90	*	9.68	9.68	31	31	31
4	*	61.54	40.00	58.06	34.62	50.00	*	0.00	5.00	*	3.85	5.00	31	26	20
5	44.83	50.00	33.33	44.83	34.62	45.83	*	3.85	16.67	*	11.54	4.17	29	26	24
6	46.15	48.00	26.92	46.15	36.00	50.00	*	12.00	19.23		4.00	3.85	26	25	26
7	*	45.00	20.00	*	30.00	53.33	*	25.00	20.00		0.00	6.67	15	20	15
8	*	35.71	35.00	*	35.71	45.00		21.43	20.00		7.14	0.00	14	14	20
All Grades	45.76	41.71	29.59	40.25	39.81	50.00	9.75	12.80	16.33	*	5.69	4.08	236	211	196

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.11	0.00	*	16.67	19.05	38.24	66.67	71.43	*	5.56	9.52	34	18	21
1	75.00	15.15	23.53	*	30.30	35.29	*	51.52	35.29		3.03	5.88	16	33	17
2	45.00	16.67	0.00	42.50	50.00	59.09	*	27.78	36.36	*	5.56	4.55	40	18	22
3		9.68	0.00	*	38.71	35.48	45.16	32.26	51.61	*	19.35	12.90	31	31	31
4	*	7.69	5.00	*	34.62	50.00	38.71	46.15	35.00	*	11.54	10.00	31	26	20
5	*	3.85	0.00	41.38	34.62	12.50	*	46.15	75.00	*	15.38	12.50	29	26	24
6	*	16.00	3.85	*	16.00	26.92	*	48.00	42.31	*	20.00	26.92	26	25	26
7	*	20.00	6.67	*	20.00	13.33	*	50.00	40.00	*	10.00	40.00	15	20	15
8	78.57	21.43	5.00	*	57.14	45.00	*	0.00	35.00		21.43	15.00	14	14	20
All Grades	30.51	12.80	4.08	31.36	32.23	33.16	28.39	42.65	47.96	9.75	12.32	14.80	236	211	196

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	67.65	27.78	14.29	*	72.22	85.71	*	0.00	0.00	34	18	21
1	81.25	54.55	52.94	*	39.39	47.06		6.06	0.00	16	33	17
2	72.50	38.89	18.18	27.50	61.11	72.73		0.00	9.09	40	18	22
3	*	22.58	38.71	61.29	64.52	51.61	*	12.90	9.68	31	31	31
4	35.48	46.15	50.00	54.84	50.00	45.00	*	3.85	5.00	31	26	20
5	51.72	7.69	29.17	44.83	84.62	66.67	*	7.69	4.17	29	26	24
6	*	44.00	19.23	57.69	40.00	61.54	*	16.00	19.23	26	25	26
7	*	30.00	13.33	*	45.00	73.33	*	25.00	13.33	15	20	15
8	*	7.14	30.00	*	85.71	55.00		7.14	15.00	14	14	20
All Grades	52.12	32.70	29.59	42.80	58.29	61.73	5.08	9.00	8.67	236	211	196

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	28.57	76.47	61.11	71.43	*	22.22	0.00	34	18	21
1	*	6.06	17.65	*	90.91	82.35	*	3.03	0.00	16	33	17
2	80.00	44.44	18.18	*	55.56	77.27	*	0.00	4.55	40	18	22
3	41.94	54.84	35.48	48.39	35.48	61.29	*	9.68	3.23	31	31	31
4	45.16	50.00	35.00	48.39	50.00	65.00	*	0.00	0.00	31	26	20
5	55.17	69.23	50.00	44.83	19.23	45.83		11.54	4.17	29	26	24
6	57.69	64.00	50.00	42.31	32.00	46.15		4.00	3.85	26	25	26
7	*	60.00	46.67	*	40.00	46.67		0.00	6.67	15	20	15
8	*	50.00	45.00	*	42.86	55.00		7.14	0.00	14	14	20
All Grades	49.58	45.50	36.73	46.19	48.34	60.71	*	6.16	2.55	236	211	196

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.11	0.00	70.59	83.33	95.24	*	5.56	4.76	34	18	21
1	81.25	24.24	23.53	*	60.61	58.82		15.15	17.65	16	33	17
2	55.00	16.67	9.09	37.50	83.33	77.27	*	0.00	13.64	40	18	22
3	*	9.68	3.23	70.97	64.52	64.52	*	25.81	32.26	31	31	31
4	*	3.85	0.00	64.52	69.23	80.00	*	26.92	20.00	31	26	20
5	*	11.54	4.17	58.62	65.38	79.17	*	23.08	16.67	29	26	24
6	*	12.00	7.69	*	36.00	30.77	42.31	52.00	61.54	26	25	26
7	*	20.00	6.67	*	45.00	33.33	*	35.00	60.00	15	20	15
8	85.71	35.71	20.00		42.86	55.00	*	21.43	25.00	14	14	20
All Grades	33.05	15.17	7.65	46.19	61.14	64.29	20.76	23.70	28.06	236	211	196

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.71	66.67	19.05	*	27.78	66.67	*	5.56	14.29	34	18	21
1	*	12.12	17.65	*	84.85	82.35		3.03	0.00	16	33	17
2	55.00	22.22	13.64	45.00	72.22	77.27		5.56	9.09	40	18	22
3	*	16.13	0.00	64.52	80.65	87.10	*	3.23	12.90	31	31	31
4	*	19.23	5.00	61.29	73.08	95.00	*	7.69	0.00	31	26	20
5	*	11.54	4.17	62.07	80.77	83.33	*	7.69	12.50	29	26	24
6	*	32.00	7.69	69.23	68.00	80.77		0.00	11.54	26	25	26
7	*	5.00	6.67	73.33	90.00	86.67		5.00	6.67	15	20	15
8	*	7.14	0.00	*	92.86	100.00		0.00	0.00	14	14	20
All Grades	41.10	20.38	7.65	54.24	75.36	84.18	4.66	4.27	8.16	236	211	196

2019-20 Data:
Executive Order N-30-20 was issued 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. 11.22% of English Learner students performed well enough on the ELPAC during the 2020-21 school year to become Reclassified Fluent English Proficient.
2. 36.73% of students scored "Well Developed" in the speaking domain of the 2020-21 ELPAC exam.

3. Only 7.65% of students scored "Well Developed" in the Reading and Writing domains of the ELPAC exam.

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**
759	**52.4**	**27.8**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	211	27.8
Foster Youth	7	0.9
Homeless	12	1.6
Socioeconomically Disadvantaged	398	52.4
Students with Disabilities	66	8.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	3.4
American Indian or Alaska Native	1	0.1
Asian	157	20.7
Filipino	53	7.0
Hispanic	326	43.0
Two or More Races	43	5.7
Native Hawaiian or Pacific Islander	7	0.9
White	146	19.2

Conclusions based on this data:

1. More than 1/2 (52.4%) of Art Freiler School students are considered socio-economically disadvantaged.

2. Approximately 1/4 (27.8%) of Art Freiler School students are English Language Learners.

3. Hispanic/Latino is the largest ethnic group at Art Freiler School (43%).

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Art Freiler School's greatest performance is demonstrated in it's suspension rate.
2. Adequate academic performance is being achieved in English Language Arts.
3. Areas of growth include Mathematics academic performance and chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	1	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
8.3 points below standard	31 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	Increased ++10.6 points	2
577	234	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	24.1 points below standard	72.3 points below standard
8	Increased ++13.6 points	Increased ++11.2 points
	322	46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	Green
20 points below standard	Less than 11 Students - Data Not Displayed for Privacy	11.4 points below standard	16.2 points above standard
Increased ++8.3 points	3	Maintained -0.1 points	Increased ++3.3 points
28		124	46
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
21 points below standard	8.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	11.2 points above standard
Increased ++9.4 points	Increased Significantly ++15 points	5	Increased Significantly ++19.5 points
235	26		109

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.4 points below standard	27.6 points above standard	1.2 points above standard
Maintained ++1.5 points	Increased Significantly ++17.4 points	Increased ++9.4 points
127	107	314

Conclusions based on this data:

1. Students who are Reclassified Fluent English Proficient achieved the greatest English Language Arts scores and demonstrated a significant increase from the prior year.
2. Student who are English Learners, socio-economically disadvantaged, or have a learning disability demonstrated greater growth than the general population.
3. White and Filipino students demonstrated the greatest performance in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
25.2 points below standard	40.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.6 points	Maintained -2.2 points	2
576	234	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	38.8 points below standard	83.1 points below standard
8	Maintained ++1.7 points	Declined -13.6 points
	321	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Yellow
50.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14 points below standard	2.8 points below standard
Declined Significantly -22.5 points	3	Declined -5.1 points	Declined -10.4 points
28		124	45
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
39.1 points below standard	29 points below standard	Less than 11 Students - Data Not Displayed for Privacy	7.5 points below standard
Maintained -1.2 points	Declined -8.6 points	5	Increased ++6.2 points
235	26		109

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.2 points below standard	11 points above standard	20.4 points below standard
Declined -9.7 points	Increased ++3.9 points	Maintained -2.4 points
127	107	313

Conclusions based on this data:

1. Students who are currently English Learners are performing well below standard in Mathematics.
2. Students who have been Reclassified Fluent English Proficient are the highest performing subgroup.
3. Students who are socio-economically disadvantaged are performing below standard in Mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.8 making progress towards English language proficiency
Number of EL Students: 189
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0	30.1	4.7	46.0

Conclusions based on this data:

1. 80.8% of students have either maintained or progressed according to the English Learner Progress Indicator.
2. Many students who decreased one ELPI level moved to a grade level with a more rigorous ELPAC exam.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	3	3

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Blue	No Performance Color
5.8	1.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +2	Declined -1.2	5
842	231	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
9.5	7.5	7.6
Declined -1	Increased Significantly +3.6	Declined -0.5
21	482	66

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	Blue
2.6	Less than 11 Students - Data Not Displayed for Privacy	1.6	0
Declined -8.7	3	Declined -0.5	Maintained 0
38		183	61
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
9.9	11.1	Less than 11 Students - Data Not Displayed for Privacy	3.9
Increased Significantly +5.5	Increased +3	7	Maintained +0.1
335	36		179

Conclusions based on this data:

1. Students who are English Learners demonstrate the greatest academic engagement as measured by attendance.
2. Students who are socio-economically disadvantaged had a significant increase in chronic absenteeism from 2017-18 to 2018-19.
3. Most student sub-groups, including English Learners, Students with Disabilities, African American, Asian, Filipino, and White ethnicities demonstrated strong performance in academic engagement.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	1	4	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
2.6	1.3	Less than 11 Students - Data Not
Declined -0.7	Declined -0.5	10
857	234	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
4.8	3.9	3
Declined -5.2	Declined -0.3	Declined -7.8
21	491	67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	Red
7.5	Less than 11 Students - Data 4	0.5	6.6
Declined -3.1		Declined Significantly -1.1	Increased +2.4
40		186	61
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Green
1.8	12.8	Less than 11 Students - Data 7	1.6
Declined -0.5	Increased +7.7		Declined Significantly -2.6
338	39		182

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.3	2.6

Conclusions based on this data:

1. Students who are English Learners or have a learning disability demonstrated strong performance and an improvement in suspension rate from 2017-18 to 2018-19.
2. African American, Filipino, and students who are Two or More Races demonstrated lower performance than other ethnic subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Significantly increase the number of students who are meeting or exceeding proficiency in English Language Arts and Mathematics as measured by a variety of formative and summative assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student enrollment in AVID Elective courses	24 sixth grade, 7 7th grade, and 7 8th grade students enrolled in AVID Elective courses.	Maintain full student rosters for two AVID Elective courses for the 2022-23 school year.
CAASPP English Language Arts and Mathematics Proficiency Data (specific focus based on WICOR focus)	Writing: 63.32% of students near or above grade level standard as measured by 2021 CAASPP ELA Writing Collaboration: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement Reading: 72.73% of students near or above grade level standard as measured by CAASPP ELA Reading	Writing: 3% increase in students performing near or above standard as measured by CAASPP ELA Writing Collaboration: 5% increase in developed or well developed evidence of student engagement Reading: 3% increase in students performing near or above standard as measured by CAASPP ELA Reading
California School Dashboard English Language Arts and Mathematics Data	ELA: 35.95% of students met or exceeded standards as measured by 2021 CAASPP Mathematics: 29.15% of students met or exceeded standards as measured by 2021 CAASPP	3% increase in students meeting or exceeding standards as measured by CAASPP ELA and CAASPP Mathematics tests

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College Next Career Interest Inventory	90.8% of students in 6th - 8th grades completed career interest inventory	at least 95% of students in 6th - 8th grades complete career interest inventory
FastBridge English Language Arts and Mathematics Data	47% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2021 FastBridge aMath assessment 47% of students scored "College Pathway" or "Low Risk" as measured by the Winter 2021 FastBridge aReading assessment 62% of students scored "Low Risk" as measured by the Winter 2021 FastBridge AUTOreading assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
Rigor Relevance Engagement Rubric Data	Rigor: 46.7% of classroom walkthroughs showed "developed" or "well developed" evidence of rigor Relevance: 52.5% of classroom walkthroughs showed "developed" or "well developed" evidence of relevance Engagement: 65% of classroom walkthroughs showed "developed" or "well developed" evidence of engagement	5% increase in rigor as measured by the Rigor Relevance Engagement rubric 5% increase in relevance as measured by the Rigor Relevance Engagement rubric 5% increase in engagement as measured by the Rigor Relevance Engagement rubric
ELPAC Assessment Data	11.22% of students met language proficiency standard for reclassification as measured by the ELPAC	3% increase in the number of students meeting language proficiency standards for reclassification as measured by the ELPAC
Intervention Effect Size Data	Research shows Effect Size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum Effect Size of 0.4 using Dr. John Hattie's formula for calculating effect for intervention activities

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in grades 6-8.

Strategy/Activity

Use AVID instructional strategies daily in grades 6-8 with a focus on organization.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF
20133	LCFF - Supplemental
3000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students in grades 6-8.

Strategy/Activity

Students in grades 6-8 will explore careers, explore interests, and understand A-G college entrance requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students scoring in the 20th percentile locally on reading assessments in grades K-5.

Strategy/Activity

Students in grades K-5 will engage in reading intervention lessons and activities to meet or exceed grade level reading standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6055	Title I
3722	LCFF - Supplemental
500	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will experience rigorous, relevant, and engaging learning activities daily.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40254	Title I
25646	LCFF
9267	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students who are English Learners.

Strategy/Activity

Students who are English Learners will develop English proficiency through daily engagement in Designated English Language instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44399	LCFF - Supplemental
4160	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

Students will remediate or enrich learning through a Multi-Tiered System of Support that intervenes to address learning gaps and extends learning for students who have already mastered skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
270	LCFF
4775	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

- Rigorous, relevant, and engaging classroom lessons and activities were supported through the 2021-22 school year through use of the Rigor Relevance Engagement rubric for feedback. Formative non-evaluative feedback demonstrates 75% of classrooms are developed or well-developed during these lessons.
- Analysis of student progress was accomplished through Professional Learning Communities use of Rigorous Curriculum Design, FastBridge, and CAASPP assessment data. This data shows 50% of students are meeting Mathematics benchmarks and 49% o students are meeting ELA benchmarks.
- Students who are English Learners regularly received Designated English Language Development instruction; the ELPAC exam was administered in February 2022 and results have not yet been received. In February 2021 11% of students met the criteria for redesignation.

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

No major differences exist.

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

Reading intervention support has been extended to fourth and fifth grade students. AVID focus in sixth, seventh, and eighth grades has shifted to student organization.

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 an equitable learning environment for all students and staff.

Goal 2

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

Identified Need

Significantly increase the social-emotional health and well being of students as measured through multiple formal and informal means of assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-Emotional Learning (Second Step) Activity Completion Log	100% of scheduled social-emotional learning lessons completed	100% of scheduled social-emotional learning lessons completed
FastBridge MySAEBRS Social-Emotional Learning Survey	77% of students scored "Low Risk" for academic behavioral concerns 83% of students scored "Low Risk" for social behavioral concerns 77% of students scored "Low Risk" for emotional behavioral concerns	Students scoring "Low Risk" will increase by 3% in all categories
California Healthy Kids Survey	62% of students responded positively in total school supports (school connectedness, caring adults, high expectations) 72% of students responded positively to feeling safe at school 39% of students reported feelings of chronic sadness or hopelessness	3% increase in positive responses to total school supports questions 3% increase in positive responses to feeling safe at school 3% decrease in reported feelings of chronic sadness or hopelessness

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rigor Relevance Engagement Rubric Data	65% of classroom walkthroughs showed "developed" or "well developed" evidence of student engagement	5% increase in developed or well developed evidence of student engagement
Learn. Persevere. Excel. Awards	No baseline. New awards for students in 1st - 3rd grades.	80% of students will qualify for a Learn. Persevere. Excel award based on assessment data
Honor Roll Awards	40.1% of students earned Honor Roll or Principal's Honor Roll in 2021-22 for 6th - 8th grades	5% increase in the number of students who earn Honor Roll or Principal's Honor Roll awards in grades 6-8
Parent engagement in Freiler Staff Parent Association Parent meetings, subject-area nights, Back to School Night, Open House, and other community outreach events	Average attendance of 5 parents/community members at Freiler Staff Parent Association Meetings	3% increase in engagement for all events
California School Dashboard Chronic Absenteeism Student Engagement Data	5.8% of students chronically absent during 2018-19 school year as measured by California School Dashboard	0.5% decrease in number of students chronically absent as measured by California School Dashboard
Local Control Accountability and Planning (LCAP) Survey	89.76% of parents, 75.14% of students, and 88.52% of staff responded favorably to questions regarding school climate 94.92% of parents, 78.42% of students, and 93.75% of staff responded favorably to questions regarding school safety	3% increase in favorable responses in regards to school climate 3% increase in favorable responses in regards to school safety

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will develop social-emotional skills through engagement in weekly social-emotional learning lessons and activities.

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

Amount(s)	Source(s)
3000	Title I
1606	LCFF - Supplemental

Strategy/Activity 2

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

All students.

Strategy/Activity

Students will engage in classroom activities through daily use of cooperative learning structures.

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

Amount(s)	Source(s)

Strategy/Activity 3

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

Students in grades 1 - 5.

Strategy/Activity

Student learning will be celebrated through the use of "Learn. Persevere. Excel." and "Character Counts" trimester awards.

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

Amount(s)	Source(s)
250	LCFF

Strategy/Activity 4

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

Students in grades 6 - 8.

Strategy/Activity

Student achievement will be celebrated through Honor Roll assemblies and awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Families will be engaged in the school community through focused monthly at Freiler Staff Parent Association (FSPA) meetings, subject-area learning nights, and other parent and community engagement events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students who were chronically absent during the 2021-22 school year and students who have an average of 2 or more absences per month.

Strategy/Activity

Families will receive attendance information and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
649	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Students will be supported in acquiring social-emotional behavioral and coping skills through individual and small group mentorship and mental health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
75688	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Parents and the community will learn about supporting college and career readiness through parental engagement workshops and events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3600	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

Students will learn in a safe, equitable, and orderly environment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4900	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

- Strategies during the 2021-22 school year focused on improving attendance and engagement during distance learning. During the 2021-22 school year 19.9% of students have been chronically absent (>10% of school days missed). During the 2020-21 school year and distance learning 7.8% of students were chronically absent.
- Communication in regards to attendance took place after attendance issues were already present for a student.
- Students have struggled with meeting expectations for conduct, behavior, and decision-making when returning to school full time.

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

No major differences in implementation.

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

- Increased focus on social-emotional learning
- Increased focus on mental health education and support
- Increased focus on student engagement in the classroom
- Focus on preventative communication with students and families in regards to attendance.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Utilize Professional Learning Communities to implement integrated English Language Arts and STEM units of study.

Identified Need

Significantly increase student learning demonstrated through formative and summative assessment as measured through Effect Size.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge aReading, AUTOreading, and CBM Reading assessment data.	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
CAASPP English Language Arts Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.
California Science Test Scaled Score Data	Research shows effect size of 0.4 or more represents the Zone of Desired Effects in student learning	Minimum effect size of 0.4 for scaled student score growth.

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 10

Students to be Served by this Strategy/Activity

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

All students in grades K - 5.

Strategy/Activity

Students in grades K - 5 will engage in integrated English Language Arts and STEM lessons and activities daily.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12640	Title I

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$115679
Total Federal Funds Provided to the School from the LEA for CSI	$149015
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$266,764.00

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	$154,672.00

Subtotal of additional federal funds included for this school: $154,672.00

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	$32,965.00
LCFF - Supplemental	$79,127.00

Subtotal of state or local funds included for this school: $112,092.00

Total of federal, state, and/or local funds for this school: $266,764.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Stephen Theall	Principal
Vicki Headley	Classroom Teacher
Brinna Debus	Classroom Teacher
Joanna Torres	Classroom Teacher
Lex Sommers	Other School Staff
Phil Darby	Parent or Community Member
Lindsay Bolin	Parent or Community Member
Jaime Guitron	Parent or Community Member
Analiese Garcia	Parent or Community Member
Gaymarie Rozal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2022.

Attested:

Principal, Stephen Theall on May 18, 2022

SSC Chairperson, Phil Darby on May 18, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Wanda Hirsch Elementary School	39-75499-6114490	May 11, 2022	5/24/22

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
School Strategic Plan.
Non Title I School.

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

Our plan for the 2022-2023 school year has been created with input from all appropriate educational partner groups, data and surveys compiled during the 2021-2022 school years.
Parent groups were included via LCAP surveys, Hirsch Parent Teacher Organization meetings (on Zoom until April), School Site Council, and the parent liaison's Parent Cafe. Students were engaged via LCAP survey. Staff were involved in LCAP Survey, instructional surveys, School Site Council, and staff meetings. During the 2021-2022 school year, due to COVID-19, online meetings and online surveys were utilized to further engage educational partners. This plan was approved by Hirsch School Site Council with embedded ELAC representative on May 11, 2022.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

LCAP
Districts are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.
HES Needs Assessment LCAP Survey
CLIMATE
Number of responses
Parents - Climate Str Agr Agree Total Percent
Q8 21.00 25.00 50.00 92.00% This school's staff motivates students to learn
Q14 11.00 25.00 40.00 90.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 17.00 19.00 37.00 97.30% The buildings and grounds at this school are clean and well maintained
Q30 15.00 16.00 35.00 88.57% This school communicates the importance of respecting all cultural beliefs and practices
Q34 22.00 12.00 35.00 97.14% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 9.00 14.00 25.00 92.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 10.00 13.00 25.00 92.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 3.00 13.00 18.00 88.89% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 5.00 13.00 18.00 100.00% The school staff responds to me in a timely manner
Q36 7.00 10.00 18.00 94.44% The school office staff is friendly and professional
120.00 160.00 301.00 93.02%

Students - Climate Str Agr Agree Total Percent
Q6 22.00 39.00 67.00 91.04% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 25.00 31.00 59.00 94.92% This school communicates the importance of respecting all cultural beliefs and practices
Q33 12.00 31.00 45.00 95.56% My teachers recognize the good work I am doing and provide timely feedback
Q34 19.00 19.00 41.00 92.68% This school motivates students to learn
Q35 8.00 21.00 37.00 78.38% The buildings and grounds at this school are clean and well maintained
Q42 20.00 16.00 37.00 97.30% I feel comfortable working with classmates and participating in class
Q43 18.00 17.00 36.00 97.22% I feel safe, secure and supported at this school
124.00 174.00 322.00 92.55%

Staff - Climate Str Agr Agree Total Percent
Q6 10.00 3.00 13.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 5.00 7.00 13.00 92.31% Members of the school/department collaborate to achieve our school goals
Q21 3.00 3.00 13.00 46.15% The buildings and grounds at this school are clean and well maintained
Q22 9.00 3.00 13.00 92.31% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 7.00 6.00 13.00 100.00% I am treated with respect by my colleagues at work
Q24 6.00 3.00 13.00 69.23% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 2.00 5.00 13.00 53.85% Our district ensures effective communication across the organization
42.00 30.00 91.00 79.12%

SAFETY

Number of responses
Parents - Safety Str Agr Agree Total Percent
Q26 7.00 11.00 18.00 100.00% The buildings and grounds at this school are well maintained
Q28 6.00 12.00 18.00 100.00% My child is safe on school grounds before school
Q28 4.00 13.00 18.00 94.44% My child is safe on school grounds during the day
Q28 6.00 11.00 18.00 94.44% My child is safe on school grounds in the classroom
Q28 6.00 11.00 17.00 100.00% My child is safe on school grounds after school
Q29 6.00 10.00 17.00 94.12% The rules of this school are clearly communicated to parents
35.00 68.00 106.00 97.17%

Students - Safety Str Agr Agree Total
Q35 2.00 11.00 17.00 76.47% The buildings and grounds at this school are clean and well maintained
Q38 5.00 10.00 15.00 100.00% I feel safe while attending class
Q39 2.00 11.00 14.00 92.86% I feel safe from gang activity and gang violence at school
Q41 8.00 6.00 14.00 100.00% I know the school rules
17.00 38.00 60.00 91.67%

Staff - Safety Str Agr Agree Total
Q19 6.00 7.00 13.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 5.00 8.00 13.00 100.00% My workplace is safe
Q21 3.00 3.00 13.00 46.15% The buildings and grounds at this school are well maintained
14.00 18.00 39.00 82.05%

Overall Hirsch's climate and safety data is strong with staff being the group with the least percentage of favorable responses.

2022 Hirsch LCAP Climate Results
- 93.02% Favorable among Parents
- 92.55% Favorable among Students
- 79.12% Favorable among Staff

2022 Hirsch LCAP Safety Results
- 97.17% Favorable among Parents
- 91.67% Favorable among Students
- 82.05% Favorable among Staff

The area with the least favorable percentage for students (78.38%) and staff (46.15%) is cleanliness and maintenance of school buildings and grounds.
The area with the least favorable percentage for parents (88.6%) is the importance of respecting all cultural beliefs and practices.

Classroom Observations

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

Classroom Observations are done through the DISTRICT EVALUATION PROCESS as well as NON-EVALUATIVE INSTRUCTIONAL ROUNDS using the ICLE Rigor Rubric.

DISTRICT EVALUATION PROCESS
Evaluation Observations indicate teachers are able to engage students in 21st century teaching and learning. Students were often engaged in collaboration, critical thinking, creativity and communication. Of the 14 teachers evaluated this school year, classroom instruction was predominantly scored in the Meeting or Exceeding Expectations of the TUSD Evaluation Rubric based on the California Standards of the Teaching Profession.

2022 NON-EVALUATIVE INSTRUCTIONAL ROUNDS
Instructional Rounds data is collected via the ICLE Rigor Rubric. This rubric is comprised of Thoughtful Work, High Level Questioning and Academic Discussion.
This year, with the introduction of Advance STEM, we focused on the student learning section of the rigor rubric within

the sections of thoughtful work, academic discussion, instructional design.
The district and school focus was on academic discourse and student questioning in the classroom.
The numbers below reflect the percentage of visits that captured students engaged in the developed and well developed areas of the rubric.

- 72% Thoughtful work - Student Learning
- 83% Higher Level Questioning - Student Learning
- 83% Academic Discussion - Student Learning

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 factors surrounding the novel coronavirus (COVID-19) pandemic, CAASPP testing participation in 2020–21 varied. Results should therefore be interpreted with caution.

Data below reflects students who scored near/at or above grade level in the following areas of English Language Arts
Reading
- 77% of 3rd graders near/at or above grade level
- 77% of 4th graders near/at or above grade level
- 79% of 5th graders near/at or above grade level

Writing
- 66% of 3rd graders near/at or above grade level
- 65% of 4th graders near/at or above grade level
- 68% of 5th graders near/at or above grade level

Listening
- 86% of 3rd graders near/at or above grade level
- 86% of 4th graders near/at or above grade level
- 86% of 5th graders near/at or above grade level

Data below reflects students who scored near/at or above grade level in the following areas of Math
Concepts and Procedures
- 73% of 3rd graders near/at or above grade level
- 65% of 4th graders near/at or above grade level
- 42% of 5th graders near/at or above grade level

Problem Solving, Modeling, Data Analysis
- 73% of 3rd graders near/at or above grade level
- 69% of 4th graders near/at or above grade level
- 62% of 5th graders near/at or above grade level

Communicating, Reasoning
- 86% of 3rd graders near/at or above grade level
- 78% of 4th graders near/at or above grade level
- 71% of 5th graders near/at or above grade level

CAST (Science) 5th grade only
- 80% of 5th graders near/at or above grade level

Kindergarten, 1st and 2nd graders:
2021 IREAD
- 74% of Kindergartners on or above grade level
- 11% of 1st graders on or above grade level
- 28% of 2nd graders on or above grade level

2022 IREAD
- 74% of Kindergartners on or above grade level
- 41% of 1st graders on or above grade level
- 32% of 2nd graders on or above grade level

2022 FASTBRIDGE DATA
FastBridge Assessments were given to all TUSD students in grades 2 through 5 in the 2021-2022 School Year. The data was collected on TWO occasions, Fall (September), and Winter (January). The assessments will be administered again in May (Spring) which will be after the school plan has been finalized.

Below are percentages of those scoring at or above grade level ('low risk' and 'college pathway') taken from the Winter data:
aReading:
At 2nd grade, 56% were at or above grade level
At 3rd grade, 66% were at or above grade level

At 4th grade, 54% were at or above grade level
At 5th grade, 51% were at or above grade level

aMath:
At 2nd grade, 55% were at or above grade level
At 3rd grade, 52% were at or above grade level
At 4th grade, 55% were at or above grade level
At 5th grade, 55% were at or above grade level

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

Teachers were given PLC time at every staff meeting possible.

Intervention Plans- Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teachers develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Intervention paras support students at the tier 2 level in math and reading and language arts.

Students scoring at the High Risk/some risk levels on FastBridge data in 3rd, 4th and 5th grade were considered for intensive daily reading program using the Corrective Reading program held after school.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Wanda Hirsch employs 28 fully credentialed staff and 1 intern teacher.

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

96.5% of Wanda Hirsch teachers are fully credentialed.

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

2022

- ICLE consultants provided support to individual sites.
- Students returned to school after the COVID gap with gaps in their learning. Early Release Mondays primarily focused on collaborating in professional learning communities to best meet the needs of students to reduce their learning gaps.
- With the implementation of Advance Stem, ERMs were focused on specific STEM strategies, for instance, the 5E lesson, science talks, and the engineering and design focus. ERMs also focused on academic discussion and higher level questioning using the CIR rubric. This brought our STEM and ICLE learning together.
- The newly formed ILT (teacher leaders) and Site Administration worked with staff as we began implementation of Advance STEM.

New teachers to Tracy Unified School District are supported through the Tracy Induction Program (TTIP). Through this program teachers receive 6 professional learning days prior to the start of school where they are introduced to various support systems offered in Tracy. They spend time with mentor teachers learning about curriculum, instructional materials and high leveraging instructional strategies. During the school year, teachers participate in 2 after school workshops focused on SEL, STEM, and AVID. They are also released for two days to observe classrooms and debrief in PLCs.

Tracy Unified also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This focuses on the teacher's Individualized Learning Plan (ILP) based on their self selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher who supports them through the ILP process.

Tracy Unified also supports intern teachers through the Peer Coaching program. This program offers just-in-time support and weekly meetings from mentors as well as Professional Learning workshops throughout the year focusing on SEL, STEM and AVID.

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

2022

- Buy Back Days in the 2021-22 school year focused on AdvanceSTEM instructional strategies including student engagement strategies, as well as the ELD strategy of Interactive Read Aloud.
- District TOSAs led STEM implementation workshops.
- Technology Support (TSA) Teacher provided mini technology workshops regularly throughout the year multiple times each month related to a technology topic during that month.

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

2021

- PLC collaboration time in grade level teams is provided to teachers at most staff meeting.
- Teachers meet to discuss the teaching of priority standards (tier 1 core instruction), create common formative assessments, and, using data from assessments, plan for tier 2 intervention.

Teaching and Learning

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

District STEM/RCD Units of Study are aligned with current standards with Common Core and Next Generation Science Standards. Teachers follow district pacing and units utilizing adopted materials (Wonders and My Math) as resources to teach the standards in the units with recommended activities. Teachers also use additional resources to supplement instruction of adopted materials.

ICLE Rigor & Relevance Framework quadrants and rubrics are utilized to increase rigor of instruction in alignment with 21st century skills and expectations of state standards. The implementation of AdvanceSTEM has focused on the Student Learning section of the rigor rubric.

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

- State does not require specified number of minutes in ELA & Math instruction as of recent standards and frameworks.
- ELD instruction is provided for all EL students 30 minutes a day.
- All students receive 200 minutes of Physical Education within every ten school days.

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

District STEM/RCD Units of Study also provide pacing guide and assessment windows to ensure curriculum is taught in timely manner. Teachers respond to students needing intervention through district intervention process on Student Success Team Form. Each classroom teacher is required to submit their schedule with 30 minutes of daily ELD instruction and 200 minutes of PE instruction within every 10 days.

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

District STEM/RCD Units of Study, Pacing Guides, and Assessments are available electronically on the staff portal. Teachers and students also have access to physical teacher's manuals and textbooks and online versions through online adopted materials website links via the school website. Standards-based instructional materials are available to all student groups in accordance with California's Williams Act.

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

Teachers utilize district adopted materials as resources while implementing RCD/STEM units of Study. Teachers specifically work with ELA Adoption of "Wonders" and Math adoption of "My Math" SARC pages for textbook adoptions & process

Opportunity and Equal Educational Access

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

Teachers provided Tier I and Tier II interventions to numerous students throughout the year. Tier II & potentially Tier III Students are identified through diagnostic, formative and summative assessments. Teacher develop intervention plans via the TUSD Study Success Team Process with includes Tier II intervention plan approved by the administrator. That plan consists of baseline date, goals, intervention provided in targeted skills. Teacher and Principal meet at the end of the cycle to determine continued interventions or to hold an SST meeting.

Tier I interventions involve the classroom teacher in small group setting typically. As students are identified for Tier II intervention, they may still receive more intense and targeted support from the teacher, but they will also receive intervention support from one of the paras we pay for or highly qualified volunteer such as a retired teacher that use to work at Wanda Hirsch. Teachers and administrator closely monitor student data via the TUSD Study Success Team Process.

In the 2021-22 school year, a full time intervention para was available to help meet the needs of students whose learning had been affected by being off site and learning at home during the COVID pandemic.

Evidence-based educational practices to raise student achievement

During the 2021-22 school year, with ICLE consultants as well as our STEM TOSAs, teachers have been introduced to and focused on evidence-based best practices, including strategies and structures to create effective student collaboration, academic discussion and higher level questioning. Teachers have also had the opportunity to attend workshops to learn how to incorporate ELD best practices, for instance interactive read aloud. With the implementation of AdvanceSTEM, TOSAs provided professional development including workshops on the 5E lesson plan, science talks. TOSAs also worked with individual teachers and grade levels on specific STEM related activities, including Scratch, 3D paint.

Through a Kagan Workshop, teachers have also had the opportunity to add to their learning of Cooperative Learning Structures to Increase Academic Discourse as well as Proficiency in Social-Emotional Skills.

Parental Engagement

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

Some teachers provide intervention support after school or before school.
In a regular school year, the Hirsch Parent Teacher Organization supports Parent Engagement through community events and educational family nights in conjunction with teachers such as Science Night & Math Night. These were not able to be held in the 2021-22 school year due to the pandemic. The Parent Cafe hosted by the parent liaison has been held virtually.
Evening events put on by teachers and site such as Back to School Night, Gathering of Gratitude, DARE Graduation, and Art Show have also been postponed or held virtually until close to the end of the school year. The Spelling Bee was modified, and held with social distancing and no audience. At the end of the year when restrictions were relaxed, Open House and the Book Fair were able to be held in person.
Hirsch PTO and Teachers also engage parents in fundraising for classroom supplies and field trips.

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)

The Hirsch school site council and staff are involved in reviewing the school safety plan, reviewing needs assessment surveys, and discussion of SBAC, ELPAC and FastBridge data. Hirsch does not receive Title I funding, but we engage School Site Council and Staff in budget recommendations for School Site Council Approval.

Funding

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

Hirsch does not received Title I funding, but we engage School Site Council and Staff on budget recommendations for School Site Council Approval. Our staff at times engages in Staff Development funded by district Title I funds depending on availability.

Fiscal support (EPC)

The district allocates LCFF funding using the district formula based on enrollment and students that meet supplemental/concentration funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following educational partners were consulted with as part of the planning process for the SPSA review and development:

- Wanda Hirsch staff - April 4th 2022
- School Site Council (February 16, 2022 and April 28th 2022)

Resource Inequities

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

- There are no resource inequities as a result of the needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	105	96	87
Grade 1	89	76	77
Grade 2	77	96	81
Grade3	82	78	84
Grade 4	83	78	81
Grade 5	74	75	71
Total Enrollment	510	499	481

Conclusions based on this data:

1. Our overall enrollment continues to steadily decline. Throughout the 2021-2022 school year we have consistently been under 500 students.
2. As of April 30th, 2022, we are currently have 446 kindergarten through 5th grade students. There are 463 students if TK is included. In the 2020-2021 school year, we lost many students to other areas of California and other states. We had many join us form the Bay Area.

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	124	87	93	24.3%	17.4%	19.3%
Fluent English Proficient (FEP)	31	53	52	6.1%	10.6%	10.8%
Reclassified Fluent English Proficient (RFEP)	14	29	7	9.9%	23.4%	8.0%

Conclusions based on this data:

1. The percentage of students reclassifying over the past four years has been below 10% with the exception of 2019-20. (The 2017-18 percentage was 4.7.)
2. The percentage of students that tested as Fluent English Proficient has stayed steady (increased by 0.2%) between 2019-20 and 2020-21
3. The percentage of students living in multi-lingual homes has risen slightly (2%) from the 2019-20 school year to the 2020-21 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	81	80	81	81	77	81	81	77	97.6	100	96.3
Grade 4	77	81	79	76	80	77	76	80	77	98.7	98.8	97.5
Grade 5	93	78	67	91	76	66	91	76	66	97.8	97.4	98.5
All Grades	253	240	226	248	237	220	248	237	220	98	98.8	97.3

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	2447.	2431.	2404.	28.40	19.75	14.29	34.57	32.10	20.78	24.69	27.16	35.06	12.35	20.99	29.87
Grade 4	2475.	2474.	2447.	21.05	21.25	18.18	38.16	31.25	22.08	18.42	21.25	25.97	22.37	26.25	33.77
Grade 5	2483.	2498.	2485.	10.99	17.11	15.15	36.26	34.21	36.36	15.38	25.00	7.58	37.36	23.68	40.91
All Grades	N/A	N/A	N/A	19.76	19.41	15.91	36.29	32.49	25.91	19.35	24.47	23.64	24.60	23.63	34.55

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

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	22.22	25.93	12.99	64.20	46.91	63.64	13.58	27.16	23.38
Grade 4	19.74	17.50	12.99	63.16	53.75	63.64	17.11	28.75	23.38
Grade 5	15.38	21.05	7.58	51.65	56.58	71.21	32.97	22.37	21.21
All Grades	18.95	21.52	11.36	59.27	52.32	65.91	21.77	26.16	22.73

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

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	32.10	20.99	9.09	51.85	54.32	57.14	16.05	24.69	33.77
Grade 4	22.37	28.75	11.69	60.53	58.75	53.25	17.11	12.50	35.06
Grade 5	19.78	27.63	15.15	50.55	48.68	53.03	29.67	23.68	31.82
All Grades	24.60	25.74	11.82	54.03	54.01	54.55	21.37	20.25	33.64

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.28	13.58	6.49	72.84	71.60	79.22	9.88	14.81	14.29
Grade 4	11.84	17.50	10.39	76.32	68.75	75.32	11.84	13.75	14.29
Grade 5	10.99	14.47	13.64	59.34	63.16	72.73	29.67	22.37	13.64
All Grades	13.31	15.19	10.00	68.95	67.93	75.91	17.74	16.88	14.09

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.57	25.93	11.69	55.56	55.56	68.83	9.88	18.52	19.48
Grade 4	23.68	15.00	15.58	59.21	66.25	71.43	17.11	18.75	12.99
Grade 5	24.18	19.74	13.64	45.05	53.95	75.76	30.77	26.32	10.61
All Grades	27.42	20.25	13.64	52.82	58.65	71.82	19.76	21.10	14.55

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

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, there are no 2019-20 scores. 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning. The overall achievement for students meeting or exceeding the standards in ELA in the 2020-21 school year has dropped from the previous year tested (2018-19) for all grade levels with the exception of 5th in the 'standard met' category.
2. Strongest claim areas in proficiency include: Reading - The percentage of students at or near the standard dropped from 2017-18 to 2018-19, but regained almost to the 2017-18 level in 2020-21, with 5th grade exceeding the 2017-18 scores. Research Inquiry - The percentage of students at or near standard has seen big increases.
3. Claim area with the most potential to grow toward proficiency: Writing for all grade levels is in the 50% range for those at or near grade level. Fourth and fifth grade scores dropped between 2018-19 and 2020-21.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	81	80	81	81	77	81	81	77	97.6	100	96.3
Grade 4	77	82	79	77	80	77	77	80	77	100	97.6	97.5
Grade 5	93	79	67	91	76	66	91	76	66	97.8	96.2	98.5
All Grades	253	242	226	249	237	220	249	237	220	98.4	97.9	97.3

* 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	2446.	2442.	2424.	16.05	23.46	18.18	38.27	32.10	29.87	34.57	20.99	23.38	11.11	23.46	28.57
Grade 4	2460.	2478.	2456.	12.99	16.25	10.39	23.38	25.00	24.68	40.26	47.50	42.86	23.38	11.25	22.08
Grade 5	2475.	2484.	2465.	14.29	14.47	12.12	16.48	14.47	15.15	21.98	34.21	22.73	47.25	36.84	50.00
All Grades	N/A	N/A	N/A	14.46	18.14	13.64	25.70	24.05	23.64	31.73	34.18	30.00	28.11	23.63	32.73

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

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	40.74	41.98	20.78	39.51	30.86	51.95	19.75	27.16	27.27
Grade 4	23.38	30.00	12.99	32.47	36.25	51.95	44.16	33.75	35.06
Grade 5	16.48	17.11	12.12	25.27	34.21	30.30	58.24	48.68	57.58
All Grades	26.51	29.96	15.45	32.13	33.76	45.45	41.37	36.29	39.09

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

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	24.69	34.57	20.78	50.62	48.15	57.14	24.69	17.28	22.08
Grade 4	14.29	10.00	14.29	49.35	65.00	54.55	36.36	25.00	31.17
Grade 5	14.29	15.79	12.12	42.86	52.63	50.00	42.86	31.58	37.88
All Grades	17.67	20.25	15.91	47.39	55.27	54.09	34.94	24.47	30.00

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

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	27.16	24.69	16.88	56.79	48.15	68.83	16.05	27.16	14.29
Grade 4	16.88	16.25	9.09	50.65	62.50	68.83	32.47	21.25	22.08
Grade 5	12.09	11.84	7.58	45.05	51.32	63.64	42.86	36.84	28.79
All Grades	18.47	17.72	11.36	50.60	54.01	67.27	30.92	28.27	21.36

2019-20 Data:
Executive Order N-30-20 was issued 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 school closures beginning March 16, 2020, there are no 2019-20 scores. 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning. The overall achievement for students meeting or exceeding the standards in Math in the 2020-21 school year has dropped from the previous year tested (2018-19) for all grade levels with the exception of 5th in the 'standard met' category.
2. Strongest claim areas in all 3 grade levels is Communication Reasoning, demonstrating ability to support mathematical conclusions.
3. Claim areas with the most potential to grow toward proficiency is Concepts & Procedures, applying mathematical concepts and procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1431.9	1420.0	1406.3	1443.0	1440.1	1421.9	1406.1	1373.3	1370.0	36	17	23
1	1516.3	1476.4	1459.8	1497.6	1474.8	1468.2	1534.5	1477.4	1450.9	29	25	13
2	1505.8	1500.6	1487.4	1496.2	1498.7	1492.5	1514.9	1501.9	1481.8	23	16	11
3	1491.2	*	1491.4	1484.9	*	1484.5	1497.0	*	1497.7	17	9	19
4	1492.1	1537.3	1492.0	1481.5	1525.8	1487.9	1502.4	1548.5	1495.7	13	16	21
5	1540.9	1506.9	*	1547.8	1508.1	*	1533.4	1505.4	*	18	11	6
All Grades										136	94	93

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	4.35	*	35.29	34.78	50.00	52.94	43.48	*	5.88	17.39	36	17	23
1	72.41	12.00	7.69	*	56.00	53.85	*	28.00	23.08	*	4.00	15.38	29	25	13
2	69.57	25.00	0.00	*	50.00	63.64	*	25.00	36.36	*	0.00	0.00	23	16	11
3	*	*	10.53	*	*	42.11	*	*	36.84	*	*	10.53	17	*	19
4	*	37.50	9.52	*	31.25	28.57	*	31.25	57.14	*	0.00	4.76	13	16	21
5	*	18.18	*	*	27.27	*	*	27.27	*		27.27	*	18	11	*
All Grades	43.38	17.02	6.45	25.74	41.49	43.01	22.79	34.04	40.86	8.09	7.45	9.68	136	94	93

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	23.53	8.70	44.44	41.18	43.48	*	23.53	30.43	*	11.76	17.39	36	17	23
1	79.31	24.00	7.69	*	48.00	76.92	*	24.00	15.38	*	4.00	0.00	29	25	13
2	78.26	43.75	27.27	*	43.75	63.64		12.50	9.09	*	0.00	0.00	23	16	11
3	*	*	15.79	*	*	57.89	*	*	15.79	*	*	10.53	17	*	19
4	*	56.25	9.52	*	25.00	52.38	*	12.50	33.33	*	6.25	4.76	13	16	21
5	83.33	45.45	*	*	27.27	*	*	9.09	*		18.18	*	18	11	*
All Grades	55.15	34.04	13.98	27.21	41.49	54.84	8.82	17.02	23.66	8.82	7.45	7.53	136	94	93

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	0.00		5.88	21.74	63.89	70.59	47.83	*	17.65	30.43	36	17	23
1	79.31	12.00	7.69	*	48.00	30.77	*	20.00	30.77	*	20.00	30.77	29	25	13
2	52.17	12.50	0.00	*	43.75	54.55	*	37.50	36.36	*	6.25	9.09	23	16	11
3	*	*	5.26	*	*	31.58	*	*	47.37	*	*	15.79	17	*	19
4	*	12.50	4.76	*	56.25	9.52	*	25.00	57.14	*	6.25	28.57	13	16	21
5	*	0.00	*	*	9.09	*	*	72.73	*	*	18.18	*	18	11	*
All Grades	34.56	8.51	3.23	17.65	35.11	27.96	31.62	40.43	46.24	16.18	15.96	22.58	136	94	93

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	55.56	11.76	8.70	36.11	82.35	73.91	*	5.88	17.39	36	17	23
1	89.66	76.00	46.15	*	20.00	53.85	*	4.00	0.00	29	25	13
2	73.91	37.50	45.45	*	56.25	54.55		6.25	0.00	23	16	11
3	*	*	36.84	*	*	47.37	*	*	15.79	17	*	19
4	*	43.75	42.86	*	50.00	52.38	*	6.25	4.76	13	16	21
5	72.22	0.00	*	*	81.82	*		18.18	*	18	11	*
All Grades	61.03	36.17	33.33	32.35	57.45	58.06	*	6.38	8.60	136	94	93

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	23.53	13.04	47.22	64.71	69.57	*	11.76	17.39	36	17	23
1	68.97	20.00	7.69	*	68.00	84.62	*	12.00	7.69	29	25	13
2	78.26	37.50	9.09	*	62.50	90.91	*	0.00	0.00	23	16	11
3	*	*	21.05	*	*	73.68	*	*	5.26	17	*	19
4	*	56.25	23.81	*	37.50	71.43	*	6.25	4.76	13	16	21
5	77.78	63.64	*	*	18.18	*		18.18	*	18	11	*
All Grades	59.56	38.30	17.20	30.15	52.13	74.19	10.29	9.57	8.60	136	94	93

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	63.89	94.12	69.57	*	5.88	30.43	36	17	23
1	79.31	36.00	23.08	*	40.00	46.15	*	24.00	30.77	29	25	13
2	60.87	12.50	18.18	*	81.25	63.64	*	6.25	18.18	23	16	11
3	*	*	0.00	*	*	68.42	*	*	31.58	17	*	19
4	*	25.00	9.52	*	50.00	57.14	*	25.00	33.33	13	16	21
5	*	9.09	*	66.67	72.73	*	*	18.18	*	18	11	*
All Grades	36.76	17.02	8.60	43.38	64.89	63.44	19.85	18.09	27.96	136	94	93

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	11.76	13.04	55.56	52.94	43.48	*	35.29	43.48	36	17	23
1	65.52	20.00	7.69	*	72.00	69.23	*	8.00	23.08	29	25	13
2	*	31.25	0.00	47.83	68.75	90.91	*	0.00	9.09	23	16	11
3	*	*	21.05	82.35	*	78.95	*	*	0.00	17	*	19
4	*	31.25	4.76	*	68.75	61.90	*	0.00	33.33	13	16	21
5	*	0.00	*	61.11	72.73	*	*	27.27	*	18	11	*
All Grades	35.29	19.15	9.68	53.68	65.96	67.74	11.03	14.89	22.58	136	94	93

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

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago. Students came into school to take the ELPAC exam during Distance Learning.
   Students performed more proficiently in Oral language than Written language, which is anticipated considering receptive language is known to develop sooner than productive language.

2. Level with the highest percentage of students is level 2.

3. In the 2020-21 school year, 63% of students were performing at the Somewhat/Moderately Proficiency Level in the Reading Domain. This is down slightly from 65% in the 2018-19 school year.
   68% of students are performing at the Somewhat/Moderately Proficiency Level of the Writing Domain. This is up from 66% in the 2018-19 school year.
   The 'speaking' domain shows the highest increases of all the domains at the 'somewhat moderately' 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**
481	**54.3**	**19.3**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	19.3
Foster Youth	3	0.6
Homeless	90	18.7
Socioeconomically Disadvantaged	261	54.3
Students with Disabilities	49	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	30	6.2
American Indian or Alaska Native	1	0.2
Asian	60	12.5
Filipino	25	5.2
Hispanic	212	44.1
Two or More Races	45	9.4
Native Hawaiian or Pacific Islander	10	2.1
White	98	20.4

Conclusions based on this data:

1. This analysis is based on data from the 2018-19 and the 2020-21 school years. We have a fairly diverse community at Wanda Hirsch Elementary.

2. Our demographic percentages/amounts overall have remained steady with the largest growth at 3.5% in the Hispanic category and the largest decline at 4.5% in the white category. Our socioeconomically disadvantage percentage has increased from 45.3% to 54.3% between the 2018-19 and the 2020-21 school years.

3. Our population primarily consists of Hispanic, White and Asian students.

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. 2021-22 No current data to review.
Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year.
Overall decline in suspension rate has occurred since 2016 from 2.2% to 1.8%.

2. In 2019. chronic Absenteeism decreased at our site from prior year from 11.8% to 10.1%, but remains higher than the district ratings of 9.9% and 9.2% respectively.

3. In 2019:
Our students are outperforming the district in performance on standard in ELA and Mathematics on SBAC.

Color indicators show our performance increased in Mathematics due to student larger subgroups increasing. Subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.

Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.

Subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
2.7 points above standard	11.5 points below standard	0 Students
Maintained ++2 points	Increased Significantly ++15.2 points	
228	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
21.8 points below standard	13.3 points below standard	24.9 points below standard
Declined Significantly -20.5 points	Increased ++8 points	Increased Significantly ++19.4 points
22	112	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
32.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6 points below standard	19 points above standard
Maintained -1.9 points	2	Declined Significantly -15.3 points	Declined Significantly -30.2 points
15		29	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
3.3 points below standard	29.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.2 points above standard
Increased ++11 points	11	1	Maintained ++0.2 points
95			62

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
45 points below standard	26.5 points above standard	6.3 points above standard
Increased Significantly ++19.6 points	Declined Significantly -16.2 points	Declined -3.3 points
34	30	159

Conclusions based on this data:

1. 2021-22 No current data to show.
   Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
   In 2019, Color indicators show our performance in ELA overall maintained due to the amount of populations that increased which were English Learners by 19.6 points, Socioeconomically Disadvantaged by 8 points, Students with Disabilities by 19.4 points and Hispanic by 11 points. This balanced the significant decreases in other populations.
2. In 2019, subgroups that decreased significantly were Asian by 15.3 points, Filipino by 30.2 points and Homeless by 20.5 points.
3. In 2019, English Learners are making significant progress however are still performing 45 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
10.7 points below standard	19.7 points below standard	
Increased ++11.6 points	Increased Significantly ++26.2 points	
228	64	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
19 points below standard	21 points below standard	56.8 points below standard
Increased Significantly ++32.3 points	Increased Significantly ++24.4 points	Increased Significantly ++19.8 points
22	112	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
64.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	2.1 points above standard	5.2 points above standard
Declined Significantly -21.5 points	2	Declined -7.7 points	Declined Significantly -19.9 points
15		29	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
20.8 points below standard	14.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	3.9 points above standard
Increased Significantly ++23.7 points	11	1	Increased Significantly ++15.4 points
95			62

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
52.7 points below standard	17.7 points above standard	7.6 points below standard
Increased Significantly ++27.5 points	Maintained ++0.9 points	Increased ++7.8 points
34	30	159

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, color indicators show our performance increased in Mathematics due to larger student subgroups showing progress. Those subgroups that increased are Hispanic by 23.7 points, English Language Learners by 27.5 points, White by 15.4 points and Homeless by 32.3 points.

2. In 2019, subgroups with lower numbers tended to decrease in Math performance, for example Asian population decreased by 7.7 points, African American decreased by 21.5 points and Filipino decreased by 19.9 points.

3. In 2019, English Learners are making significant progress however are still performing 52.7 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 76
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	34.2	10.5	39.4

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, the amount of English Language Learners decreased significantly from 124 ELLs in Spring 2019 to 76 ELLs by Fall 2019.

2. In 2019, identification of 12 students that decreased is necessary to establish intervention plans for them at the beginning of the 2020-2021 school year.

3. In 2019, 50% of ELLs are making progress in language proficiency.
English Learners are making significant progress however, they are still performing 52.7 points below standard on SBAC Math.
English Learners are making significant progress however, they are still performing 45 points below standard on SBAC ELA.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	3	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
10.1	10.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.7	Maintained -0.2	1
535	129	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
16.7	15.5	14.5
Increased +9	Increased +1.4	Declined -3.3
48	251	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	No Performance Color
20	Less than 11 Students - Data Not Displayed for Privacy	5.1	0
Increased +8.9	3	Increased +1.8	Declined -3.8
40		59	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
10.5	8.9	Less than 11 Students - Data Not Displayed for Privacy	11.2
Declined Significantly -3.7	Increased +5.4	6	Declined -4.4
220	45		134

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, Hispanic, White, Students with Disabilities and Filipino populations declined their absenteeism ratings.

2. In 2019, the following population increased their chronic absenteeism ratings by the following numbers: Socioeconomically Disadvantaged by 1.4%, Asian by 1.8%, Two or More Races by 5.4%, African American by 8.9%, Homeless by 9%.

3. In 2019, pre-SARB process fidelity needs to be examined and improved. We need to identify students that are chronically absent and provide attendance interventions and education to parents on importance and benefits of attending school regularly.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Blue	No Performance Color
1.8	0	Less than 11 Students - Data Not
Increased +0.6	Maintained 0	1
555	140	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Yellow
1.9	1.9	3.2
Maintained 0	Increased +0.4	Declined -0.8
53	267	62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
2.4	Less than 11 Students - Data	0	0
Increased +2.4	3	Declined -1.6	Maintained 0
41		65	29
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Orange
0.9	2.2	Less than 11 Students - Data	3.6
Increased +0.5	Declined -1.1	7	Increased +1.2
227	45		138

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.2	1.8

Conclusions based on this data:

1. Due to school closures beginning March 16, 2020, analysis is based on data from two years ago.
In 2019, suspension rate decline in color from Green to Orange is due to a 0.6% increase in suspensions from prior year.

2. In 2019, overall suspension rate has remained fairly steady over the past five years between 1.2 and 2.2%
1.6% in 2015
2.2% in 2016
1.5% in 2017
1.2% in 2018
1.8% in 2019

3. In 2019, demographics of suspended students tends to fluctuate over the past 4 years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

English Language Learners continue to perform below standard in ELA & Math

- Increase Number of English Language Learners Reclassifying as English Proficient

Increase the number of students making progress in the reading domain

- Increase Rigor in all Classrooms per the ICLE Rubric
- Increase Academic Discussion/student questioning portion of the ICLE Rigor Rubric
- Increase overall proficiency of 3rd-5th graders on SBAC performance
- Increase percentage of Second Graders at grade level expectations on iRead

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA & Math	2020-21 CAASPP SBAC ELA & Math No scores for school year 2019-20 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning. ELL Students ELA - 57.14% of EL students in 3rd grade are not meeting the standards. ELA - 68.42% of EL students in 4th grade are not meeting the standards. ELA - 5th grade EL student data not recorded due to number of students taking the test.	ELLs will reduce percentage of students performing below standard on CASSPP SBAC in both ELA & Math by 5%. Increase overall proficiency of 3rd-5th graders on SBAC performance by 5% NOTE: 20-21 scores are to be taken with with caution due to the test conditions during Distance Learning.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Math - 57.89% of EL students in 3rd grade are not meeting the standards. Math - 42.86% of EL students in 4th grade are not meeting the standards. Math - 5th grade EL student data not recorded due to number of students taking the test. All Students 2020-21 OVERALL SBAC ELA PROFICIENCY 42.28% 35.07% Proficient in Grade 3 40.26% Proficient in Grade 4 51.51% Proficient in Grade 5 2020-21 OVERALL SBAC MATH PROFICIENCY 36.79% 48.05% Proficient in Grade 3 35.07% Proficient in Grade 4 27.27% Proficient in Grade 5 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning.	
Classroom Observations/Instructional Rounds	INSTRUCTIONAL ROUNDS DATA 2021-22 93% of students were engaged in high level questioning, academic discussion and thoughtful work at the developed or well developed level (Student Learning) 68.75% at developed level 25% at well developed Thoughtful work: 87.5% at developed 12.5% at well developed level High Level Questioning: 56.25% at developed 31.25% at well developed level	Percentages of students who will be engaged in thoughtful work at the well developed level will increase by 5%. Percentages of students engaged in higher level questioning at the developed or well developed level will be above 90% Percentages of students engaged in academic discussion at the developed or well developed level will be above 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Academic Discussion: 62.5% at developed 31.25% at well developed level	
iRead	2021-22 IREAD • 74% of Kindergartners at or above grade level • 41% of 1st graders at or above grade level • 32% of 2nd graders at or above grade level	Increase percentage of Second Graders at grade level expectations on iRead by 5%.
Reclassification Information	2017-18SY 6 students reclassified 2018-19SY 14 students reclassified 2019-20SY 6 students reclassified 2020-21SY 2 students reclassified	Increase Number of English Language Learners Reclassifying as English Proficient to at least 6 students.
CA School Dashboard & ELPAC	2019 Dashboard Data 50% of Hirsch ELLs making progress on ELPAC 2020-21 - No Dashboard Data . 2020-21 - DataQuest data: Percentage of students at each performance level: Level 4 - 6.45% of ELL students Level 3 - 43.01% of ELL students Level 2 - 40.86% of ELL students Level 1 - 9.68% OF ELL students In the 2020-21 school year, 63% of students performed at the Somewhat/Moderately Proficiency Level in the Reading Domain. This is down slightly from 65% in the 2018-19 school year.	Percentage of EL students making progress on ELPAC will increase by 5%. Percentage of EL students performing at the somewhat/moderately proficiency level in the reading domain will increase by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL Students.

Strategy/Activity

Support EL students with additional resources to address academic needs.

- ELL Paraprofessional to provide intervention
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF - supplemental $16, 906).
- Translators provided for parent communication (LCFF Suplemental - $200)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16906	LCFF - Supplemental
200	LCFF - Supplemental
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Library support and supplies
Every classroom will receive library time and innovative new experiences through the collaboration of their classroom teacher and the teacher librarian, hired for the 2022-23 school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development
Provide professional development opportunities to increase effective instructional strategies.

- Opportunities for staff to gain more experience with and knowledge about STEM and STEM implementation strategies through SJCOE and other entities.

Tier I Instructional

- Administration to conduct instructional rounds of 30+% of classrooms weekly using the ICLE Rigor Rubric. Each teacher whose classroom is visited will receive a copy of the ICLE Rigor Rubric documenting the practices seen and with suggestions for 'bumping up' the rigor. .
- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration, student academic discourse and student questioning.
- Administration will provide teachers with PLC Time on ERWs
- Teachers will utilize Unencumbered ERWs as a way to fulfill other duties related to their position
- All grade levels will participate in ERW ELD training with administration to focus ELD instruction by ELD level. (TOSAs and Maria Salazar)
- ILT/STEM Release Days which consist of: Colleague Classroom Visits using Rigor Rubric, ILT classroom & PLC data review & debrief, and Grade Level Planning (ICLE consultant, STEM TOSAs)
- Teachers will participate in District & Site ERWs Professional Development Opportunities with District TOSAs/Grade Level Facilitators on STEM units
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.

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

Amount(s)	Source(s)
3000	LCFF - Supplemental

Strategy/Activity 4

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

All students

Strategy/Activity

Provide additional resources for at-risk students.
SST subs to provide coverage for the SST coordinator and the classroom teacher to plan and hold SST meetings (LCFF Supplemental $3200)

Tier II & Tier III Instructional

- Teachers will identify students that are potential candidates for Tier III services and complete a documented and administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher.
- SST meetings held for students not making progress/not meeting goals on their intervention plans.
- Instructional paras support full day TK and kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
-
- Students receiving intervention services from paras will be identified and re-assessed per their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students

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

Amount(s)	Source(s)
3200	LCFF - Supplemental

Strategy/Activity 5

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

All students

Strategy/Activity

Provide intervention in the area of reading
Technology Program - Accelerated Reader reading program for grades 2 through 5 (LCFF $5,500)

K-2 Students will participate in iRead 20 minutes daily at least 4 times/week on their individual devices. (District funded)

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

Amount(s)	Source(s)
5,500	LCFF

Strategy/Activity 6

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

All Students

Strategy/Activity

Provide materials and supplies to support STEM instruction
Materials, STEM support and supplies

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

Amount(s)	Source(s)
4,500	LCFF - Supplemental
6,888	LCFF

Strategy/Activity 7

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

All Students

Strategy/Activity

Provide copy machine for creating the necessary instructional materials for all students.
Copy Machine

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

Amount(s)	Source(s)
6,300	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Each of these strategies listed above were implemented with varying degrees of effectiveness in the 2021-22 school year.
The ELD training for staff was held on a buy back day. Another site was hosting a workshop on Kagan strategies. Due to the opportunity to extend their learning in this, allowing teachers the opportunity to add 'day 4' to the previous training which builds on itself, some members of staff did not take part in the ELD training.

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

- 2020-21 scores are to be analyzed with caution due to the test conditions during Distance Learning.

- With an additional intervention para(from the middle of the year), more intervention was available to students including an intensive reading program. (Corrective Reading)

Rigorous and relevant instruction will increase in classrooms school wide.
- Per rigor rubric evidence, and school focus through STEM in this area, an increase was seen.

80% of students in Grades K-2 will score proficient in iRead by the end of second grade.
- Due to distance and hybrid learning, many students have reading gaps.
- May 2022 - 32% of 2nd graders were on grade level or finished iRead

NOTE: It has been easier to access iRead as students all have their own devices.

2020-2021 Strategies & Action Steps will include ELD training to support our ELL population in furthering their academic progress at Hirsch Elementary.
Teachers were given the opportunity to participate in an ELD workshop on Interactive Read Aloud. This was focused at the K-2 level. Another site was hosting a workshop on Kagan strategies. Due to the opportunity to extend their learning in this, allowing teachers the opportunity to add 'day 4' to the previous training which builds on itself, some members of staff did not take part in the ELD training.

2021-2022 HIRSCH ANNUAL MEASURABLE OUTCOMES (AMOs)
AMO #1 CAASPP SBAC ELA & Math: Due to COVID-19 Pandemic and School Closures, and Distance/hybrid learning, 2020-21 score analysis should be read with caution.
AMO #2 Classroom Observations/Instructional Rounds- with the implementation of AdvanceSTEM, focus was placed on the student learning section of the rigor rubric.
AMO #3 iRead- With one to one devices, students were able to access iRead regularly in the 2021-22 school year.
AMO #4 Reclassification Information: 2020-21SY 2 students reclassified. This represents a decrease of 4 students from the 2019-20 school year.
AMO #5 CA School Dashboard & ELPAC: Due to COVID-19 Pandemic and School Closures, state assessments were waived. In the 2021-22 school year there has been no dashboard data available.

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

Tier I Instructional

- (Site Implementation Team) Instructional Learning Team & Admin will continue to facilitate PD on implementation of Advance STEM strategies including student collaboration,

student academic discourse and student questioning focusing on the 'student learning' section of the rubric.

- All grade levels will participate in ERW ELD training with administration to focus ELD instruction by ELD level. (TOSAs and Maria Salazar)
- 100% of Teachers will Implement STEM Units using the following instructional practices: Academic discussion and student questioning, high level questioning, thoughtful work. Sense Making Notebooks, Implement 5E Lesson Design, and Science Talks.
- K-2 Students will participate in iRead 20 minutes daily at least 4 times/week on their individual devices.

Tier II & Tier III Instructional

- Instructional paras support full day TK and kindergarten classes and students needing additional support for Tier II Interventions (District funded)
- Two 8-hour paras will support first grade through 5th grade needing additional support for Tier II interventions. (District Funded)
- One 3-hr para will support first grade through 5th grade EL students with EL related interventions (LCFF- supplemental $16, 906)

Technology

- Site will purchase replacement technology that falls on site responsibility and can easily be funded through our limited budget.
- Grades TK-5 to utilize laptop carts with individual student devices.

Tier II & Tier III Instructional

- Teachers will identify students that are Tier II candidates based on Common Formative Assessments and provide Tier II interventions for students in areas of need.
- Teachers will identify students that are potential Tier III candidates for additional services and complete a documented, administrator approved TUSD SST Intervention Plan in which administration closely monitors through conferencing with the teacher
- Instructional paras provide support for Grades K-3 to support development of reading foundational skills
- Students receiving intervention services from paras will be identified and re-assessed through Common Formative Assessments from their classroom teacher for continued interventions
- Teachers will employ differentiated instruction and supports to their students within their classrooms per California Standards for the Teaching Profession.

- SST meetings held for students not making progress/not meeting goals on their intervention plans.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

- Decrease amount of suspendable offenses
- Increase parent engagement in surveys & attendance at community events
- Increase administration communication with parents in variety of formats

_Increase support for those students needing social and emotional interventions

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School News Broadcasted via School Messenger System Emails, Phones Calls & Text Messages	Messages sent more often due to notifications of possible exposure to COVID. As of April 2020, 62 Broadcasts were sent • 22% were phone calls • 42% were text messages • 36% were emails As of May 2022, 81 Broadcast were sent • 17% were phone calls • 4% were text messages • 79% were emails	Increase providing messages through text to parents about school matters by 5%.
Social Media Following	2020-21 Facebook created by district in prior years • 472 people like the page • 505 people follow the page 2021-22	Increased followers by posting school news, photos, and/or videos weekly by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 496 people like the page • 537 people follow the page Instagram account was created in 1920SY • as of April 2020 has 121 posts • as of April 2020 has 93 followers Not used in the 2021-22 school year.	
Aeries Report on Parent Emails	As of May 2022 100% of HES students have at least one parent with an email address in Aeries.	100% of students will have at least one parent with an email address listed in Aeries.
Referral & Suspension Data via Aeries	163 referrals issued for major citations 39.5% resulted in warning & phone call to parents 27.9% resulted also included a conference with a parent 43 total days of suspension from 9 students suspended this year 5 out of 9 students were suspended more than once 1 student expelled 2021-22 114 referrals issued for major citations resulting in progressive discipline from a warning and phone call, consequences and conference with a parent. 32 total days of suspension from 19 students No students expelled.	Fewer suspendable offenses and zero expulsions. Decrease amount of students being suspended multiple times by 1%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge MySAEBRS	Hirsch 2-5grade 2021-22 FastBridge MySAEBRS Report: Fall 2021 Students grades 2-5 at some risk/high risk: 22% Winter 2022 Students grades 2-5 at some risk/high risk: 22% Spring 2022 Data not available yet.	A 5% decrease in percentages of students in the some risk/high risk category of MySAEBRS.
LCAP Survey Results	Hirsch LCAP Climate Results 2021-22 93.02% Favorable among Parents 92.55% Favorable among Students 79.12% Favorable among Staff Hirsch LCAP Safety Results 2021-22 97.17% Favorable among Parents 91.67% Favorable among Students 82.05% Favorable among Staff 2020-21 - 22 staff, 32 parents, 79 students participated in the survey. 2021 22 - 13 Staff, 55 parents, 76 students participated in the survey.	LCAP Results in Climate & Safety above 80% in all stakeholder groups. Increase Staff, Parent & Student Participation Numbers in LCAP Survey by 5%
Parent Attendance at Events	2020-21- Sign in sheets were utilized for Back to School Night, but not retained for data purposes in School Plan. 2021-22 - There have been very few on-site events due to COVID regulations. 2021-22 - First family event was a movie night that was strongly attended. 2020-21 PTO Meetings only include principal & board members. Coffee with the Principal included 10 parents.	Retain high parental attendance at school family events. Increased attendance at HPTO Meetings by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 - Very few events on site until the end of the year due to COVID regulations. Recently, HPTO meeting had 1 other in attendance other than the Board members and principal.	
Mental Health Therapist Caseload	18 Students were referred to counseling during the 2020-2021 School Year, however only one student participated on a regular basis. Most students referred attended counseling less than 5 times throughout the year. 2021 - 22 26 Students were referred to counseling during the 2020-2021 School Year. All students participated in counseling on a regular basis either weekly or bi-weekly. Those students seen bi-weekly could not be seen weekly due to lack of personnel.	Retain 100% of students referred to counseling also attending counseling.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support Students socially and emotionally during the school day.
Student Support

- District funds utilized for 5 days Mental Health Counseling & students referred to mental health support - Hirsch only received 3 days a week due to lack of staff. We are hopefully going to increase our 3 days to 5 days a week.
- Things that were not able to be done due to COVID regulations will be reinstated including Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance, Welcome Back Assemblies,
- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Positive Behavior Supports
- Updated Referral System
- Progressive Discipline Model Followed

- Tier II Interventions for Continuous Behaviors
- Utilize Office of Prevention Services supports for Foster & Homeless populations
- Proud Patriot Tickets to reinforce good behavior school wide
- Welcome Back Assemblies
- Mini assemblies for lunch behavior
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school

Staff Climate & Support
- Sunshine Committee
- Employee of the Month nomination of teachers by teachers
- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation days

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support Families in understanding the school environment and having opportunities to participate in and access all school events.
Family Engagement & Support
- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework AND/OR parent evening highlighting academic strategies that can be used at home.
- Regular Social Media Posts
- Regular School Messenger Broadcasts with School News
- 100% of Parents have an email in Aeries Data Confirmation
- Translators provided for meetings
- Parent/Teacher Conferences
- Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance
- Require Parent Volunteer Clearance

- Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation, HPTO Events- Family Nights, Movie Nights, Dances, Coffee w/Principal (every other month)
- Coffee w/Principal (every other month)
- School Site Council held monthly
- HPTO Meeting offered monthly)
- HPTO Events- Family Nights, Movie Nights, Dances
- Parent Café including parent classes
- Parent Liaison Outreach & Engagement
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school if possible

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

Amount(s)	Source(s)
0	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Most of the actions steps above were implemented in the 2019-2020 School Year. The Instagram page was not used in the 2020-21 school year. The District did not use Panorama in the 2020-21 school year. FastBridge MySAEBRs report has taken its place.
During the Fall and winter MYSAEBRS assessment of the 2021-22 school year, 22% of students in grade 2 through 5 scored at some risk/high risk levels on the MySAEBRS assessment. It has been noted that students at the 2nd grade level may not fully understand the words/questions and therefore may not answer the questions accurately.

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

- 2021 22 - Proud Patriot Tickets to reinforce good behavior school wide - due to COVID students did not mix classes for Proud Patriot lunch table. This will resume in the new year.

- 2021-22 - Welcome Back Assemblies - No assemblies were held due to COVID regulations
- 2021 22 -Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures - due to a high turn over and minimal staffing, noon supervision duties changed. Staff was
- Adjusted Yard Duty Schedule to include more supervision before school - No adjustments were made due to lack of staff availabilty.

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

Goal and action steps will remain the same, however metrics are being adjusted to be more easily obtained and monitored throughout the year.

Student Support
District funds utilized for 5 days Mental Health Counseling & students referred to mental health support - at Hirsch, we have only had 3 days of counseling services due to staffing shortages. We hope to increase that to 5 days a week in the 2022-23 school year.

- Second Step Lessons Implemented weekly starting at the beginning of the year.
- Things that were not able to be done due to COVID regulations will be reinstated including Proud Patriot Assemblies/Recognition for Character Counts & Academic Performance, Welcome Back Assemblies,
- Regular Noon Supervision Meetings to review staff & student expectations, assigned area and school procedures
- Adjusted Yard Duty Schedule to include more supervision before school if possible

Parent Engagement & Support

- Staff visibility & availability
- Teachers to send home Math/Reading Strategies regularly for Parents to support with homework/parent evening highlighting academic strategies that can be used at home. Evening events put on by staff such as Kindergarten Holiday Show, 3rd Grade Gathering of Gratitude, DARE graduation, HPTO Events- Family Nights, Movie Nights, Dances, Coffee w/Principal (every other month)

Staff Climate & Support

- Breakfasts and Luncheons
- Recognition during special events; life milestones, retirement, bosses day, secretaries day, teacher appreciation day

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.
LCAP Goal 2: Provide a safe and equitable learning environment for all students and staff.

Goal 3

Decrease Percentage of Students with Chronic Absenteeism

Identified Need

Hirsch Elementary's Chronic Absenteeism rating is higher than district rating of 5.8%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Chronic Absenteeism	2019 10.1% of students were chronically absent from school. 2020-21 9.7% of students were chronically absent from school. This reflects a decrease of 0.4%	Decrease in Chronic Absenteeism by 1%
Aeries "Daily Apportionment by Month" Report	2019-2020 School Attendance average was 95.5% 2021-2022School Year 93.14% Month 1 93.76% Month 2 93.12% Month 3 94.33% Month 4 92.00% Month 5 84.90% Month 6 92.93% Month 7 92.66% Month 8 The 2021-22 school attendance data should be analyzed with caution due to COVID regulations - students in quarantine.	Increased Percent Present on Aeries "Daily Apportionment by Month" Report. Increased Year-to-Date Attendance Average by .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Certify Alerts emailed to Site Principal/Attendance Clerk	As of May 6, 2022 0f the 2021-2022 School Year, 109 student records show absences that equate to 10% or more of the year.	Reduced the number of students absent 10% of the year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, Chronically Absent Students, Students Chronically Tardy

Strategy/Activity

To encourage families to have their students in school and to encourage students to be in school every day.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at Trimester 3 Assemblies
- Implement Character Counts Tickets as attendance Improvement prize

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Most of the actions steps listed above were implemented this school year, with the exception of including attendance tips and data in monthly newsletter.
The continued presence of COVID and the COVID quarantine regulations caused absences through necessity.

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

• Perfect Attendance Recognition in assemblies did not occur as there were no assemblies. Teachers held their own classroom parties to celebrate a specific number of perfect attendance days.

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

Goal and action steps will remain the same as implemented this year.

- Attendance clerk to monitor daily attendance
- Include Attendance tips and data in monthly newsletter/parent communication
- Follow District Pre-SARB process
- Pre-SARB letters generated & mailed
- Administration schedules conferences for meeting dates after the letters are printed.
- SART & Attendance Intervention Plan w/parents developed at meeting
- Chronic Offenders referred to SARB Hearing
- Administration in car line during arrival to increase flow of traffic
- Increase student engagement & academic discussion in classroom instruction
- Perfect Attendance Recognition at Trimester 3 Assemblies
- Implement Character Counts Tickets as attendance Improvement prize

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$46,994.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
LCFF	$19,188.00
LCFF - Supplemental	$27,806.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $46,994.00

Total of federal, state, and/or local funds for this school: $46,994.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gillian Bradley	Principal
Rowena Isip	Classroom Teacher
Sarah Heinrich	Classroom Teacher
Jody Price	Classroom Teacher
Pablo Pinedo	Other School Staff
Mireida Figueroa	Parent or Community Member
Jennifer Gonzales	Parent or Community Member
Grace Maas	Parent or Community Member
Riyam Alqais	Parent or Community Member
Maria Cervantes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

Principal, Gillian Bradley on May 11, 2022

SSC Chairperson, Jody Price on May 11, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Melville S. Jacobson Elementary School	39-75499-6107973	5-4-2022	5-24-2022

Purpose and Description

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

Schoolwide Program

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

Jacobson Elementary School's SPSA has been created with input from all appropriate educational partners, including the JES School Site Council (representatives of JES school community and JES staff), JES Guiding Coalition (school leadership team), JES school staff and JES school community.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

- LCAP Survey Results

TUSD Stakeholder Survey Results - 2022 Jacobson
SAFETY
Number of responses
Parents - Safety Str Agr Agree Total

Q26 39.00 60.00 105.00 94.29% The buildings and grounds at this school are well maintained
Q28 1.00 54.00 56.00 98.21% My child is safe on school grounds before school
Q28 41.00 56.00 100.00 97.00% My child is safe on school grounds during the day
Q28 42.00 57.00 99.00 100.00% My child is safe on school grounds in the classroom
Q28 33.00 52.00 89.00 95.51% My child is safe on school grounds after school
Q29 34.00 55.00 89.00 100.00% The rules of this school are clearly communicated to parents
190.00 334.00 538.00 97.40%

Students - Safety Str Agr Agree Total
Q35 4.00 4.00 11.00 72.73% The buildings and grounds at this school are clean and well maintained
Q38 4.00 7.00 11.00 100.00% I feel safe while attending class
Q39 5.00 5.00 11.00 90.91% I feel safe from gang activity and gang violence at school
Q41 7.00 4.00 11.00 100.00% I know the school rules
20.00 20.00 44.00 90.91%

Staff - Safety Str Agr Agree Total
Q19 21.00 10.00 31.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 15.00 16.00 31.00 100.00% My workplace is safe
Q21 13.00 17.00 31.00 96.77% The buildings and grounds at this school are well maintained
49.00 43.00 93.00 98.92%

Stakeholder Survey Results - 2022 Jacobson
CLIMATE
Number of responses

Parents - Climate Str Agr Agree Total Percent
Q8 40.00 65.00 109.00 96.33% This school's staff motivates students to learn
Q14 25.00 71.00 100.00 96.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 37.00 53.00 94.00 95.74% The buildings and grounds at this school are clean and well maintained
Q30 30.00 51.00 84.00 96.43% This school communicates the importance of respecting all cultural beliefs and practices
Q34 49.00 31.00 83.00 96.39% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 28.00 37.00 73.00 89.04% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 32.00 36.00 71.00 95.77% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 26.00 26.00 56.00 92.86% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 26.00 27.00 56.00 94.64% The school staff responds to me in a timely manner

Q36 27.00 28.00 55.00 100.00% The school office staff is friendly and professional
320.00 425.00 781.00 95.39%

Students - Climate Str Agr Agree Total Percent
Q6 8.00 14.00 23.00 95.65% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 5.00 12.00 19.00 89.47% This school communicates the importance of respecting all cultural beliefs and practices
Q33 4.00 13.00 17.00 100.00% My teachers recognize the good work I am doing and provide timely feedback
Q34 8.00 8.00 17.00 94.12% This school motivates students to learn
Q35 4.00 7.00 14.00 78.57% The buildings and grounds at this school are clean and well maintained
Q42 6.00 7.00 13.00 100.00% I feel comfortable working with classmates and participating in class
Q43 5.00 6.00 11.00 100.00% I feel safe, secure and supported at this school
40.00 67.00 114.00 93.86%

Staff - Climate Str Agr Agree Total Percent
Q6 17.00 13.00 30.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 19.00 11.00 30.00 100.00% Members of the school/department collaborate to achieve our school goals
Q21 12.00 17.00 30.00 96.67% The buildings and grounds at this school are clean and well maintained
Q22 9.00 3.00 12.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 10.00 2.00 12.00 100.00% I am treated with respect by my colleagues at work
Q24 10.00 2.00 12.00 100.00% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 5.00 6.00 11.00 100.00% Our district ensures effective communication across the organization
82.00 54.00 137.00 99.27%

Jacobson saw significant improvement in survey scores this school year. We celebrate that scores in each category increased. Overall safety scores from parent responses increased by 18.59%. Student safety scores increased by 8.38%. Staff safety scores increased by 1.57%. Parent scores particularly increased in the categories of safety after school (30.85% increase) and safety in the classroom during school hours (28.63% increase). Additionally, student safety in regard to gang violence on campus increased by 21.86%. These scores are encouraging, as we strive to create a safe and equitable environment for students in all aspects of our campus.

The climate portion of the survey also saw increases in each category. Parent climate scores increased overall by 10.87%. Student climate scores had an overall increase of 17.83%. We saw an overall increase of staff climate scores by 3.04%. The staff at Jacobson make every effort to make students, staff and families feel welcomed and valued. One highlight to particularly note is that student scores increased by 34.15% in the category of feeling comfortable in the classroom working with classmates and participating. Another important highlight is that there was a 15.98% increase of parents who stated that if they had a question, comment or concern about their child, they are comfortable talking to administration.

Classroom Observations

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

- ICLE (International Center for Leadership in Education) Rigor, Relevance, Engagement, Relationship Rubrics- teachers received district training on the ICLE relationships rubric at the beginning of the 2021-2022 school year. The relationship rubric focuses on vulnerability, connection, and compassion. Building positive relationships with students and the school community has always been important, but was even more important than usual this year, considering students were returning to full days of in-person instruction for the first time since March 13, 2020.
- As a part of ongoing training/discussion around the ICLE rubrics (multiple year district relationship with ICLE), the rigor rubric was focused on and discussed in JES Guiding Coalition meetings. The rigor rubric focuses on thoughtful work, high-level questioning, and academic discussion.

- Administrative Instructional Rounds (connections to the ICLE rigor and relationships rubrics that were observed)-When conducting instructional rounds, school administration observed consistent student engagement and positive teacher/student relationships throughout the school year. Additionally, teachers were observed facilitating higher levels of academic discussions in their classrooms as the school year progressed (whole class, small student groups, student partnerships, as examples).
- School Administration visited an average of 134% of classrooms each month on average from August 2021-March 2022. Classroom observations are non-evaluative. The only evaluative classroom observations are formal and informal teacher evaluations.
- Certificated evaluations (formal and informal evaluations conducted)
- Classified evaluations (paraprofessionals)

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Jacobson Elementary School staff collaborates frequently in Professional Learning Communities (grade-level teacher teams) to support student academic growth. Four fundamental PLC questions that are discussed on an ongoing basis are : 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students don't learn? 4. How will we extend the learning for students who are already proficient? Student literacy was a focus at Jacobson Elementary School during the 2021-2022 school year and will continue to be in the future. Students demonstrated growth this school year as measured on FastBridge aReading, for example (see data in Goal 1 of this document).

- SBAC assessment, FastBridge assessment, and RCD assessment results used to modify planning and instruction (for example, to determine levels and frequency of intervention provided)
- RCD units aligned to state standards
- Common formative assessments used within Professional Learning Communities
- Intervention schedule-teachers identify students in each class that would benefit from academic intervention. Intervention paraprofessionals worked with 1st-5th grade students on a daily rotation this year. We started the school year with two four-hour intervention paraprofessionals, then, as the year progressed, we expanded to four paraprofessionals (two additional eight-hour paraprofessionals were funded by the school district).
- A focus on designated ELD instruction continued at Jacobson this year. We continued our work with the 1A: Homeroom Model, in which the classroom teacher is responsible for 30 minutes of designated ELD in grades 1-5 (15 minutes in kindergarten). Our EL coordinator continued to provide “above and beyond” support for EL students that needed it the most.

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

- RCD end of unit summative assessments
- Common formative assessments
- FastBridge Assessments administered three times this year (third round of FastBridge will be March 28-May 13 2022)
- FastBridge assessments--2nd and 3rd grade--aReading, aMath, CBMreading, mySAEBRS
- FastBrdige assessments--4th and 5th grade--FASTtrack reading, FASTtrack math, mySAEBRS
- Teachers used FastBridge assessment and SBAC interim assessment data to monitor student progress

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

22 of 25 teachers are fully credentialed. Jacobson Elementary School's three new teachers continue to make progress toward obtaining the appropriate credentials.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

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

- 22 of 25 teachers are fully credentialed. Jacobson Elementary School's three new teachers continue to make progress toward obtaining the appropriate credentials.

- New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

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Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

- All Jacobson Elementary School teachers receive ongoing district and school site professional development on Early Release Mondays (ERMs), District (1 day) and school-site pre-service day (1 day) and district and school-site buy-back days (3 days)

- All Jacobson Elementary School teachers have access to district adopted instructional materials

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

- Professional Learning Communities (PLC)--grade level teachers meet frequently to collaborate
- Staff development provided by our District Staff Development team (JES Designated ELD/Literacy focus), TUSD STEM Curriculum and Local Assessment Department (JES transition from STEM comparison site to STEM treatment site), and ISET Department (training on new projectors that were installed in April/May 2022)
- Early Release Monday staff development focusing on Designated ELD instruction (3 sessions for all teachers plus an extra session for our three new teachers that was provided early in the school year)
- Early Release Monday staff development focusing on Science, particularly JES's transition from a STEM comparison school to a STEM treatment school for the 2022-2023 school year (3 sessions for all JES teachers, including inviting Art Freiler's K-5 teachers for a 4-11-2022 professional development session)
- JES Guiding Coalition (school leadership team)--all grade levels represented (8 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, SDC (special day class), two teachers from grade 5) --monthly meetings (10 per school year). The JES Guiding Coalition Mission Statement is "To continually seek ways to maximize educational growth for all students".
- TUSD Buy Back days (optional professional development)--JES's site planned buy back day emphasized science (connected to our ERM focus as we transition to a STEM treatment site for the 2022-2023 school year)
- Collaborative support from our ICLE consultant, Dr. Lisa Corbin (focused on Rigor and Relationships Rubrics)

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

- ICLE-JES's ICLE coach is Dr. Lisa Corbin. This was her first year with Jacobson Elementary School.
- Instructional Coaches-Teachers on Special Assignment (TOSA)
- EL Coordinator
- Guiding Coalition (school leadership team)--all grade levels represented (8 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, SDC (special day class), two teachers from grade 5) --monthly meetings (10 per school year)
- Intervention Paraprofessionals--2 four-hour and 2 eight-hour paraprofessionals
- Kindergarten Paraprofessionals--3 three-hour paraprofessionals
- SBAC Coordinators-provided assistance with interim assessments

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

- PLC (Professional Learning Communities)
- Grade level collaboration-horizontal (same grade level) and vertical collaboration (with previous and next grade level-for example, 2nd grade occasionally collaborated with 1st and 3rd grade teachers)
- Guiding Coalition (school leadership team)--all grade levels represented (8 teachers and 2 JES site administrators-one teacher from K, 1, 2, 3, 4, SDC (special day class), two teachers from grade 5) --monthly meetings (10 per school year). The JES Guiding Coalition Mission Statement is "To continually seek ways to maximize educational growth for all students".

Teaching and Learning

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

Jacobson Elementary School is committed to following all TUSD curriculum guidelines and best instructional practices (ICLE Rigor Rubric as our instructional framework, for example).

- RCD Units
- PLCs (Professional Learning Communities)
- TUSD's EL Coordinator and TUSD's English Language Arts Curriculum Specialist provided three professional development sessions during staff meetings on Early Release Mondays for all teachers focusing on Designated ELD instruction and Summative ELPAC preparation; additionally, they provided an additional one hour professional development session for JES's three new teachers this year.
- Teachers utilize district pacing guides
- Common formative assessments

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

- EL minutes (30 minutes per day in grades 1-5; 15 minutes per day in Kindergarten)
- Language arts and math are taught daily by teachers, typically in the morning

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

- Pacing guides are reviewed during PLC and grade level collaboration time
- Intervention schedule-intervention paraprofessionals worked with 1st-5th grade students on a daily rotation during the school day.
- Some teachers provided intervention before and after school for compensation. This was optional. Available hours were split equally amongst interested teachers.

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

-All students have equitable access to appropriate instructional materials

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

-RCD units and designated ELD instruction are fully aligned with standards and intervention materials

Opportunity and Equal Educational Access

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

Jacobson Elementary School provides a daily intervention rotation based on data. Ongoing evaluation of student academic growth and challenges inform this intervention rotation. Teachers collaborate frequently in their Professional Learning Communities about this important work. Jacobson Elementary School is fortunate to have four paraprofessionals that provide this intervention. Teachers provide the plans and materials for this intervention.

- PLC-Teacher intervention rotations during the school day were based on assessment results, such as FastBridge aReading and aMath scores
- Teachers were provided the opportunity to support at risk students with extra intervention time before and after school (compensated)
- EL Students receive designated ELD instruction daily for the legally required amount of time. Additionally, students who require extra support, based on teacher observation and data analysis, receive the support from our EL Coordinator during the school day.

Evidence-based educational practices to raise student achievement

- PLC-sharing and implementing effective instructional practices, analyzing common formative assessments, planning intervention, discussing the four PLC questions: 1. What do we want all students to know and be able to do? 2. How will we know if they learn it? 3. How will we respond when some students don't learn? 4. How will we extend the learning for students who are already proficient?
- Intervention support from teachers and intervention paraprofessionals (two four-hour intervention paraprofessionals and two eight-hour intervention paraprofessionals)
- Social Emotional Supports-counseling-JES had multiple counselors for the 2021-2022 school year. We worked with the Associate Director of Behavioral Health, Michelle Coble, to fully staff 5 days of counseling for Jacobson students. Due to staffing challenges, we started the year with 2 days of counseling, but continued to build until we reached 5 days of support.
- Attendance based accountability (SARB) and incentives
- Proactive and equitable discipline policies and practices-approximately 2.8% of JES students suspended during the 2021-2022 school year (as of May 10, 2022)--this represents a substantial decline in suspension rate since the last years students were in attendance for the whole year or part of the school year (2018-2019 and 2019-2020 school years). There were no suspensions at JES during the 2020-2021 school year (distance learning for majority of the school year, hybrid learning for approximately the last two months of the school year for all students--SDC students accessed hybrid learning since November of 2020 that year).

Parental Engagement

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

The District and School resources and programs listed below assist under-achieving students. At Jacobson Elementary School, we attempt to learn and identify every student's needs and support them in every possible way.

- TUSD Prevention Services
- Parent Liaison (our parent liaison splits his time equally between Jacobson Elementary School and Hirsch Elementary School)
- Mental Health Counseling and Wellness support--5 days of services at JES
- SST, 504, IEP procedures
- Paraprofessionals (EL coordinator, intervention paraprofessionals, TK/Kindergarten paraprofessionals)
- City of Tracy after school program-Boys' and Girls' Club
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 4:00 p.m.-6:00 p.m. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We plan to continue this program next school year. This school year was the second year we provided this program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jacobson Elementary School takes great pride in community outreach and partnerships. Please see the encouraging LCAP parent survey results above for climate and safety. Some examples of these community partnerships and the school's efforts at outreach are listed below.

- Virtual Back to School Night
- Open House in person--4-7-2022
- Parent Teacher Conferences in person (virtual option)
- School Site Council/ELAC
- Parent Liaison (outreach, support, parent education, Parent Cafes)-Our Parent Liaison also works directly with TUSD's Prevention Services Department to help maximize resources for families in need.
- JSPA (Jacobson School Parent Association)
- SST Team (Student Success Team)--when a school staff member or parent has a concern about a student's academic or behavioral progress, a team meeting occurs in which recommendations and a plan are made. All educational partners at the meeting get a copy of the notes from the meeting. A copy also is placed in the student's cumulative file.
- Boys' and Girls' Club--after school program at Jacobson
- Farmers to Families Thursday afternoon grocery box food distribution in our parking lot on Thursdays from 4:00 p.m.-6:00 p.m. One grocery box feeds a family of 4 for one week. This amazing community support is provided by Five Loaves Two Fish Food Pantry/New Creation Bible Fellowship in Tracy, CA. We plan to continue this program next school year. This school year was the second year we provided this program.

Funding

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

Personnel compensated from JES's SPSA that provide services to enable underperforming students to meet standards:

- Intervention Paraprofessionals--2 four-hour paraprofessionals
- EL Paraprofessional--1 six-hour paraprofessional
- Kindergarten Paraprofessionals--3 three-hour paraprofessionals

Please see Goal 1 and Goal 2 in this document to see all categorical fund expenditures.

Fiscal support (EPC)

- LCFF
- Title I
- Targeted (SES/EL/FY)
- Targeted EL

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Opportunities for educational partner input occurred at school site council meetings, guiding coalition meetings, and staff meetings throughout the school year. Jacobson Elementary School's SPSA has been created with input from all appropriate educational partners, including the JES School Site Council (representatives of JES school community and JES staff), JES Guiding Coalition (school leadership team), JES school staff and JES school community.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	123	103	96
Grade 1	108	106	84
Grade 2	114	102	104
Grade3	90	104	94
Grade 4	102	97	101
Grade 5	115	89	96
Total Enrollment	652	601	575

Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by Asian, White, and African American students.
2. Our student enrollment is declining from 2018-2021, although as of 4-11-2022, JES has 574 students, almost identical to the 2020-2021 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	217	184	180	33.3%	30.6%	31.3%
Fluent English Proficient (FEP)	36	52	47	5.5%	8.7%	8.2%
Reclassified Fluent English Proficient (RFEP)	28	31	8	11.7%	14.3%	4.3%

Conclusions based on this data:

1. 31.3% of our students are English Learners.
2. In 2019-2020 53.6% of our students have been English Learners at one point, or are still English Learners.
3. In 2020-2021 43.8% of our students have been English Learners at one point, or are still English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	89	88	95	87	87	95	87	87	100	97.8	98.9
Grade 4	122	97	96	121	95	96	121	95	96	99.2	97.9	100.0
Grade 5	98	114	92	97	112	86	97	112	85	99	98.2	93.5
All Grades	315	300	276	313	294	269	313	294	268	99.4	98	97.5

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.	2399.	2368.	5.26	14.94	5.75	13.68	22.99	14.94	41.05	26.44	28.74	40.00	35.63	50.57
Grade 4	2423.	2420.	2421.	11.57	5.26	10.42	16.53	26.32	14.58	28.93	22.11	27.08	42.98	46.32	47.92
Grade 5	2446.	2463.	2465.	4.12	8.04	10.59	25.77	24.11	27.06	23.71	29.46	15.29	46.39	38.39	47.06
All Grades	N/A	N/A	N/A	7.35	9.18	8.96	18.53	24.49	18.66	30.99	26.19	23.88	43.13	40.14	48.51

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

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	9.47	18.39	3.45	46.32	50.57	65.52	44.21	31.03	31.03
Grade 4	13.22	13.68	11.46	51.24	51.58	56.25	35.54	34.74	32.29
Grade 5	11.34	10.71	9.41	52.58	54.46	61.18	36.08	34.82	29.41
All Grades	11.50	13.95	8.21	50.16	52.38	60.82	38.34	33.67	30.97

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.26	10.34	4.65	41.05	45.98	45.35	53.68	43.68	50.00
Grade 4	8.26	5.26	6.25	51.24	51.58	54.17	40.50	43.16	39.58
Grade 5	7.22	9.82	11.76	48.45	57.14	51.76	44.33	33.04	36.47
All Grades	7.03	8.50	7.49	47.28	52.04	50.56	45.69	39.46	41.95

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

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	6.32	16.09	5.75	66.32	60.92	77.01	27.37	22.99	17.24
Grade 4	6.61	2.11	2.08	70.25	72.63	76.04	23.14	25.26	21.88
Grade 5	3.09	9.82	7.06	60.82	59.82	70.59	36.08	30.36	22.35
All Grades	5.43	9.18	4.85	66.13	64.29	74.63	28.43	26.53	20.52

2019-20 Data:
Executive Order N-30-20 was issued 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	12.63	16.09	8.05	50.53	47.13	62.07	36.84	36.78	29.89
Grade 4	11.57	7.37	12.50	49.59	47.37	70.83	38.84	45.26	16.67
Grade 5	9.28	12.50	10.59	45.36	51.79	63.53	45.36	35.71	25.88
All Grades	11.18	11.90	10.45	48.56	48.98	65.67	40.26	39.12	23.88

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

Conclusions based on this data:

1. Overall student achievement in English Language Arts/Literacy stayed relatively stable from 2018-2019 to 2020-2021. This is especially encouraging considering the SBAC was not administered during the 2019-2020 school year due to the COVID-19 pandemic. Additionally, it is encouraging due to the learning model in 2020-2021 (primarily distance learning with some hybrid learning starting in late March 2021).
2. 10.59% of fifth grade students exceeded standards and 27.06% of fifth grade students met standards in 2020-2021, which was an increase over the 2017-2018 and 2018-2019 school years. Less third and fourth grade students met or exceeded standards in 2020-2021 than in 2018-2019, but as mentioned, overall achievement remained relatively stable.

3. In reading, listening, and research/inquiry, there was an increase in the percentage of students at or near the standard in grades three, four, and five, which is encouraging.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	95	89	88	95	88	87	95	88	87	100	98.9	98.9
Grade 4	122	97	96	122	96	96	122	96	96	100	99	100.0
Grade 5	98	114	92	97	112	85	97	112	85	99	98.2	92.4
All Grades	315	300	276	314	296	268	314	296	268	99.7	98.7	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	2393.	2422.	2367.	6.32	11.36	6.90	24.21	30.68	13.79	23.16	28.41	21.84	46.32	29.55	57.47
Grade 4	2448.	2434.	2406.	9.84	2.08	3.13	20.49	23.96	13.54	43.44	39.58	27.08	26.23	34.38	56.25
Grade 5	2465.	2469.	2450.	1.03	8.93	3.53	17.53	14.29	12.94	40.21	35.71	30.59	41.24	41.07	52.94
All Grades	N/A	N/A	N/A	6.05	7.43	4.48	20.70	22.30	13.43	36.31	34.80	26.49	36.94	35.47	55.60

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.11	34.09	12.64	27.37	30.68	33.33	50.53	35.23	54.02
Grade 4	17.21	11.46	4.17	36.07	32.29	36.46	46.72	56.25	59.38
Grade 5	12.37	12.50	4.71	37.11	38.39	41.18	50.52	49.11	54.12
All Grades	17.20	18.58	7.09	33.76	34.12	36.94	49.04	47.30	55.97

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.68	15.91	8.05	31.58	47.73	42.53	54.74	36.36	49.43
Grade 4	11.48	8.33	5.21	46.72	40.63	44.79	41.80	51.04	50.00
Grade 5	4.12	8.04	7.06	51.55	45.54	45.88	44.33	46.43	47.06
All Grades	9.87	10.47	6.72	43.63	44.59	44.40	46.50	44.93	48.88

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.63	22.73	3.45	51.58	53.41	52.87	35.79	23.86	43.68
Grade 4	13.93	8.33	3.13	49.18	52.08	51.04	36.89	39.58	45.83
Grade 5	2.06	8.93	2.35	51.55	45.54	57.65	46.39	45.54	40.00
All Grades	9.87	12.84	2.99	50.64	50.00	53.73	39.49	37.16	43.28

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

Conclusions based on this data:

1. A higher percentage of students were at or near the standard in concepts and procedures and communicating reasoning in 2020-2021 than 2018-2019, which is encouraging considering the SBAC was not administered during the 2019-2020 school year due to the COVID-19 pandemic. Additionally, it is encouraging due to the learning model in 2020-2021 (primarily distance learning with some hybrid learning starting in late March 2021).
2. Student achievement in problem solving & modeling/data analysis remained relatively stable in 2020-2021 compared to 2018-2019.
3. 55.6% of students did not meet the standards of overall achievement, which is a concern as it is a significant increase in percentage from 2018-2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1422.3	1419.5	1393.5	1436.8	1430.7	1407.3	1388.7	1392.9	1361.0	43	36	35
1	1465.5	1437.6	1429.0	1458.9	1435.1	1446.2	1471.5	1439.8	1411.2	54	37	25
2	1489.2	1466.3	1465.0	1497.7	1464.9	1463.3	1480.3	1467.2	1466.1	25	39	27
3	1468.9	1472.4	1477.1	1454.4	1467.9	1485.2	1483.0	1476.4	1468.6	27	20	33
4	1517.1	1506.0	1503.0	1507.2	1510.5	1507.0	1526.4	1501.0	1498.6	42	29	35
5	1511.6	1529.8	1512.1	1508.1	1529.1	1514.0	1514.6	1530.1	1509.8	27	31	25
All Grades										218	192	180

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.56	5.71	34.88	38.89	20.00	25.58	47.22	42.86	*	8.33	31.43	43	36	35
1	35.19	5.41	8.00	37.04	24.32	24.00	*	40.54	40.00	*	29.73	28.00	54	37	25
2	56.00	0.00	0.00	*	46.15	48.15	*	48.72	37.04	*	5.13	14.81	25	39	27
3		0.00	9.09	*	50.00	30.30	*	25.00	54.55	*	25.00	6.06	27	20	33
4	28.57	13.79	20.00	47.62	44.83	37.14	*	31.03	28.57	*	10.34	14.29	42	29	35
5	*	29.03	20.00	44.44	32.26	40.00	*	22.58	24.00	*	16.13	16.00	27	31	25
All Grades	29.82	8.85	10.56	38.07	38.54	32.78	16.51	37.50	38.33	15.60	15.10	18.33	218	192	180

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.58	5.56	2.86	37.21	47.22	34.29	*	38.89	37.14	*	8.33	25.71	43	36	35
1	40.74	10.81	16.00	22.22	16.22	28.00	24.07	51.35	32.00	*	21.62	24.00	54	37	25
2	68.00	10.26	11.11	*	56.41	44.44	*	28.21	29.63	*	5.13	14.81	25	39	27
3	*	20.00	30.30	*	40.00	48.48	*	15.00	15.15	40.74	25.00	6.06	27	20	33
4	52.38	34.48	42.86	28.57	44.83	25.71	*	10.34	20.00	*	10.34	11.43	42	29	35
5	66.67	48.39	36.00	*	32.26	52.00	*	9.68	4.00	*	9.68	8.00	27	31	25
All Grades	42.66	20.31	23.33	26.61	39.58	38.33	14.68	27.60	23.33	16.06	12.50	15.00	218	192	180

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	8.33	5.71	*	27.78	11.43	44.19	38.89	42.86	*	25.00	40.00	43	36	35
1	40.74	8.11	0.00	24.07	21.62	20.00	20.37	37.84	36.00	*	32.43	44.00	54	37	25
2	*	0.00	0.00	*	38.46	37.04	*	53.85	48.15	*	7.69	14.81	25	39	27
3		0.00	6.06	*	15.00	9.09	*	50.00	54.55	55.56	35.00	30.30	27	20	33
4	*	6.90	2.86	42.86	24.14	20.00	*	31.03	42.86	*	37.93	34.29	42	29	35
5	*	9.68	12.00	55.56	25.81	12.00	*	48.39	52.00	*	16.13	24.00	27	31	25
All Grades	22.48	5.73	4.44	32.11	26.56	17.78	25.23	43.23	46.11	20.18	24.48	31.67	218	192	180

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.51	11.11	8.57	41.86	80.56	65.71	*	8.33	25.71	43	36	35
1	59.26	27.03	20.00	22.22	62.16	64.00	*	10.81	16.00	54	37	25
2	76.00	12.82	18.52	*	82.05	66.67	*	5.13	14.81	25	39	27
3	*	10.00	21.21	59.26	50.00	69.70	*	40.00	9.09	27	20	33
4	28.57	31.03	40.00	59.52	58.62	48.57	*	10.34	11.43	42	29	35
5	62.96	12.90	24.00	*	74.19	68.00	*	12.90	8.00	27	31	25
All Grades	47.71	17.71	22.22	38.53	69.79	63.33	13.76	12.50	14.44	218	192	180

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.58	11.11	0.00	51.16	80.56	71.43	*	8.33	28.57	43	36	35
1	33.33	0.00	12.00	53.70	56.76	68.00	*	43.24	20.00	54	37	25
2	76.00	15.38	14.81	*	76.92	66.67	*	7.69	18.52	25	39	27
3	*	45.00	45.45	*	40.00	42.42	40.74	15.00	12.12	27	20	33
4	66.67	44.83	42.86	*	41.38	42.86	*	13.79	14.29	42	29	35
5	66.67	77.42	60.00	*	6.45	24.00	*	16.13	16.00	27	31	25
All Grades	46.33	29.17	28.89	36.24	53.13	52.78	17.43	17.71	18.33	218	192	180

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.78	5.71	65.12	69.44	54.29	*	27.78	40.00	43	36	35
1	48.15	8.11	8.00	25.93	59.46	44.00	25.93	32.43	48.00	54	37	25
2	44.00	0.00	0.00	*	82.05	70.37	*	17.95	29.63	25	39	27
3		0.00	6.06	48.15	60.00	48.48	51.85	40.00	45.45	27	20	33
4	*	3.45	2.86	69.05	51.72	62.86	*	44.83	34.29	42	29	35
5	*	19.35	16.00	74.07	64.52	52.00	*	16.13	32.00	27	31	25
All Grades	24.77	5.73	6.11	50.92	65.63	55.56	24.31	28.65	38.33	218	192	180

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	41.86	41.67	17.14	37.21	30.56	48.57	*	27.78	34.29	43	36	35
1	46.30	16.22	8.00	42.59	54.05	60.00	*	29.73	32.00	54	37	25
2	*	5.13	14.81	68.00	87.18	74.07	*	7.69	11.11	25	39	27
3	*	0.00	6.06	51.85	75.00	66.67	*	25.00	27.27	27	20	33
4	38.10	27.59	5.71	50.00	37.93	65.71	*	34.48	28.57	42	29	35
5	51.85	9.68	8.00	44.44	74.19	72.00	*	16.13	20.00	27	31	25
All Grades	38.07	17.71	10.00	47.25	59.38	63.89	14.68	22.92	26.11	218	192	180

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

Conclusions based on this data:

1. Despite the state not requiring assessment in 19-20, JES completed the majority of ELPAC testing. Eighteen students in 19-20 showed growth on the summative ELPAC. In 2020-2021, sixty-six students showed growth on the summative ELPAC, showing a 366% improvement from 19-20. This was a major celebration for our students and staff this year and could be potentially be attributed to the designated ELD professional development focus at Jacobson Elementary School the past two years.
2. The number of EL students tested on the summative ELPAC has decreased consistently since 2017-2018. This could indicate that more EL students are being redesignated and experiencing academic success.

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**
575	**64.0**	**31.3**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	180	31.3
Foster Youth	3	0.5
Homeless	38	6.6
Socioeconomically Disadvantaged	368	64.0
Students with Disabilities	90	15.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	5.9
American Indian or Alaska Native	2	0.3
Asian	78	13.6
Filipino	24	4.2
Hispanic	320	55.7
Two or More Races	26	4.5
Native Hawaiian or Pacific Islander	15	2.6
White	76	13.2

Conclusions based on this data:

1. Jacobson Elementary School has a high percentage of socioeconomically disadvantaged students (64%).

2. Our largest sub-group is Hispanic students, followed by Asian, White, African American, and Filipino students.
3. Jacobson Elementary School has a high percentage of EL students (31.3%)

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We had zero student suspensions at Jacobson Elementary School during the 2020-2021 school year. The dashboard indicator from 2019 is outdated.
2. During the 2021-2022 school year, as of early May, Jacobson Elementary School's suspension rate is 2.8%. The last two years of 0% and 2.8% suspension rate are a substantial improvement from the 2018-2019 and 2019-2020 school years.
3. Jacobson's attendance rate so far in 2021-2022 is 91%.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	5	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
38.1 points below standard	50.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.7 points	Increased ++3 points	3
288	109	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	46.6 points below standard	115.5 points below standard
10	Increased Significantly ++15.3 points	Declined -5.3 points
	193	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
74.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	54.8 points below standard	10.5 points above standard
Increased ++14 points	1	Increased ++6 points	Increased ++8.4 points
17		37	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
41.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28 points below standard
Increased Significantly ++19.2 points	10	7	Increased Significantly ++17 points
144			48

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.7 points below standard	6.3 points above standard	31.9 points below standard
Declined -5.6 points	Maintained -1.2 points	Increased Significantly ++20.5 points
74	35	174

Conclusions based on this data:

1. 2020-2021 SBAC English Language Arts/Literacy Overall Achievement subgroup data from CAASPP website: Asian students-standard exceeded 13.51%, standard met 21.62%, standard nearly met 29.73%, standard not met 35.14%--African American students-standard exceeded 10.53%, standard met 10.53%, standard nearly met 15.79%, standard not met 63.16%--Filipino students-standard exceeded 18.18%, standard met 27.27%, standard nearly met 36.36%, standard not met 18.18%--Hispanic or Latino students-standard exceeded 5.84%, standard met 17.53%, standard nearly met 20.13%, standard not met 56.49%--White students-standard exceeded 12.5%, standard met 15.63%, standard nearly met 34.38%, standard not met 37.50%

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
38.8 points below standard	41.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.1 points	Maintained ++1.2 points	3
288	109	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	44.9 points below standard	108.2 points below standard
10	Increased ++5.8 points	Declined -5.1 points
	193	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
59.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	39 points below standard	0.2 points below standard
Increased Significantly ++24.5 points	1	Increased ++5.5 points	Maintained ++1.1 points
17		37	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	35.6 points below standard
Increased ++10.9 points	10	7	Maintained -0.5 points
144			48

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.2 points below standard	11.1 points above standard	39.4 points below standard
Declined -6.9 points	Maintained -2.1 points	Increased ++9 points
74	35	174

Conclusions based on this data:

1. 2020-2021 SBAC Mathematics Overall Achievement subgroup data from CAASPP website: Asian students-standard exceeded 5.41%, standard met 29.73%, standard nearly met 32.43%, standard not met 32.43%--African American students-standard exceeded 11.11%, standard met 16.67%, standard nearly met 16.67%, standard not met 55.56%--Filipino students-standard met 18.16%, standard nearly met 54.55%, standard not met 27.27%--Hispanic or Latino students-standard exceeded 4.52%, standard met 8.39%, standard nearly met 21.94%, standard not met 65.16%--White students-standard exceeded 3.13%, standard met 15.63%, standard nearly met 28.13%, standard not met 53.13%

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.9 making progress towards English language proficiency
Number of EL Students: 149
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.8	36.2	1.3	37.5

Conclusions based on this data:

1. Despite the state not requiring assessment in 19-20, JES completed the majority of ELPAC testing. Eighteen students in 19-20 showed growth on the summative ELPAC. In 2020-2021, sixty-six students showed growth on the summative ELPAC, showing a 366% improvement from 19-20. This was a major celebration for our students and staff this year and could be potentially be attributed to the designated ELD professional development focus at Jacobson Elementary School the past two years.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	3	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
12.4	10.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Increased Significantly +3.1	7
678	230	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
13.3	15.2	13.5
Declined -10.2	Increased +2	Increased +1.7
30	466	104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Yellow
14	Less than 11 Students - Data Not Displayed for Privacy	4.5	4.7
Maintained -0.3	2	Declined -0.9	Increased +4.7
43		88	43
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
14.2	23.3	12.5	12.5
Increased +2	Declined -0.7	Increased +12.5	Declined -0.8
344	30	16	112

Conclusions based on this data:

1. Jacobson Elementary School's current attendance rate for the 2021-2022 school year as of 4-26-2022 is 91% for all students.
2. Per the note above, the California School Dashboard does not have data available for the 2019-2020 and 2020-2021 school years. Relevant data comparisons can be made once this data becomes available.
3. The COVID-19 pandemic adversely affected school attendance this school year, particularly during January 2022.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	2	0	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
5.6	3.7	Less than 11 Students - Data Not
Increased Significantly +2.8	Increased +1.4	7
709	246	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
13.3	6.2	8.4
Increased +2.8	Increased Significantly +2.7	Increased +5.5
30	483	107

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	Red
11.4	Less than 11 Students - Data	0	6.3
Increased +9.4	2	Maintained 0	Increased +6.3
44		94	48
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
5.8	6.7	12.5	6.1
Increased +1.9	Increased +2.8	Increased +3.4	Increased +3.2
361	30	16	114

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.9	5.6

Conclusions based on this data:

1. We had zero student suspensions at Jacobson Elementary School during the 2020-2021 school year. The dashboard indicator from 2019 is outdated.
2. During the 2021-2022 school year, as of early May, Jacobson Elementary School's suspension rate is 2.8%. The last two years of 0% and 2.8% suspension rate are a substantial improvement from the 2018-2019 and 2019-2020 school years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

Jacobson Elementary School students need to continue to improve in math and language arts performance, as measured on 2021 CAASP testing and grade level assessment data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 SBAC-English Language Arts Academic Performance-all students	Overall--9% exceeding standard, 19% meeting standard, 24% nearly met standard, 48% standard not met 3rd Grade--mean scale score--2369 (6% exceeding standard, 15% meeting standard, 29% nearly met standard, 50% standard not met) 4th Grade--mean scale score--2420 (10% exceeding standard, 15% meeting standard, 27% nearly met standard, 48% standard not met) 5th Grade--mean scale score--2463 (11% exceeding standard, 27% meeting standard, 15% nearly met standard, 47% standard not met)	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Yellow or Higher
2020-2021 SBAC-Mathematics Academic Performance-all students	Overall--4% exceeding standard, 13% meeting standard, 26% nearly met	5% increase of students meeting or exceeding the standard and/or California

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard, 55% standard not met 3rd Grade--mean scale score--2368 (8% exceeding standard, 13% meeting standard, 22% nearly met standard, 57% standard not met) 4th Grade--mean scale score--2406 (3% exceeding standard, 14% meeting standard, 26% nearly met standard, 57% standard not met) 5th Grade--mean scale score--2451 (3% exceeding standard, 13% meeting standard, 31% nearly met standard, 53% standard not met)	School Dashboard-Yellow or Higher
2020-2021 SBAC-English Language Arts Academic Performance-EL Students	Overall--1% exceeding standard, 13% meeting standard, 18% nearly met standard, 68% standard not met 3rd Grade--mean scale score--2348 (9% meeting standard, 25% nearly met standard, 66% standard not met) 4th Grade--mean scale score--2396 (3% exceeding standard, 15% meeting standard, 15% standard nearly met, 67% standard not met) 5th Grade--mean scale score--2403 (13% meeting standard, 13% nearly met standard, 74% standard not met)	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Yellow or Higher
2020-2021 SBAC-English Language Arts Academic Performance-Socioeconomically Disadvantaged Students	Overall--6% exceeding standard, 14% meeting standard, 25% nearly met standard, 55% standard not met	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Yellow or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade--mean scale score--2355 (5% exceeding standard, 8% meeting standard, 30% nearly met standard, 57% standard not met) 4th Grade--mean scale score--2413 (6% exceeding standard, 13% meeting standard, 28% standard nearly met, 53% standard not met) 5th Grade--mean scale score--2454 (8% exceeding standard, 21% meeting standard, 17% nearly met standard, 55% standard not met)	
2020-2021 SBAC-English Language Arts Academic Performance-Students with Disabilities	Overall--2% meeting standard, 11% nearly met standard, 86% standard not met 3rd Grade--mean scale score--2304 (11% nearly met standard, 89% standard not met) 4th Grade--mean scale score--2355 (18% standard nearly met, 82% standard not met) 5th Grade--per the CAASPP website "In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested"--please see overall achievement for students with disabilities for achievement trends	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Orange or Higher
2020-2021 SBAC-Mathematics Academic Performance-EL Students	Overall--2% exceeding standard, 5% meeting standard, 18% nearly met standard, 75% standard not met	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Yellow or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3rd Grade--mean scale score--2341 (3% exceeding standard, 3% meeting standard, 16% nearly met standard, 78% standard not met) 4th Grade--mean scale score--2377 (3% exceeding standard, 6% meeting standard, 15% standard nearly met, 76% standard not met) 5th Grade--mean scale score--2415 (4% meeting standard, 26% nearly met standard, 70% standard not met)	
2020-2021 SBAC-Mathematics Academic Performance-Socioeconomically Disadvantaged Students	Overall--2% exceeding standard, 11% meeting standard, 26% nearly met standard, 62% standard not met 3rd Grade--mean scale score--2352 (3% exceeding standard, 11% meeting standard, 21% nearly met standard, 64% standard not met) 4th Grade--mean scale score--2399 (1% exceeding standard, 12% meeting standard, 25% standard nearly met, 62% standard not met) 5th Grade--mean scale score--2433 (9% meeting standard, 31% nearly met standard, 59% standard not met)	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Yellow or Higher
2020-2021 SBAC-Mathematics Academic Performance-Students with Disabilities	Overall--7% nearly met standard, 93% standard not met 3rd Grade--mean scale score--2282 (5% nearly met standard, 95% standard not met)	5% increase of students meeting or exceeding the standard and/or California School Dashboard-Orange or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th Grade--mean scale score--2335 (6% standard nearly met, 94% standard not met) 5th Grade--per the CAASPP website "In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested"--please see overall achievement for students with disabilities for achievement trends	
2021-2022 Transitional Kindergarten Math Assessments (count to 20 and comparing numbers) and Language Arts Assessments (Capital Letters and Letter Sounds)	Math-count to 20-17% emergent, 28% on track, 56% proficient Math-comparing numbers-11% emergent, 33% on track, 56% proficient ELA-capital letters-39% emergent, 6% on track, 56% proficient ELA-letter sounds-22% emergent, 0% on track, 78% proficient	Next year's SPSA will utilize SBAC and FastBridge Data
2021-2022 Kindergarten Math Assessments (count to 100 and comparing numbers) and Language Arts Assessments (Letter Recognition and Letter Sounds)	Math-count to 100-33% beginning, 21% progressing, 38% proficient, 9% exceeding proficient Math-comparing numbers-9% beginning, 8% progressing, 59% proficient, 3% exceeding proficient ELA-letter recognition-14% beginning, 9% progressing, 78% proficient ELA-letter sounds-15% beginning, 14% progressing, 72% proficient	Next year's SPSA will utilize SBAC and FastBridge Data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 First Grade Math Assessments (Unit 3A part II and Unit 3B) and Language Arts Assessments (Decoding and Reading Fluency)	Math-3A part II-14% beginning, 27% progressing, 36% proficient, 22% exceeding proficient Math-3B-19% beginning, 22% progressing, 31% proficient, 28% exceeding proficient ELA-decoding-38% beginning, 22% progressing, 20% proficient, 20% exceeding proficient ELA-reading fluency-33% beginning, 17% progressing, 49% proficient	Next year's SPSA will utilize SBAC and FastBridge Data
2021-2022 Second Grade Math Assessments (add within 100 and subtract within 100) and Language Arts Assessments (reading fluency rate and spelling)	Math-add within 100-36% beginning, 16% progressing, 36% proficient, 12% exceeding proficient Math-subtract within 100-41% beginning, 23% progressing, 23% proficient, 13% exceeding proficient ELA-reading fluency rate-29% beginning, 13% progressing, 50% proficient, 13% exceeding proficient ELA-spelling-29% beginning, 20% progressing, 50% proficient, 1% exceeding proficient	Next year's SPSA will utilize SBAC and FastBridge Data
2021-2022 Third Grade Math Assessments (rounding to the nearest ten and hundred and fractions on a number line) and Language Arts Assessments (understand grade-level informational text and understand grade-level literature)	Math-rounding to the nearest ten and hundred-22% beginning, 18% progressing, 42% proficient, 18% exceeding proficient Math-fractions on a number line-4% beginning, 16% progressing, 50% proficient, 29% exceeding proficient	Next year's SPSA will utilize SBAC and FastBridge Data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	ELA-understand grade-level informational text-27% beginning, 20% progressing, 35% proficient, 17% exceeding proficient ELA-understand grade-level literature-18% beginning, 18% progressing, 43% proficient, 21% exceeding proficient	
2021-2022 Fourth Grade Math Assessments (multiplication and division and geometry) and Language Arts Assessments (informational text and theme)	Math-multiplication and division-22% beginning, 37% progressing, 26% proficient, 15% exceeding proficient Math-geometry-24% beginning, 25% progressing, 37% proficient, 14% exceeding proficient ELA-informational text-27% beginning, 34% progressing, 39% proficient ELA-theme-18% beginning, 42% progressing, 36% proficient, 4% exceeding proficient	Next year's SPSA will utilize SBACand FastBridge Data
2021-2022 Fifth Grade Math Assessments (add/subtract decimals and multiply/divide decimals) and Language Arts Assessments (informational reading and short research project and informational reading and informative writing)	Math-add/subtract decimals-9% beginning, 20% progressing, 48% proficient, 23% exceeding proficient Math-multiply/divide decimals-29% beginning, 26% progressing, 33% proficient, 12% exceeding proficient ELA-informational reading and short research project-21% beginning, 30% progressing, 36% proficient, 13% exceeding proficient ELA-informational reading and informative writing-22%	Next year's SPSA will utilize SBAC and FastBridge Data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	beginning, 34% progressing, 35% proficient, 8% exceeding proficient	
2021-2022 2nd Grade FastBridge data (aReading and aMath)	aReading Fall--460 (average group median of 4 general education classes) 394 (group median of 2nd grade special day class students) aReading Winter--478 (average group median of 4 general education classes) 426 (group median of 2nd Grade special day class students) aMath Fall--195 (average group median of 4 general education classes) 184 (group median of 2nd grade special day class students) aMath Winter--200 (average group median of 4 general education classes) 191 (group median of 2nd grade special day class students)	average group median growth between FastBridge rounds of 5 points or more
2021-2022 3rd Grade FastBridge data (aReading and aMath)	aReading Fall--490 (average group median of 4 general education classes) 448 (group median of 3rd grade special day class students) aReading Winter--498 (average group median of 4 general education classes) 456 (group median of 3rd grade special day class students)	average group median growth between FastBridge rounds of 5 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	aMath Fall--203 (average group median of 4 general education classes) 191 (group median of 3rd grade special day class students) aMath Winter--207 (average group median of 4 general education classes) 190 (group median of 3rd grade special day class students)	
2021-2022 4th Grade FastBridge data (aReading and aMath)	aReading Fall--497 (average group median of 3 general education classes) 453 (group median of 4th grade special day class students) aReading Winter--495 (average group median of 3 general education classes) 466 (group median of 4th grade special day class students) aMath Fall--206 (average group median of 3 general education classes) 193 (group median of 4th grade special day class students) aMath Winter--208 (average group median of 3 general education classes) 189 (group median of 4th grade special day class students)	average group median growth between FastBridge rounds of 5 points or more
2021-2022 5th Grade FastBridge data (aReading and aMath)	aReading Fall--510 (average group median of 3 general education classes) 462 (group median of 5th grade special day class students)	average group median growth between FastBridge rounds of 5 points or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	aReading Winter--511 (average group median of 3 general education classes) 457 (group median of 5th grade special day class students) aMath Fall--209 (average group median of 3 general education classes) 193 (group median of 5th grade special day class students) aMath Winter--210 (average group median of 3 general education classes) 193 (group median of 5th grade special day class students)	

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

Purchase a Renaissance Learning Subscription (STAR and AR) to support student literacy.

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

Amount(s)	Source(s)
5000	Title I

Strategy/Activity 2

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

All Students

Strategy/Activity

Purchase books and supplies for our library to support all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide compensation for our librarian to run the Book Fair

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Purchase PE and recess supplies to support all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1218	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
EL Students

Strategy/Activity

Six hour paraprofessional to work with EL students and administer ELPAC Testing (includes potential salary increase for the 2022-2023 school year-2nd row)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42098	LCFF - Supplemental
1473	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase film for laminator to support GLAD and differentiated instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase ink for GLAD printer to support instruction in ELA/ELD

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide each teacher with a substitute teacher for two days of intervention planning and PLC (Professional Learning Community) work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10400	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students (includes potential salary increase for the 2022-2023 school year-2nd row)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
41673	Title I
1459	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1st-5th Grade Students

Strategy/Activity

Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block (includes potential salary increase for the 2022-2023 school year-2nd row and 4th row)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23564	Title I

762	Title I
17809	LCFF - Supplemental
686	LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Money to support educational field trips for students who are unable to donate. This money can also support on-site educational field trips for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide each teacher with up to three hours of paid collaborative time to be used before or after contract time to plan for intervention and other PLC (Professional Learning Community) work

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3600	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten-2nd grade students

Strategy/Activity

Implement iRead in all K-2 classrooms to support student literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide time and training for PLCs (Professional Learning Communities) to meet frequently to focus on effective instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase books for classroom book collections and student "book flood" (all students get a minimum of one free book per month) to support student literacy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase K-5 science supplies/materials to support STEM instruction and NGSS standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10077	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Provide Substitute Teachers for SST meetings to support at risk students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title I

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
EL Students

Strategy/Activity
Teacher provided intervention to support EL students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5288	LCFF - Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Transitional Kindergarten and Kindergarten students

Strategy/Activity
Purchase supplies and materials for transitional kindergarten and kindergarten to support the transition from half day to full day kindergarten in the 2022-2023 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3325	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

2021 analysis- Overall student achievement on the SBAC in English Language Arts stayed relatively stable from 2018-2019 to 2020-2021. This is especially encouraging considering the SBAC was not administered during the 2019-2020 school year due to the COVID-19 pandemic. Additionally, it is encouraging due to the learning model in 2020-2021 (primarily distance learning with some hybrid learning starting in late March 2021). With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), intervention paraprofessional support (two eight-hour and two four-hour intervention paraprofessionals), and more resources in our library, it is anticipated that percentages of proficient students will increase both on FastBridge assessments and on the SBAC.

The continued focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this goal. Despite the state not requiring assessment in 19-20, JES completed the majority of ELPAC testing. Eighteen students in 19-20 showed growth on the summative ELPAC. In 2020-2021, sixty-six students showed growth on the summative ELPAC, showing a 366% improvement from 19-20. This was a major celebration for our students and staff this year and could be potentially be attributed to the designated ELD professional development focus at Jacobson Elementary School the past two years.

There was an increase in students not meeting standard on the 2020-2021 Math SBAC. Student achievement didn't stay quite as stable as English Language Arts. On an encouraging note, students in grades 2-5 showed growth from the fall-winter administrations of the aMath FastBridge assessment, which could lead to students achieving higher levels on this year's Math SBAC assessment. Math will continue to be focused on at Jacobson Elementary School. Additionally, literacy directly correlates to students' math achievement. Additionally, Jacobson Elementary School is transitioning to a STEM treatment site for the 2022-2023 school year. Previously, Jacobson had been identified as a comparison site in accord with requirements from TUSD's grant for the STEM program. Substantial professional development has occurred this school year to prepare. The STEM units integrate science, math, and language arts.

By continuing to build capacity at Jacobson within our grade-level Professional Learning Communities, our Guiding Coalition, Vertical grade level collaboration, and intervention program, we will strive to increase student proficiency on SBAC and FastBridge assessments. Specifically, on the SBAC, our goal is for students meeting or exceeding the standard to grow by 5% or more, and/or yellow or better on the California School Dashboard. We'd like to see at least 5 points of growth (average group median) between the three rounds of FastBridge aReading and aMath assessments for all grade levels. We eagerly anticipate the results of our 2022 SBAC scores and 2022 Summative ELPAC scores, in addition to the updating of the California School Dashboard, as that data will provide valuable feedback to our Jacobson Elementary School Community.

Due to the return of SBAC testing and the implementation of three rounds of FastBridge assessments for students in grades 2-5, we will not be analyzing the assessments described below for next year's SPSA for grades 2-5.

Here is some information regarding our grade-level assessment data:

Transitional kindergarten showed a 4% increase of students proficient in letter sounds. For capital letter recognition, we saw a 7% decrease of students who are proficient. We saw an 18% decrease for students who are proficient in that same standard. In comparing numbers, we noted a 9% increase of proficient students, which almost meets our goal of 10% growth in proficient scores.

Kindergarten scores for letter sounds showed a 1% increase of proficient students. Letter identification showed a 1% decrease of proficient students. There was a 1% decrease of students who are proficient in comparing numbers but a 9% increase of students exceeding proficient in that standard. This standard meets the goal of a 10% increase.

We saw a 2% increase of proficient students in the first grade decoding standard and a 2% increase of students who exceeded proficient. Fluency scores saw a 9% increase of proficient students, almost reaching our goal of 10% growth. For math unit 3A part II, there was a 16% decrease in students who were proficient and a 1% decrease for students who exceeded proficient. For math unit 3B there was a 13% decrease in proficient students and a 4% increase in students who exceeded proficient.

For second grade ELA fluency, there was a 17% decrease in students who scored proficient, but a 13% increase of students who exceeded proficient, meeting our goal of 10% growth. Spelling showed a 3% decrease in proficient students and a 1% increase in students exceeding proficient. For addition within 100, we saw a 6% increase in proficient students and a 5% increase of students exceeding proficient, meeting our 10% growth goal. The standard subtracting within 100 showed a 6% decrease in proficient scores and a 2% increase of scores exceeding proficient.

The third grade standard understanding grade level text saw a 20% decrease in proficiency, but a 17% increase in scores exceeding proficient. This exceeds our goal of a 10% growth increase. For understanding grade-level literature, we saw 4% decrease in proficient scores, but a 15% increase in scores that exceeded proficient. This also exceeds our goal of 10% growth. Scores for rounding to the nearest 100 noted a 17% decrease in proficiency and a 7% increase of students who exceeded proficient.

We saw a 15% increase in fourth grade scores for understanding informational text, which exceeds our 10% growth goal. For theme, there was a 22% increase in students who scored proficient which also exceeds our 10% growth goal. In multiplication and division standards there was a 9% increase in students who were proficient, which nearly meets our goal. In geometry standards, we

see an 18% increase in proficient students and a 13% increase in students who are exceeding proficient. This far exceeds our goal of 10% growth.

Looking at the fifth grade standard of informational reading and short research projects, there was a 1% decrease in proficient students and a 3% increase in students exceeding proficient. For informational reading and informative writing, we saw a 9% increase in proficient students and a 2% decrease of scores exceeding proficient. Adding and subtracting decimals showed an 11% increase in proficient students, while there was a 7% increase for students exceeding proficient. This far exceeds our goal of 10% growth. Additionally, we achieved an 8% increase of proficient students in multiplying and dividing decimals, as well as a 3% increase for students exceeding proficient. This meets our target of a 10% increase.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2021-2022 school year. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Jacobson Elementary School has a need to reduce chronic absenteeism. Substantial gains have been made in suspension rate the past two school years; however, more work can be done in this area as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022--Jacobson Elementary School Suspension Rate-All Students	2.8% of students were suspended at least once	0.5% decrease and/or California School Dashboard-Yellow or better
2021-2022--Jacobson Elementary School attendance rate-All students	91% attendance rate	4% increase and/or California School Dashboard-Yellow or better
Chronic Absenteeism-all students	30.6%	10% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-English Learners	30.1%	10% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-socioeconomically disadvantaged	31.7%	10% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-African American	40.6%	10% decrease and/or California School Dashboard Yellow or better
Chronic Absenteeism-Special Education students	41.9%	10% decrease and/or California School Dashboard Yellow or better

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Notify parents through letters and phone calls about attendance concerns. Hold site-based SARB meetings to develop an attendance plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide trimester awards for good attendance and classroom incentives for whole class attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth Students

Strategy/Activity

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide four enrichment art classes through SJCOE to support all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	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 five days of counseling services to support our students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplies from an office budget to support our school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

3500	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host a family science night and family reading night to support our students and school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
550	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase visitor stickers for "Raptor" system identification to promote and support campus safety

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host parent group meetings, such as JSPA (Jacobson School Parent Association) meetings and events to support our students and school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Riso and Ricoh copy machine lease and ink to support our students, school staff, and school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8275	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be given 10,000 copies for non RCD materials and two boxes of paper to support all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive a budget of $25 per student to purchase classroom supplies and resources for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14500	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pay postage fees for mailing parent communication to support our students and school community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide compensation for school supervision assistants to attend school supervision meetings to promote student safety.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Jacobson Elementary School's attendance rate as of early May 2022 was 91%. Although this lower percentage (our attendance percentage is typically approximately 95%) could be mainly attributed to the COVID-19 pandemic, work still needs to be done to improve the attendance rate at Jacobson. Also, despite a substantial improvement in suspension rate (0% in 2020-2021 and 2.8% as of early May, 2022) which has been cause for celebration, work still needs to be done to reduce the suspension rate further. We are proud to be able to offer five days of counseling for our students. Due to staffing shortages in the counseling agency we partner with earlier in the school year, we initially were able to offer three days, then continued to build up to five days. Building and maintaining positive relationships remains a point of emphasis at JES. Positive relationships and outreach to our school community increases the likelihood of better attendance rates, fewer disciplinary incidents, and higher student academic achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2021-2022 school year. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Students will improve their ability to read and respond in writing.

Identified Need

Based on 2021 SBAC scores and 2021-2022 grade level assessments results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021 SBAC 3rd grade reading claim 2021 SBAC 3rd grade writing claim	31% of students below standard 50% of students below standard	Decrease the percentage of students below standard by 5% or more
2021 SBAC 4th grade reading claim 2021 SBAC 4th grade writing claim	32% of students below standard 40% of students below standard	Decrease the percentage of students below standard by 5% or more
2021 SBAC 5th grade reading claim 2021 SBAC 5th grade writing claim	29% of students below standard 36% of students below standard	Decrease the percentage of students below standard by 5% or more
Kindergarten letter recognition Kindergarten letter sounds	14% beginning, 9% progressing, 78% proficient 15% beginning, 14% progressing, 72% proficient	Increase the percentage of proficient students by 5%
First grade decoding First grade fluency	38% beginning, 22% progressing, 20% proficient, 20% exceeding proficient 33% beginning, 17% progressing, 49% proficient	Increase the percentage of proficient/exceeding proficient students by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Second grade reading fluency Second grade spelling	33% beginning, 17% progressing, 49% proficient 29% beginning, 13% progressing, 50% proficient, 13% exceeding proficient	Next year's SPSA will utilize FastBridge Data
Third grade understanding informational text Third grade understanding grade level literature	27% beginning, 20% progressing, 35% proficient, 17% exceeding proficient 18% beginning, 18% progressing, 43% proficient, 21% exceeding proficient	Next year's SPSA will utilize SBAC and FastBridge Data
Fourth grade informational text Fourth grade theme	27% beginning, 34% progressing, 39% proficient 18% beginning, 42% progressing, 36% proficient, 4% exceeding proficient	Next year's SPSA will utilize SBAC and FastBridge Data
Fifth grade informational reading and short research project Fifth grade informational reading and informative writing	21% beginning, 30% progressing, 36% proficient, 13% exceeding proficient 22% beginning, 34% progressing, 35% proficient, 8% exceeding proficient	Next year's SPSA will utilize SBAC and FastBridge Data
Transitional Kindergarten capital letters Transitional Kindergarten letter sounds	39% emergent, 6% on track, 56% proficient 22% emergent, 78% proficient	Increase the percentage of proficient students by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide ongoing ERW and Buy Back Day Professional Education opportunities for teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide time and training for PLCs (Professional Learning Communities) to meet frequently to focus on effective instructional practices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten-Second Grade Students

Strategy/Activity

Implement iRead for grades K-2 in all primary classrooms to support student literacy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase Renaissance Learning Subscription (STAR and AR) to support students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Six-hour paraprofessional to work with EL students and administer ELPAC testing-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten Students

Strategy/Activity

Three three-hour kindergarten paraprofessionals to support teachers with at risk students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Two four-hour paraprofessionals to support teachers with at risk students in grades 1-5 for intervention block-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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)
0	None Specified

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase books for classroom book collections and student "book flood"-students get a minimum of 1 free book per month-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Teacher provided intervention to support EL students-FUNDING ALLOCATED IN GOAL 1

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on 2021 SBAC scores and 2021-2022 grade level assessments results, literacy needs to continue to be an area of emphasis at all grade levels at Jacobson. With a continued focus on literacy at Jacobson, including the addition of larger classroom book collections with student input, the continuation of our student monthly book flood (each JES student receives a free book at the end of each month of school), more intervention paraprofessional support, and more resources in our library, it is anticipated that percentages of proficient students will increase both on grade level assessments and on the relevant SBAC reading and writing claims. The continued focus on Designated ELD instruction and offering additional intervention for EL students at Jacobson will also support this site based goal.

Transitional kindergarten showed a 4% increase of students proficient in letter sounds. For capital letter recognition, we saw a 7% decrease of students who are proficient. We saw an 18% decrease for students who are proficient in that same standard.

Due to the return of SBAC testing for students in grades 3-5, and the implementation of three rounds of FastBridge assessments for all students in grades 2-5, we will not be analyzing the assessments below for next year's SPSA in grades 2-5.

Kindergarten scores for letter sounds showed a 1% increase of proficient students. Letter identification showed a 1% decrease of proficient students.

We saw a 2% increase of proficient students in the first grade decoding standard and a 2% increase of students who exceeded proficient. Fluency scores saw a 9% increase of proficient students, almost reaching our goal of 10% growth.

For second grade ELA fluency, there was a 17% decrease in students who scored proficient, but a 13% increase of students who exceeded proficient, meeting our goal of 10% growth. Spelling showed a 3% decrease in proficient students and a 1% increase in students exceeding proficient.

The third grade standard understanding grade level text saw a 20% decrease in proficiency, but a 17% increase in scores exceeding proficient. This exceeds our goal of a 10% growth increase. For understanding grade-level literature, we saw 4% decrease in proficient scores, but a 15% increase in scores that exceeded proficient. This also exceeds our goal of 10% growth.

We saw a 15% increase in fourth grade scores for understanding informational text, which exceeds our 10% growth goal. For theme, there was a 22% increase in students who scored proficient which also exceeds our 10% growth goal.

Looking at the fifth grade standard of informational reading and short research projects, there was a 1% decrease in proficient students and a 3% increase in students exceeding proficient. For informational reading and informative writing, we saw a 9% increase in proficient students and a 2% decrease of scores exceeding proficient.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the 2021-2022 school year. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All relevant annual outcomes, metrics, or strategies to achieve this goal will be updated and analyzed annually to determine next steps/adjustments. Due to the change in learning model from 2020-2021 (distance learning until late March 2021, then hybrid learning model) to 2021-2022 (students attended school in-person full time), a more appropriate comparison and data analysis will be able to occur once data from the 2022-2023 school year is collected.

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	$238,107.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$149,435.00

Subtotal of additional federal funds included for this school: $149,435.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$21,318.00
LCFF - Supplemental	$67,354.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $88,672.00

Total of federal, state, and/or local funds for this school: $238,107.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Derek Sprecksel	Principal
Laura Nunes	Classroom Teacher
Heather Nielsen	Classroom Teacher
Jennifer O'Leary	Classroom Teacher
Pablo Pinedo	Other School Staff
Bradley Bejarin	Parent or Community Member
Pearl Losoya	Parent or Community Member
Erin Nichols	Parent or Community Member
Jazmin Ontiveros	Parent or Community Member
Betsy De Leon De Gonzalez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-4-2022.

Attested:

Principal, Derek Sprecksel on 5-4-2022

SSC Chairperson, Pearl Losoya on 5-4-2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Kelly Elementary School	39-75499-0108357	May 3, 2022	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate stakeholder groups. Follow-up actions were created based on input gathered during SSC and ELAC meetings, and data interpretation from various teacher teams.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP- District's are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP Surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.

Listed below are some broad satisfaction rates--as indicated in the LCAP survey:

Regarding Parents' Perceptions of School Climate:

Str Agr Agree Total Percent
Q8 44.00 59.00 119.00 86.55% This school's staff motivates students to learn
Q14 27.00 74.00 107.00 94.39% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 38.00 55.00 100.00 93.00% The buildings and grounds at this school are clean and well maintained
Q30 32.00 51.00 91.00 91.21% This school communicates the importance of respecting all cultural beliefs and practices
Q34 51.00 34.00 90.00 94.44% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 41.00 33.00 81.00 91.36% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 43.00 28.00 80.00 88.75% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 24.00 26.00 57.00 87.72% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 27.00 26.00 56.00 94.64% The school staff responds to me in a timely manner
Q36 30.00 23.00 56.00 94.64% The school office staff is friendly and professional
327.00 386.00 781.00 91.29%

Regarding Students' Perceptions of School Climate:

Str Agr Agree Total Percent
Q6 42.00 83.00 134.00 93.28% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 40.00 84.00 138.00 89.86% This school communicates the importance of respecting all cultural beliefs and practices
Q33 40.00 95.00 150.00 90.00% My teachers recognize the good work I am doing and provide timely feedback
Q34 46.00 77.00 152.00 80.92% This school motivates students to learn
Q35 17.00 90.00 149.00 71.81% The buildings and grounds at this school are clean and well maintained
Q42 60.00 84.00 163.00 88.34% I feel comfortable working with classmates and participating in class
Q43 45.00 86.00 149.00 87.92% I feel safe, secure and supported at this school
290.00 599.00 1035.00 85.89%

Regarding Staff Perceptions of School Climate:

Str Agr Agree Total Percent
Q6 18.00 26.00 46.00 95.65% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 16.00 29.00 49.00 91.84% Members of the school/department collaborate to achieve our school goals
Q21 14.00 31.00 50.00 90.00% The buildings and grounds at this school are clean and well maintained

Q22 14.00 29.00 47.00 91.49% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 19.00 28.00 48.00 97.92% I am treated with respect by my colleagues at work
Q24 9.00 29.00 46.00 82.61% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 4.00 21.00 47.00 53.19% Our district ensures effective communication across the organization
94.00 193.00 333.00 86.19%

Regarding Parents' Perceptions of School Safety:

Str Agr Agree Total Percent
Q26 40.00 64.00 116.00 89.66% The buildings and grounds at this school are well maintained
Q28 41.00 71.00 120.00 93.33% My child is safe on school grounds before school
Q28 42.00 79.00 129.00 93.80% My child is safe on school grounds during the day
Q28 47.00 77.00 127.00 97.64% My child is safe on school grounds in the classroom
Q28 40.00 64.00 116.00 89.66% My child is safe on school grounds after school
Q29 41.00 80.00 129.00 93.80% The rules of this school are clearly communicated to parents
251.00 435.00 737.00 93.08%

Regarding Students' Perceptions of School Safety:

Str Agr Agree Total
Q35 17.00 90.00 149.00 71.81% The buildings and grounds at this school are clean and well maintained
Q38 48.00 98.00 158.00 92.41% I feel safe while attending class
Q39 58.00 72.00 150.00 86.67% I feel safe from gang activity and gang violence at school
Q41 70.00 91.00 164.00 98.17% I know the school rules
193.00 351.00 621.00 87.60%

Regarding Staff Perceptions of School Safety:

Str Agr Agree Total
Q19 30.00 17.00 49.00 95.92% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 18.00 29.00 49.00 95.92% My workplace is safe
Q21 14.00 31.00 50.00 90.00% The buildings and grounds at this school are well maintained
62.00 77.00 148.00 93.92%

The majority of parents, staff and students agree that George Kelly is a safe school and has a positive school climate.

FastBridge Social and Emotional Survey--We administered this survey three times this school year in September 2021, December 2021, and in March 2022. Listed below are results from the March, 2022 survey. We will review these metrics again at the beginning of the 2022-2023 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk.

George Kelly Elementary School: 74% Low Risk, vs. 3% High Risk
Tracy Unified School District: 69% Low Risk, vs. 5% High Risk

Given that these FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed as part of the formal and informal evaluation process annually, every other school year, or twice every 5 years, depending on each teacher's credential status, longevity in TUSD, and prior performance ratings. In addition, KES implements TUSD's broad expectation to conduct informal observation "rounds." Thus, KES conducts

classroom observations in routine fashion. These types of observations center on ensuring powerful classroom instruction and timely support, through the use of Rigor, Relevance, Student Engagement, and Relationships protocols from the Center for Leadership in Education. Actual walk-throughs are varied; and include individual walk-through observations, and calibrated walk-throughs by teams of educators. This year we prioritized student academic discourse using STEM disciplines, including "See, Think, and Wonder" and spent the beginning of the school year focusing on "Academic Discourse" portion of the Rigor rubric. It was important to Kelly administration to encourage our staff and students to focus on rebuilding the in-person relationships and the collaborative classroom environment that had been loss inevitably due to virtual learning and school closure. This school year, we have seen a concerted effort for teachers to increase students' active learning involvement in order to accelerate content mastery, and minimize learning loss.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In order to continue monitoring students' academic growth, we administered the FastBridge diagnostic assessments for both academics and social emotional well-being three times this school year (Fall window, Winter window, and Spring window) for most grade levels. FastBridge assessment results are reported differently than CAASPP. As such, KES will continue to refer to these performance indicators into the 2022-2023 school year. In doing so, teachers are better equipped to identify specific entry and comparative growth points for all students, in order to monitor learning and emotional growth.

We provide and participate in professional learning activities to align instruction and differentiated support, in order to meet the needs of students taking the SBAC assessment. Our ELA and Math units of study are aligned with the essential standards and learning targets identified in TUSD's RCD frameworks--aligned with state and national CCSS. In addition, KES' science instruction is aligned with the NGSS.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to prioritize teacher collaboration time, to provide powerful Tier I and Tier II instruction--aligned with Culturally Responsive Pedagogy practices. During this time, we identify essential standards, break them apart into specific learning targets, provide common formative assessments, analyze students' performance data, and provide timely differentiation and Tier II support to help students master RCD unit goals. Students' mastery of RCD unit goals offer a more reliable indications of students' presumed success on SBAC assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

George Kelly School employs 41 teachers. Of the 41 teachers, 2 have intern status and 2 hold short term Staff Permits.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's. Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process. Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of KES' certificated staff works within each's own credentialing competency. The intern teachers are non-fully credentialed. As such, non-fully credentialed teachers do not have CLAD and/or B-CLAD certification and do not teach ELD support classes. All staff have access to district adopted instructional materials that are aligned to CCSS.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff receives ongoing trainings, and focused workshops during ERW. These trainings and focus activities are intended to ensure that teachers have the necessary training, tools, and time to meet students at each's need. KES will continue to invest in building the collective capacity of all certificated staff members. Topics that were covered during the 21-22 school year include STEM to align with our school site and district focus, Rigor Relevance Framework and utilizing various screening reports on FastBridge.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In order to provide ongoing instructional support for all teachers, KES works with the TUSD Educational Services department to provide onsite support. We incorporate teachers on special assignment to help provide content specific support for teams of teachers. Our Guiding Coalition serve to help provide training, guidance, and feedback to teachers regarding our system of best practices to sustain continuous improvement cycles. Our EL student population has shown steady growth over the past few years. We work in partnership with the Continuous Improvement office--specifically Maria Salazar--to seek guidance of best instructional practices, aligned to language acquisition. Finally, KES partners with TUSD and the ongoing AdvanceSTEM grant initiative. Our STEM Instructional Leadership Team (ILT) provides ongoing guidance and support towards our effective implementation of STEM based instruction utilizing the STEM units and ICLE's RRR rubrics - consistent with the grant parameters. KES' ILT is made up of the Principal and four K-8 teachers. The goal of the ILT is to help expand instructional leadership capacity for STEM achievement. The ILT members coach and lead STEM professional development for teacher's individually and in groups. As a team, we meet once a month for a total of 10 meetings to inform STEM instruction and meet our teacher's STEM needs at KES.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

KES uses a system-wide teacher collaborative process to provide an ongoing venue for teacher teams to collaborate amongst themselves, create systems for vertical alignment, and monitor students' performance levels of the essential learning standards/targets. Our instructional focus centers on Reading, Writing, Listening, and Math. Teachers track performance data, via common formative assessments related to the priority targets within an RCD standard. Working in teams, they discuss students' performance, and provide systemic Tier II support.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Listed within are the TUSD board adopted materials and resources. These resources are aligned with TUSD's rigorous curriculum design units of study:

- -History and Social Science

1) World History: Ancient Civilizations (2018)
2) World History: Medieval and Early Modern Times (2018)
3) American Stories: Beginnings to World War I (2018)
4) My World Interactive (K-5) (2019)

- -Mathematics

1) My Math, McGraw-Hill (K-5 traditional) (2014)
2) Digits, Pearson (2015)
3) Bridge to Algebra, Carnegie Learning (2014)
4) Algebra 1, Houghton Mifflin (2015)
5) Geometry, Houghton Mifflin (2015)

- -Reading/Language Arts

1) Wonders (TK-5 traditional) (2017)
2) Study Sync; McGraw-Hill (6) (2017)
3) Study Sync; McGraw-Hill (7) (2017)
4) Study Sync; McGraw-Hill (8) (2017)

- -Science

1) Science, CA Edition (K-5) (2007)
2) Focus on Earth Science, CA Edition (6) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)
3) Focus on Life Science (7) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)
4) Focus on Physical Science (8) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)

Depending on a specific grade-level and teaching competency, these publications support out ongoing RCD instructional approach.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We ensure that KES provides all of the mandated instructional minutes for both PE instruction as well as EL designated support minutes. These instructional minutes guidelines average the following: K-5 (PE); 20-25 minutes per day, 6-8 (PE); 60 minutes per day, and K-8 (EL Designated Support Time) 30 minutes per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We use State Board of Education adopted ELA and Math instructional materials, including intervention materials, documented to be in daily use in every classroom, with materials for every student.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to Standards Based Materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards aligned courses and materials. All students receive intervention and enrichment opportunities, built into our school day, with fully-credentialed teachers and paraprofessionals to support students' needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

KES built a system to ensure powerful Tier I & Tier II instruction of essential standards and learning targets. In addition, we built a Tier III intervention system within our school day. All students have access to a minimum 30 minutes of structured intervention time, twice weekly to receive supplemental support towards mastery of current essential standards. In addition, designated and integrated EL support provide a specific language acquisition services/support to ensure that all EL students reclassify as R-FEP prior to being identified as LTEL. For 6th grade students who are LTEL, we provide designated English Language development during ELA. For 7th and 8th grade students who are LTEL, we provide direct EL support during Tower period. The specific purpose of this Tower class is to reclassify students as R-FEP prior to matriculating to high school.

Evidence-based educational practices to raise student achievement

Framed within the broad scope of Professional Learning Communities (PLC), KES maintains an instructional system centered on student learning, teacher collaboration, and continually improving student learning outcomes. Most teachers have received direct training connected with Solution Tree (PLC/RTI) and Robert Marzano's The Art and Science of Teaching. In addition, working with the International Center for Leadership in Education (ICLE), teachers build unit learning targets in alignment with the Rigorous Learning Toolkit. This toolkit helps to ensure that teachers construct rigorous, relevant, and highly engaging lessons of study, which helps to translate into improved learning outcomes for all students. Finally, KES offers targeted Tier II platooning that is intended to provide supplemental support for all students to master current essential learning targets and standards.

This year, several of our teachers and para educators were trained in The Corrective Reading program.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

KES provides the following services intended to provide ongoing support for all students--especially students who have under performed the school-wide benchmarks. We provide supplemental student counseling services, via Valley Community Counseling Services (VCCS) in order to help provide social emotional learning supports for students and meet the Tier II and Tier III social emotional needs of our students. We also have an academic school based counselor to meet the Tier II social emotional needs of our students. In addition, KES provides some release time for teachers to engage in collaboration walks. Teachers also are provided specific days within each trimester to plan units of study. This is done in addition to district ERM and PLC planning time. Teachers provide both Tier II intervention within the school day, along with after-school tutoring. Parents are invited to the school to meet with the school principal. During these open meetings, students' needs are discussed, and ideas are taken back to the KES guiding coalition to build planning processes that are aligned with student learning priorities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

KES involves various stakeholders into broad decision making. We work to promote parent/family involvement in all facets of instructional and fiscal planning. Our SSC--including our ASB President--oversees and approves KES' annual SPSA. KES has active PTO and Art Docent volunteers who support our school. As such, their collective contribution helps to supplement our ongoing instructional foci. A collective of teachers formed KES' Guiding Coalition. This coalition works in a team capacity to help facilitate KES' PLC process and ongoing prioritization of student learning. Along with each of the aforementioned, KES plans to reintroduce a variety of evening events that are intended to bring the community together, in accordance with San Joaquin County Health, and TUSD guidelines. Some events include, Read Across America Night, Back to School Night, Open House, Trunk or Treat, Family Math Night, and Family Science Night to name a few. Our fundamental goal is to ensure that KES remains a safe community hub; that is welcoming to all school stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

KES provides EL paraprofessional support as well as Tier II and some Tier III before school, during the school day and afterschool tutoring to meet the needs of historically underperforming student groups. These supports are provided via our LCFF-General Fund, LCFF-Supplemental funding, and through the Expanded Learning Opportunity Grant.

Fiscal support (EPC)

Along with the LCFF base revenue funding that KES receives, we receive some supplemental LCFF funding that is intended to support targeted student populations--socioeconomically disadvantaged students, EL students, and Foster Youth. These supplemental funds help KES fund the salaries of EL Paraeducators, and offer a small amount of funds to support our Tier II goals (I.e., planning time, supplemental materials, and before/ after school tutoring). In addition, KES receives LCFF-Supplemental funding that is identified for Targeted EL support. These funds are used entirely to fund the salaries of EL Paraeducators. Both of these supplemental resources help to offset LCFF funding short-falls. In doing so, these resources help to ensure that KES meets its annual performance goals.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We involved the following stakeholder groups for our annual review and update of the KES SPSA: School Site Council, an embedded English Language Acquisition Committee, and the Kelly Leadership Team (Guiding Coalition) and Staff. The SSC met six times throughout the school year, and the ELAC met five times this school year. To appropriately communicate our planning process, meetings are held at regularly scheduled intervals. Each stakeholder group reviews students' performance levels, considers the long-term impacts of our instructional practices for student groups performing below CA Dashboard benchmark levels, and discuss systemic practices to improve performance outcomes on national, state, and local benchmark assessments.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- 21% of our student population is EL, we will need to focus on targeted instruction geared towards helping students reclassified quickly
- 41.6% of our students population is socioeconomically disadvantaged, we will need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.
- Chronic absenteeism is high amongst students with disabilities, students who are socioeconomically disadvantaged, students who are Asian, Hispanic, and two or more races. We will need to monitor and perform targeted actions to improve chronic absenteeism.
- Suspension rate is high amongst students who are EL, students who are socioeconomically disadvantaged, and students with disabilities. We will need to monitor and minimize disproportionality within suspension rates.
- Students who are African-American, Hispanic, or two or more races are performing below standards in Math. We will need to prioritize tiered intervention supports to meet students learning needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	87	85	84
Grade 1	91	92	99
Grade 2	113	89	100
Grade3	117	121	97
Grade 4	103	113	125
Grade 5	123	107	114
Grade 6	128	123	105
Grade 7	128	128	126
Grade 8	123	128	128
Total Enrollment	1,013	986	978

Conclusions based on this data:

1. KES and TUSD administered the CAASPP assessment during the 2020-2021 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.

   In 20-21, our single largest student demographic group by population is Hispanic students, at 293. Asian and White students comprise 249 and 214 students respectively. These three student groups comprise approximately 77% of our total student population.

2. The number of students are evenly disbursed across grade levels. Fourth, seventh and eighth grade have the greatest amount of students in 20-21. Kindergarten through 2nd grade have the smallest numbers of students. Based on current enrollment numbers our student enrollment is decreasing. We anticipate this trend will continue over the next 5-7 school years.

3. Comparing the previous four school years: 17-18 (1,046 students), 18-19 (1,013 students), 19-20 (986 students), and 20-21 (978 students).

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	192	189	198	19.0%	19.2%	20.2%
Fluent English Proficient (FEP)	137	150	149	13.5%	15.2%	15.2%
Reclassified Fluent English Proficient (RFEP)	51	27	24	20.2%	14.1%	12.7%

Conclusions based on this data:

1. Approximately 47% of KES students are classified as EL students, I-FEP students, or R-FEP students in the 20-21 school year. Comparing to the previous school year, the total number of EL students is approximately equal. Our percentage of EL students is 20.2% for the 20-21 school year.
2. The rate of students identified as initially fluent on EL testing indicators is currently at 15.2%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
3. Reclassification rates have stayed consistent with the exception of RFEP during the 2019-2020 school year, compared to the 2020-2021 school year. This two-year comparison indicates an approximate 1.4% drop in reclassification rates. KES is currently administering the ELPAC assessment. We will review the data yielded to compare reclassification rates for this school year, with last school year. Based on these comparative results, KES will continue to provide EL students with the necessary direct services to successfully reclassify as fluent English proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	100	116	101	99	116	97	99	116	97	99	100	96.0
Grade 4	129	113	120	126	110	117	126	110	115	97.7	97.3	97.5
Grade 5	128	117	110	128	112	103	128	112	103	100	95.7	93.6
Grade 6	130	128	100	128	128	98	128	128	98	98.5	100	98.0
Grade 7	128	129	121	127	127	118	127	127	117	99.2	98.4	97.5
Grade 8	127	128	127	127	121	124	127	121	124	100	94.5	97.6
All Grades	742	731	679	735	714	657	735	714	654	99.1	97.7	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	2440.	2448.	2413.	25.25	27.59	22.68	35.35	33.62	20.62	24.24	25.00	26.80	15.15	13.79	29.90
Grade 4	2476.	2456.	2460.	24.60	19.09	26.96	23.81	24.55	19.13	26.98	28.18	19.13	24.60	28.18	34.78
Grade 5	2531.	2511.	2520.	25.78	23.21	27.18	43.75	36.61	28.16	19.53	20.54	22.33	10.94	19.64	22.33
Grade 6	2525.	2549.	2507.	10.16	20.31	15.31	38.28	39.06	30.61	32.03	30.47	24.49	19.53	10.16	29.59
Grade 7	2579.	2571.	2549.	17.32	18.11	14.53	49.61	40.94	34.19	25.20	25.20	29.06	7.87	15.75	22.22
Grade 8	2594.	2582.	2575.	16.54	12.40	18.55	51.18	46.28	35.48	21.26	28.93	29.03	11.02	12.40	16.94
All Grades	N/A	N/A	N/A	19.73	20.03	20.80	40.54	37.11	28.29	24.90	26.47	25.23	14.83	16.39	25.69

2019-20 Data:
Executive Order N-30-20 was issued 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	28.28	36.21	20.62	54.55	47.41	54.64	17.17	16.38	24.74
Grade 4	31.75	15.45	13.04	48.41	58.18	70.43	19.84	26.36	16.52
Grade 5	31.25	30.36	13.59	54.69	50.00	69.90	14.06	19.64	16.50
Grade 6	13.28	26.56	16.33	60.94	52.34	56.12	25.78	21.09	27.55
Grade 7	23.62	23.62	15.38	53.54	53.54	67.52	22.83	22.83	17.09
Grade 8	28.35	19.83	16.94	51.18	60.33	66.13	20.47	19.83	16.94
All Grades	25.99	25.35	15.90	53.88	53.64	64.53	20.14	21.01	19.57

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.20	25.86	16.84	60.61	57.76	57.89	19.19	16.38	25.26
Grade 4	24.60	17.27	14.78	51.59	56.36	54.78	23.81	26.36	30.43
Grade 5	40.63	28.57	28.43	47.66	54.46	52.94	11.72	16.96	18.63
Grade 6	24.22	29.69	15.31	50.00	57.81	50.00	25.78	12.50	34.69
Grade 7	41.73	39.37	29.06	48.03	47.24	48.72	10.24	13.39	22.22
Grade 8	33.07	28.93	26.83	56.69	65.29	55.28	10.24	5.79	17.89
All Grades	31.16	28.57	22.15	52.11	56.44	53.23	16.73	14.99	24.62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	14.14	18.97	6.19	69.70	69.83	74.23	16.16	11.21	19.59
Grade 4	16.67	11.82	9.57	66.67	68.18	72.17	16.67	20.00	18.26
Grade 5	14.84	14.29	10.68	73.44	65.18	80.58	11.72	20.54	8.74
Grade 6	15.63	17.19	8.16	67.97	76.56	74.49	16.41	6.25	17.35
Grade 7	15.75	7.09	6.84	75.59	81.10	82.91	8.66	11.81	10.26
Grade 8	22.05	12.40	14.52	66.93	73.55	74.19	11.02	14.05	11.29
All Grades	16.60	13.59	9.48	70.07	72.69	76.45	13.33	13.73	14.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.30	28.45	13.40	57.58	58.62	70.10	12.12	12.93	16.49
Grade 4	26.98	18.18	18.26	52.38	56.36	68.70	20.63	25.45	13.04
Grade 5	28.91	26.79	21.36	58.59	50.00	69.90	12.50	23.21	8.74
Grade 6	21.88	27.34	24.49	58.59	60:16	55.10	19.53	12.50	20.41
Grade 7	32.28	36.22	23.08	63.78	48.03	59.83	3.94	15.75	17.09
Grade 8	33.86	27.27	21.77	57.48	57.85	66.13	8.66	14.88	12.10
All Grades	28.98	27.59	20.49	58.10	55.18	64.98	12.93	17.23	14.53

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. George Kelly School has demonstrated varied improvements across a variety of academic disciplines.

   1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in ELA in the areas of Reading, Writing, Listening, and Research/Inquiry. These data suggests that overall, nearly half of our 3rd-8th grade students met/exceeded the testing targets for CAASPP in the 2020-2021 school year. In 20-21, we see any where from a 1%- 20% decline in overall achievement from 2018-2019 in the same grade levels.

   By cohort: the students who were in 3rd grade in 2019 and 5th grade in 2021, the students who were in 4th grade in 2019, the students who were 6th grade in 2021, and the students who were in 6th grade in 2019 and 8th grade in 2021 show only a 5% decline or 1% growth .The students who were in 5th grade in 2019 and seventh grade in 2021 should the greatest decline at 12% in meet/exceeding standards. Our school growth from 2019 and 2021 in met or exceed is higher than TUSD's average

   2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

   By cohort students who were at or exceeding standard in Reading:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 stayed consistent at 83%
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 74% to 83%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 80% to 82 %.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 78% to 73%.

   By cohort students who were at or exceeding standard in Writing:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 84% to 81%.
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 73% to 65%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 83% to 77 %.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 88% to 82%.

   By cohort students who were at or exceeding standard in Listening:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 88% to 91%.
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 80% to 83%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 80% to 90 %.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 94% to 88%.

By cohort students who were at or exceeding standard in Research/Inquiry:

- the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 87% to 90%.
- the students who were in 4th grade in 2019 and 6th grade in 2021 went from 75% to 79%.
- the students who were in 5th grade in 2019 and 7th grade in 2021 went from 77% to 83%.
- the students who were in 6th grade in 2019 and 8th grade in 2021 stayed consistent at 88%

2. Research/Inquiry (Investigating, analyzing, and presenting information) and Reading (Demonstrating understanding of literary and non-fictional texts) for students who were in 3rd grade in 2019 and 5th grade in 2021 and the students who were in 4th grade in 2019 and 6th grade in 2021 are the two specific categories where student success in at or exceeding standards stayed consistent. The students who were in 4th grade in 2019 and 6th grade in 2021 increased in Listening (Demonstrating effective communication skills).

3. Reading (Demonstrating understanding of literary and non-fictional texts) and writing (Producing clear and purposeful writing, is the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 20-21.

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	100	116	101	99	115	98	99	115	98	99	99.1	97.0
Grade 4	129	113	120	126	110	117	126	110	115	97.7	97.3	97.5
Grade 5	127	117	110	127	115	104	127	115	104	100	98.3	94.5
Grade 6	130	128	100	127	126	98	127	126	97	97.7	98.4	98.0
Grade 7	128	129	121	127	127	116	127	127	113	99.2	98.4	95.9
Grade 8	127	128	127	127	122	124	127	122	124	100	95.3	97.6
All Grades	741	731	679	733	715	657	733	715	651	98.9	97.8	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	2446.	2452.	2420.	18.18	23.48	12.24	37.37	37.39	31.63	26.26	28.70	31.63	18.18	10.43	24.49
Grade 4	2470.	2474.	2440.	15.08	18.18	7.83	19.84	26.36	26.09	48.41	36.36	29.57	16.67	19.09	36.52
Grade 5	2499.	2489.	2467.	11.02	17.39	8.65	22.05	12.17	17.31	40.94	38.26	29.81	25.98	32.17	44.23
Grade 6	2522.	2536.	2504.	12.60	15.08	11.34	28.35	27.78	25.77	32.28	42.06	23.71	26.77	15.08	39.18
Grade 7	2561.	2549.	2511.	12.60	21.26	7.96	36.22	28.35	16.81	39.37	21.26	32.74	11.81	29.13	42.48
Grade 8	2594.	2595.	2542.	26.77	29.51	17.74	30.71	21.31	18.55	26.77	27.87	25.00	15.75	21.31	38.71
All Grades	N/A	N/A	N/A	15.96	20.84	11.06	28.79	25.59	22.43	36.02	32.31	28.73	19.24	21.26	37.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	41.41	40.87	18.37	35.35	40.87	59.18	23.23	18.26	22.45
Grade 4	23.02	34.55	13.04	38.89	36.36	47.83	38.10	29.09	39.13
Grade 5	18.90	24.35	8.65	46.46	32.17	43.27	34.65	43.48	48.08
Grade 6	22.83	23.81	15.46	40.94	53.17	46.39	36.22	23.02	38.14
Grade 7	27.56	31.50	13.27	48.03	33.07	49.56	24.41	35.43	37.17
Grade 8	41.73	39.34	15.32	40.16	36.89	51.61	18.11	23.77	33.06
All Grades	28.79	32.31	13.98	41.88	38.88	49.62	29.33	28.81	36.41

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.

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	26.26	33.91	20.41	50.51	46.09	56.12	23.23	20.00	23.47
Grade 4	15.08	20.00	12.17	53.97	50.00	45.22	30.95	30.00	42.61
Grade 5	15.75	13.04	7.69	51.97	47.83	57.69	32.28	39.13	34.62
Grade 6	14.17	15.08	11.34	55.91	58.73	50.52	29.92	26.19	38.14
Grade 7	14.17	23.62	12.39	68.50	48.82	54.87	17.32	27.56	32.74
Grade 8	24.41	29.51	18.55	63.78	48.36	52.42	11.81	22.13	29.03
All Grades	18.01	22.52	13.82	57.71	50.07	52.69	24.28	27.41	33.49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.32	33.91	15.31	54.55	51.30	67.35	13.13	14.78	17.35
Grade 4	22.22	23.64	14.78	46.03	54.55	57.39	31.75	21.82	27.83
Grade 5	11.02	15.65	6.73	56.69	48.70	67.31	32.28	35.65	25.96
Grade 6	14.17	15.87	14.43	48.82	57.94	58.76	37.01	26.19	26.80
Grade 7	14.17	26.77	7.96	73.23	52.76	69.03	12.60	20.47	23.01
Grade 8	25.98	27.05	12.10	56.69	61.48	63.71	17.32	11.48	24.19
All Grades	19.51	23.78	11.83	56.07	54.55	63.90	24.42	21.68	24.27

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.

Conclusions based on this data:

1. 1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in Math in the areas of, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. These data suggests that overall more than half of our 3rd-8th grade students exceeded standard/met/nearly met the testing targets for CAASPP in the 2020-2021 school year. In 20-21, we see any where from a 4%- 26% decline in overall achievement from 2018-2019 in the same grade levels. We see the least amount of decline is in fourth, fifth, and eighth grade ranging from anywhere from 1% to 5%.

   By cohort: the students who were in 3rd grade in 2019 and 5th grade in 2021, declined the most at 35%. The students who were in 4th grade in 2019, the students who were 6th grade in 2021,the students who were in 5th grade in 2019 and are in 7th grade in 2021, the students who were in 6th grade in 2019 and 8th grade in 2021 show only a 6%-8% decline. Our school growth from 2019 and 2021 in met or exceed is higher than TUSD's average

   2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

   By cohort students who were at or exceeding standard in Concepts & Procedures:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 82% to 52%.
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 71% to 62%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 57% to 62%.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 77% to 67%.

   By cohort students who were at or exceeding standard in Problem Solving & Modeling/Data Analysis:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 80% to 65%.
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 70% to 62%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 61% to 67%.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 74% to 71%.

   By cohort students who were at or exceeding standard in Communicating Reasoning:
   - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 84% to 74%.
   - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 78% to 73%.
   - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 64% to 77 %.
   - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 74% to 76%.

2. Specifically, the students who were in 5th grade in 2019 and 7th grade in 2021 demonstrated improvement in all three key areas. The students who were in 6th grade in 2019 and 8th grade in 2021 have demonstrated improvement in their ability to communicate reasoning. This is critically important, as it indicates that KES students are support math content answers with text and content evidence.

3. The students who were in 3rd grade in 2019 and 5th grade in 2021 and the students who were in 4th grade in 2019 and 6th grade in 2021 struggled the most in all three key areas.

   Concepts & Procedures and Problem Solving & Modeling/Data Analysis are the specific areas within Math, where our students tend to demonstrate the most learning challenges in 20-21.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1441.8	1443.9	1442.4	1449.3	1447.2	1455.5	1424.1	1435.8	1411.4	24	17	18
1	1493.7	1485.3	1480.0	1496.0	1476.8	1474.0	1490.9	1493.3	1485.6	31	27	24
2	1509.5	1529.8	1482.0	1508.6	1543.9	1481.0	1509.8	1515.1	1482.5	20	28	23
3	1527.8	1515.2	1504.5	1527.0	1513.1	1509.7	1528.1	1516.9	1499.0	24	14	27
4	1526.2	1540.5	1506.0	1526.8	1534.1	1511.5	1525.0	1546.3	1500.3	25	22	23
5	1561.9	1535.2	*	1562.9	1525.7	*	1560.5	1544.2	*	20	23	11
6	1552.6	1553.2	1540.2	1548.6	1555.6	1553.9	1556.1	1550.4	1526.1	18	14	19
7	1580.3	1587.0	1537.9	1559.6	1587.2	1546.8	1600.6	1586.2	1528.5	18	13	22
8	*	*	1597.8	*	*	1613.8	*	*	1581.5	*	9	13
All Grades										189	167	180

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	38.89	45.83	64.71	38.89	*	29.41	11.11	*	0.00	11.11	24	17	18
1	61.29	22.22	25.00	*	59.26	37.50	*	14.81	29.17	*	3.70	8.33	31	27	24
2	75.00	35.71	13.04	*	50.00	52.17	*	14.29	26.09	*	0.00	8.70	20	28	23
3	54.17	28.57	25.93	*	57.14	37.04	*	7.14	25.93	*	7.14	11.11	24	14	27
4	*	45.45	14.29	*	31.82	47.62	*	18.18	33.33		4.55	4.76	25	22	21
5	65.00	21.74	*	*	52.17	*	*	21.74	*		4.35	*	20	23	*
6	61.11	35.71	26.32	*	42.86	42.11	*	21.43	10.53		0.00	21.05	18	14	19
7	83.33	46.15	18.18	*	30.77	40.91	*	15.38	22.73		7.69	18.18	18	13	22
8	*	*	46.15	*	*	30.77		*	23.08		*	0.00	*	*	13
All Grades	57.67	29.94	25.57	30.16	49.10	39.77	9.52	17.96	24.43	*	2.99	10.23	189	167	176

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.83	23.53	27.78	*	41.18	55.56	*	35.29	5.56	*	0.00	11.11	24	17	18
1	64.52	29.63	37.50	*	59.26	25.00	*	11.11	33.33	*	0.00	4.17	31	27	24
2	85.00	67.86	17.39	*	17.86	56.52	*	14.29	17.39	*	0.00	8.70	20	28	23
3	58.33	50.00	40.74	*	35.71	44.44	*	7.14	3.70	*	7.14	11.11	24	14	27
4	60.00	59.09	38.10	*	27.27	52.38	*	13.64	4.76	*	0.00	4.76	25	22	21
5	85.00	47.83	*	*	43.48	*		4.35	*		4.35	*	20	23	*
6	66.67	64.29	42.11	*	28.57	26.32	*	7.14	15.79		0.00	15.79	18	14	19
7	88.89	46.15	40.91	*	30.77	40.91	*	7.69	13.64		15.38	4.55	18	13	22
8	*	*	69.23	*	*	15.38		*	15.38		*	0.00	*	*	13
All Grades	67.20	48.50	38.64	23.81	35.93	40.34	6.35	13.17	13.64	*	2.40	7.39	189	167	176

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.65	27.78	*	41.18	22.22	*	41.18	33.33		0.00	16.67	24	17	18
1	51.61	22.22	12.50	35.48	40.74	50.00	*	29.63	16.67	*	7.41	20.83	31	27	24
2	*	14.29	17.39	*	60.71	43.48	*	21.43	13.04	*	3.57	26.09	20	28	23
3	*	7.14	7.41	54.17	50.00	29.63	*	35.71	48.15	*	7.14	14.81	24	14	27
4	*	22.73	0.00	*	45.45	23.81	*	22.73	52.38	*	9.09	23.81	25	22	21
5	*	17.39	*	*	26.09	*	*	47.83	*	*	8.70	*	20	23	*
6	*	7.14	21.05	*	57.14	15.79	*	35.71	42.11	*	0.00	21.05	18	14	19
7	66.67	38.46	4.55	*	38.46	31.82	*	15.38	27.27		7.69	36.36	18	13	22
8	*	*	30.77	*	*	38.46	*	*	23.08		*	7.69	*	*	13
All Grades	38.10	19.16	13.07	35.45	44.91	32.95	21.69	30.54	32.39	*	5.39	21.59	189	167	176

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	79.17	17.65	33.33	*	82.35	55.56		0.00	11.11	24	17	18
1	70.97	59.26	41.67	*	40.74	54.17		0.00	4.17	31	27	24
2	80.00	46.43	17.39	*	53.57	82.61	*	0.00	0.00	20	28	23
3	50.00	21.43	40.74	*	71.43	40.74	*	7.14	18.52	24	14	27
4	52.00	63.64	38.10	*	31.82	57.14	*	4.55	4.76	25	22	21
5	80.00	13.04	*	*	82.61	*		4.35	*	20	23	*
6	*	50.00	36.84	*	42.86	36.84	*	7.14	26.32	18	14	19
7	*	30.77	19.05	*	46.15	66.67		23.08	14.29	18	13	21
8	*	*	38.46	*	*	53.85		*	7.69	*	*	13
All Grades	62.43	38.92	33.71	32.28	55.69	56.00	*	5.39	10.29	189	167	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	29.41	41.18	58.33	70.59	52.94	*	0.00	5.88	24	17	17
1	64.52	3.70	12.50	*	96.30	79.17	*	0.00	8.33	31	27	24
2	85.00	75.00	18.18	*	17.86	68.18	*	7.14	13.64	20	28	22
3	75.00	78.57	51.85	*	7.14	37.04	*	14.29	11.11	24	14	27
4	72.00	63.64	71.43	*	36.36	19.05	*	0.00	9.52	25	22	21
5	90.00	65.22	*	*	30.43	*		4.35	*	20	23	*
6	77.78	85.71	61.11	*	14.29	27.78		0.00	11.11	18	14	18
7	94.44	69.23	77.27	*	23.08	18.18		7.69	4.55	18	13	22
8	*	*	92.31	*	*	7.69		*	0.00	*	*	13
All Grades	73.02	55.09	52.35	23.28	41.32	39.41	*	3.59	8.24	189	167	170

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	11.11	79.17	94.12	77.78	*	0.00	11.11	24	17	18
1	58.06	33.33	29.17	35.48	51.85	41.67	*	14.81	29.17	31	27	24
2	70.00	10.71	34.78	*	82.14	39.13	*	7.14	26.09	20	28	23
3	*	0.00	14.81	54.17	100.00	59.26	*	0.00	25.93	24	14	27
4	*	31.82	9.52	60.00	45.45	57.14	*	22.73	33.33	25	22	21
5	*	21.74	*	65.00	56.52	*	*	21.74	*	20	23	*
6	*	7.14	26.32	*	78.57	21.05	*	14.29	52.63	18	14	19
7	66.67	46.15	4.76	*	38.46	47.62	*	15.38	47.62	18	13	21
8	*	*	38.46	*	*	46.15	*	*	15.38	*	*	13
All Grades	38.62	20.96	20.57	48.68	67.07	49.14	12.70	11.98	30.29	189	167	175

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	58.82	38.89	*	29.41	33.33		11.76	27.78	24	17	18
1	41.94	22.22	20.83	58.06	74.07	75.00		3.70	4.17	31	27	24
2	55.00	28.57	17.39	*	71.43	65.22	*	0.00	17.39	20	28	23
3	*	28.57	14.81	62.50	64.29	74.07	*	7.14	11.11	24	14	27
4	44.00	27.27	0.00	52.00	68.18	85.71	*	4.55	14.29	25	22	21
5	60.00	30.43	*	*	65.22	*	*	4.35	*	20	23	*
6	*	21.43	26.32	72.22	78.57	57.89		0.00	15.79	18	14	19
7	61.11	38.46	13.64	*	53.85	63.64		7.69	22.73	18	13	22
8	*	*	15.38	*	*	76.92		*	7.69	*	*	13
All Grades	48.15	29.34	17.61	49.74	66.47	67.05	*	4.19	15.34	189	167	176

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students who took the ELPAC test in 2021 increased by 13 from 2019 at 180.

2. The Reading and Writing domains present areas for all of our EL students to continue growing. Focusing our efforts towards helping EL students begin to master academic and written English and reading will help us to bump up our performance indicators more towards the Somewhat/Moderately performance rating.

3. The Reading domain appears to be an area in need of continued support across all performance areas. The Somewhat/Moderately performance category has the largest percentages for students' performance.

School and Student Performance Data

Student Population

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**
978	**41.6**	**20.2**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	198	20.2
Foster Youth	4	0.4
Homeless	38	3.9
Socioeconomically Disadvantaged	407	41.6
Students with Disabilities	78	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	50	5.1
American Indian or Alaska Native	3	0.3
Asian	249	25.5
Filipino	74	7.6
Hispanic	293	30.0
Two or More Races	81	8.3
Native Hawaiian or Pacific Islander	14	1.4
White	214	21.9

Conclusions based on this data:

1. In 2020-2021 KES had 978 students enrolled. In 2018-2019 KES had 1013 students enrolled. Student enrollment in TUSD is likely to decline over the next 5-7 years because of the K-12 enrollment trend in California.

2. Slightly more than 21% of our student population is EL. As a relatively small student population we must provide targeted instruction and support geared towards helping students be reclassified quickly. In any given classroom, 1 of 5 students is likely an EL student.

3. Slightly more than 41% of the KES student population is socioeconomically disadvantaged. We need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. We continue to sustain performance levels in ELA. Our mathematics performance indicators demonstrate a school-wide decline in overall performance from the Green indicator to the Yellow indicator.
2. Rates of chronic absenteeism have increased. Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. As such our overall performance indicator fell from Green to Yellow.
3. Our suspension rates have increased slightly. However, given the relative low numbers of student suspensions that KES enforces, the CDE Dashboard indicates a negative performance trend of two indicator levels (Green to Orange).

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	5	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
11.6 points above standard	3.8 points above standard	0 Students
Declined -4.5 points	Increased ++5.1 points	
688	195	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.3 points below standard	68.6 points below standard
5	Declined -6.6 points	Declined -7.3 points
	266	52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Green
40.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24 points above standard	31.6 points above standard
Declined Significantly -19 points	1	Maintained -0.4 points	Declined -6.3 points
36		158	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
10.7 points below standard	20.4 points above standard	9.9 points above standard	26.2 points above standard
Declined -14.2 points	Declined -14.2 points	Increased Significantly	Increased ++5.4 points
192	54	11	178

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
33.5 points below standard	35.1 points above standard	10.6 points above standard
Declined Significantly -19.9 points	Increased Significantly	Declined -9.4 points
89	106	453

Conclusions based on this data:

1. Looking at ELA performance by student group, we had 1 group (Students with Disabilities) in the orange indicator. Additionally, we had 1 group (Socioeconomically Disadvantaged) in the orange indicator.
2. Looking at ELA performance by Race/Ethnicity, there were no groups in the red indicator. African American and Hispanic students were both in the orange indicator. Compared to all other statistically significant student groups, these indicators are two performance bands below every other student group.
3. Reclassified EL students demonstrated significant growth in ELA performance.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	
7.9 points below standard	15.5 points below standard	
Maintained ++1.9 points	Increased ++7 points	
683	193	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	28.9 points below standard	87.5 points below standard
5	Declined -5.1 points	Increased ++4.3 points
	263	50

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	Green
51.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.9 points above standard	8.2 points above standard
Increased ++4.4 points	1	Increased ++5.9 points	Maintained -1.1 points
35		156	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
27.8 points below standard	1.9 points below standard	4.6 points above standard	1.2 points below standard
Declined -5.3 points	Declined -7.1 points	Increased Significantly ++46.5 points	Increased ++3.6 points
191	54	11	177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.5 points below standard	16.4 points above standard	8.7 points below standard
Declined Significantly -19 points	Increased Significantly ++21.1 points	Maintained -2.1 points
88	105	450

Conclusions based on this data:

1. Looking at Mathematics performance by student group, we had zero student groups (or overall performance indicators) in the red performance band. One statistically significant student group (Socioeconomically Disadvantaged) recorded overall scores in the Orange performance band.
2. Looking at Mathematics performance by Race/Ethnicity, Hispanic students demonstrated performance in the Orange performance band. This is two performance bands lower than KES' highest performing racial/ethnic student groups.
3. Reclassified EL students demonstrated significant increases in performance on Math CAASPP indicators.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58.9 making progress towards English language proficiency
Number of EL Students: 141
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.5	20.5	15.6	43.2

Conclusions based on this data:

1. Generally, our EL student population makes appropriate growth each year, and the performance level is considered high.
2. There is a small contingent of EL students whose ELPI performance decreased by one level.
3. We must help EL students continue to meet reclassification requirements, prior to being identified as LTEL.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	4	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
5.3	2.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Maintained -0.1	5
1066	204	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
15	7.4	7.6
Declined -11.7	Maintained +0.2	Increased +3.7
20	462	92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Yellow	Green
3.2	Less than 11 Students - Data Not Displayed for Privacy	5	2.4
Maintained +0.4	1	Increased +1.5	Increased +1.3
63		239	83
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
6.8	7	5.9	4.4
Increased +1	Maintained +0.2	Increased +5.9	Declined -1.9
307	86	17	270

Conclusions based on this data:

1. Overall, KES' chronic absenteeism rates have maintained in the Yellow performance indicator level.
2. There is visible variance of chronic absenteeism rates, when looking at chronic absenteeism by Race/Ethnicity.
3. Chronic absenteeism rates for all statistically significant racial and ethnic groups increased or maintained (not including White students--Declined -1.9 points). This is a concern for KES, and an area in need of both continued monitoring and targeted action to improve chronic absenteeism rates.

School and Student Performance Data

Academic Engagement
Graduation Rate 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. Given that KES is a K-8 elementary school, graduation rates do not apply.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	5	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
3.1	3.7	0
Increased +1	Increased Significantly +2.6	11
1105	217	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0	3.5	6.2
Declined -11.8	Increased +1.2	Increased +5.3
20	485	97

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Orange	Orange
7.2	Less than 11 Students - Data	2.8	1.2
Increased +1.9	2	Increased +0.3	Increased +1.2
69		250	83
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Orange
3.5	7	0	1.4
Increased +1.6	Increased +2.9	Declined -5	Increased +0.5
318	86	17	280

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2	3.1

Conclusions based on this data:

1. Students with Disabilities, and EL students are suspended at higher rates than the school's overall rates. This is concerning, and needs to be monitored to minimize disproportionality within suspension rates.
2. All statistically significant racial and ethnic groups demonstrated increased suspension rates. Although concerning, our overall suspension rates remain relatively low.
3. KES' overall suspension rate increased between 2018 and 2019 from 2% to 3.1%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

Goal 1

Prepare all students for High School readiness; by ensuring that all 8th grade students are Algebra 1 eligible; and all 3rd grade students meet or exceed reading benchmarks as indicated by CAASPP targets.

Identified Need

Students' reading and math scores on the CAASPP assessment are adversely affected along racial, and socioeconomic lines. Particularly, Students who are considered to be African American, Hispanic, Socioeconomically Disadvantaged Students', and Students with Disabilities' performance rates (as indicated by CAASPP) are behind KES' school-wide performance levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Green (11.6 Points Above Standard) - Declined 4.5 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	Orange (40.9 Points Below Standard) - Declined 19 points	Orange or Higher - Increase 5.0 points of more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Orange (10.7 Points Below Standard) - Declined 14.2 points	Yellow or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (6.3 Points Below Standard) - Declined 6.6 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Orange (68.6 Points Below Standard) - Declined 7.3. points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Green (24 Points Above Standard) - Maintained -0.4 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Green (3.8 Points Above Standard) - Increased 5.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Green (31.6 Points Above Standard) - Declined 6.3 points	Green or Higher - Increase 5.0 points or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- Two or More Races (Grades 3-8)	Green (20.4 Points Above Standard) - Declined 14.2 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- White Students (Grades 3-8)	Green (26.2 Points Above Standard) - Increased 5.4 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- All Students (Grades 3-8)	Yellow (7.9 Points Below Standard) - Maintained 1.9 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Hispanic Students (Grades 3-8)	Orange (27.8 Points Below Standard) - Declined 5.3 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (28.9 Points Below Standard) - Declined 5.1 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- African American Students (Grades 3-8)	Yellow (51.3 Points Below Standard) - Increased 4.4 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Two or More Races (Grades 3-8)	Yellow (1.9 Points Below Standard) - Declined 7.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Students with Disabilities (Grades 3-8)	Yellow (87.5 Points Below Standard) - Increased 4.3 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Asian Students (Grades 3-8)	Green (8.9 Points Above Standard) - Increased 5.9 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- English Learners (Grades 3-8)	Green (15.5 Points Below Standard) - Increased 7.0 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Filipino Students (Grades 3-8)	Green (8.2 Points Above Standard) - Maintained -1.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- White Students (Grades 3-8)	Green (1.2 Points Above Standard) - Increased 3.6 points	Green or Higher - Increase 5.0 points or more.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Given that our CAASPP performance data are discrepant along racial lines, it is crucial to take steps to support all students--from different racial, ethnic, social, and linguistic backgrounds. Working in partnership with the San Joaquin County Office of Education, we will provide unconscious bias training for all certificated staff. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time for Calibrated Walks to Support New Teachers at Kelly-- Funding for Substitutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

After School Tutoring--Tier II (Connecting Language Acquisition within English & Math Content Instruction). Grades K-8

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide PD Sessions for Teachers to Learn AVID WICOR Strategies (Close Reading/Writing) During ERW.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide EL Paraeducator Support (9 hours per day)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,827	LCFF - Supplemental
28,900	LCFF - Supplemental
962	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted Students (EL, SES, FY)

Strategy/Activity

Materials to support LTEL Students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
818	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
PLC Supplemental Planning Time (After School)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500	LCFF
1239	LCFF - Supplemental
1761	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Classroom Teacher Resources/Materials/Supplies (200 x 42 Teachers)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8400	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students (1st - 3rd Grade)

Strategy/Activity

Renaissance Place--Accelerated Reader (Subscription, STAR Report, and Hosting License; 300 Subscriptions)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (K - 2nd Grade)

Strategy/Activity

Substitutes for Teacher Release Time--RCD Benchmark Assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2100	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Supplemental Instructional Resources/Materials/Supplies (PE, Music, Library)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Provide resources and tools to support our Middle School AVID Tower Class. These funds allow for the purchase of materials, costs associated with AVID field trips, attendance at the AVID summer institutes, as well as annual membership and fees. KES utilizes AVID to help support At-Risk and first generation college students to be better prepared to navigate high school systems in order to become college and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,133	District Funded
150	LCFF

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students (K-3)

Strategy/Activity

Tier III--After School Remediation Support. This time is dedicated to supporting foundational skills development for students in Kinder - 3rd grade to master base literacy skills (I.e., Letter/Sound Recognition, Phonics, Decoding Skills, etc.). Beyond this, priority skills development will include Math Numeracy/Fluency development and working to achieve grade-level reading proficiency. This remediation is intended to assist in helping to minimize learning gaps from previous years' schooling. It prioritizes the needs of all students--including those who have been considered historically at-risk.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF
49	LCFF - Supplemental
500	LCFF - Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Substitute for Teacher Release Time--FastBridge CBM Assessment (2nd/3rd, for Fall and Spring Window).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1900	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our overall performance indicators in ELA declined by 4.5 points. Although, KES remains in the Green category for broad performance indicators, ELA is an area in need of continued support and professional development. Our continued goal is the sustain Green category classification into next year, but show a school-wide improvement of a minimum 5.0 points or more. In Mathematics, our overall performance indicator is Yellow, and indicates that our students maintained performance, with a point differential of 1.9 points. Our goal is to demonstrate improvement of 5.0 points or more. This performance increase will likely keep KES in the Yellow, but will indicate our commitment towards achieving continued growth over time. EL students demonstrated marked gains in terms of CAASPP performance for both ELA and Math. We remain committed to ensuring that EL students improve scores by 5.0 points or more in ELA, and 8.0 points or more in Math. These continued growth targets will help support our goals to minimize KES' achievement gap. In addition, continued growth for EL students will help to lessen the number of students being identified as LTEL.

This school year, we were successful in beginning a tier III intervention system during the school day using Corrective Reading and Dibels to promote reading accuracy, fluency, and comprehension skills. Our EL Paraeducators provided desginated English Language Development to our EL students. Additionally, there was an ELD class built into the master schedule for grades 6-8.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Midway through the school year, we noticed that much of our students' struggles in all academic areas stemmed in part from reading gaps. This crossed the overwhelming majority of statistically significant student groups. Of the 10 statistically significant subgroups, 70% of student groups' performances declined in CAASPP performance for reading. KES created four school-wide CAASPP Target goals. Reading to determine central theme of both fictional and expository texts

ensures high-capacity reading comprehension. We had not budgeted PD monies to support this goal. The second CAASPP Target goal we plan to support is to ensure all students master foundational math literacy and skills. Again, KES had not budgeted PD monies to support this goal. We will refine our calibration walks process, and center teachers' participation to support reading and math instruction. These calibration walks are grounded in the Rigor, Relevance, and Engagement rubric.

It is evident that our EL students are demonstrating performance gains. As a result of this analysis, we will prioritize arranging PD opportunities for teachers to support EL Direct and EL Integrated instruction. Our goal is to help guarantee that teachers are equipped with the necessary tools to support students' mastery of English (working towards R-FEP).

We are funding necessary teacher release time from classes to participate in Calibration Walks, and will attempt to fund ongoing PD to support EL instructional best practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

By May 2023, 100% of staff members will be trained in the MTSS process, via PLC at Work or RTI at Work through on site professional development by Solution Tree. All measurable outcomes and actions will remain the same.

While metrics were available for 2021, we will keep the same metrics from 2019. We will continue to work towards establishing a tier III intervention system during the school day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.1 %	Decrease by 1%
Suspension Rate--African American Students	7.2 %	Decrease by 3%
Suspension Rate--English Learners	3.7 %	Decrease by 1%
Suspension Rate--Two or More Races	7.0 %	Decrease by 3%
Suspension Rate--Students with Disabilities	6.2 %	Decrease by 3%
Chronic Absenteeism--Overall	5.3 %	Decrease by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Mental Health Counseling 5 days per week (District Funded). TUSD is funding a full time counselor to support the social and emotional needs of our students. This strategy is identified as a multi-tiered social emotional support action for KES' most vulnerable students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ASB events/activities to help promote positive school climate/culture (The unrestricted funding sources include MAA and FARM funds).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coffee w/ the Principal--Monthly meeting with families to help increase community stakeholder satisfaction ratings of KES' climate and safety. the expenditures are allocated to provide refreshments for attendees.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide translation services during IEP/SST/504 meetings and Parent Conferencing

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding to support ongoing student recognition--including awards and certificates. This helps to sustain positive school climate and culture. In addition, KES will apportion funds to sustain proactive communication with our community partners. Associated fees that support the general function of our school (I.e., Movie License renewals and FedEx accounting to print site maps and emergency plans have been included in these costs).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2350	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Funds to provide monthly safety meetings for KES' School Supervision Assistants. These funds are used to compensate our supervision assistants' time after contract working hours have concluded.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
365	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Please see the below favorable ratings for the LCAP School Safety Survey responses:
Parents: 93.08 % responded favorably
Students: 87.60 % responded favorably
Teachers: 93.92 % responded favorably

Please see the below favorable ratings for the LCAP School Climate Survey responses:
Parents: 91.29 % responded favorably
Students: 85.89 % responded favorably
Teachers: 86.19 % responded favorably

FastBridge Social and Emotional Survey--We administered this survey three times this school year in September 2021, December 2021, and in March 2022. Listed below are results from the March, 2022 survey. We will review these metrics again at the beginning of the 2022-2023 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk.

George Kelly Elementary School: 74% Low Risk, vs. 3% High Risk
Tracy Unified School District: 69% Low Risk, vs. 5% High Risk

Given that these FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Our overall school suspension rate is 3.1%. This is an increase from the previous year of 1.1% (previous rate 2.0%). Our suspension rates remain low school-wide, and the increase in total suspensions is in accordance with disciplinary best practices (as indicated by California Ed. Code, and TUSD board policy). As indicated above, suspension rates for the statistically significant categories of students indicates that suspension rates for each group of students is higher than the school-wide average, and increased by 2.0% or more. Mental Health counseling was available 5 days per week. This remains a highly-utilized support service for KES students. KES' chronic absenteeism rate is 5.3 %, which maintains from the year prior. Our goal is to reduce our chronic absenteeism rates by 1.0 % or more. Our long-term goal is to maintain chronic absenteeism rates below 4.0%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

KES will fund ASB activities, and ASB Advisor PD using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

KES will receive 5 days of mental health counseling and a full time counselor. This support is funded by the District Office. This change allows us to provide more mental health counseling and support for students in need (following school closures). We will now refer to our FastBridge (mySAEBRS) data to support our social and emotional learning needs.

During the 21-22 school year, the ELAC met 5 times through out the school year to advise the principal in the development of a site plan for English learners. Next school year, the goal is to meet at least 8 times.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

Goal 3

Within the framework of MTSS, KES will provide ongoing professional development and resources to sustain high capacity STEM instruction for all students K-8.

Identified Need

Build continuous inquiry cycles across content areas, with appropriate rigor and timely Tier I, Tier II, and Tier III support and intervention. In doing so, KES will better accelerate students' learning in accordance with CCSS and NGSS standards to help mitigate learning loss.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2022, the KES STEM Instructional Leadership Team (ILT) will provide staff-wide training to support teachers to implement the STEM units for the 22- 23 school year by utilizing the planning grid, "See, Think, and Wonder" as well as utilize the Rigor Rubric with a focus on student learning.	This instructional design process (aligned with the ICLE Rigor rubric) is currently a focus area for our STEM ILT.	With TUSD's new STEM grant, focusing on backwards planning/ planning grid will ensure that our students are continuously receiving engaging, hands on, rigorous STEM instruction starting at the beginning of the school year. Implementing the Rigor rubric will ensure teachers are receiving feedback focused on student learning. Providing specific teacher professional learning that connects "See, Think, and Wonder" to our continuous inquiry cycle will correlate with KES' current practice of identifying specific learning targets, while providing student growth opportunities to self-assess each's own progress. Since middle school teachers have began to participate in KES' STEM process since the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		beginning of the 2021-2022 school year. It is necessary to provide this team of teachers with training and resources to align their practices with our current STEM practices.
By May 2023, KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through on site professional development by Solution Tree.	17 of 42 Teachers have been trained in either PLC at Work or RTI at Work	All teachers will be received professional development in either PLC at Work or RTI at Work by May 2023.
Currently, some of our primary teachers have at least one (30 minute) sessions built into the master bell schedule for Tier II Differentiated Platooning.	Real-time support for all students.	This Tier II system is intended to help guarantee that all students meet/exceed grade level proficiency expectations for standards learned during the current school year.
By May 2023, KES will build the school-wide system to provide students with the needed time--within the school day to receive Tier III intensive remediation support, and/or enrichment activities for those students working beyond grade-level.	The goal is to make the necessary adjustments to our master schedule and instructional system to include an amount of time 4-5 days per week that systemize our Tier III MTSS. Currently, we began this process in the 21-22 school year and we will work to refine it.	We expect that by building this system for MTSS support, KES will better serve students in need of intensive intervention (beyond the scope of Tier II--current year intervention). This will provide the necessary framework to offer both intensive intervention and advanced enrichment opportunities for students--during the school day.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Identified as At-Risk, and/or in need of Intensive Support

Strategy/Activity

On Site professional development by Solution Tree to help us gain more insight on supporting our students who are need of intervention using the MTSS/ RTI model. The learnings are intended to sustain the PLC process by equipping all teachers to incorporate current RTI practices into a whole-school MTSS. Implementing a successful tier III system during the school day.

During the 2022-2023 school year, KES will continue to refine the role of our Guiding Coalition (GC). Working with our team of Teachers and staff, we will continue our work from 21-22 I and construct a Tier III system of MTSS for students to begin during the 2022-2023 school year. Funding identified as unrestricted will come from the Extended Learning Opportunity Grant and MAA and FARM apportionments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF
0	Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students identified as At-Risk, and/or in need of Intensive Support

Strategy/Activity
Hold SST meetings to identify at-risk students and develop support plans (1 sub @ 10 days x $230).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Kinder assessments before the school year begins for placement, tiered intervention and support (4 half days in July 2022).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2300	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Unrestricted

Strategy/Activity 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 4 substitute teachers (once per month) to provide release time for STEM planning. Instructional Leadership Team members will be provided one day per month for STEM planning, and/or to engage in calibrated walks. These site plans/experiences will be shared with KES' guiding coalition and provide ongoing PD support during ERW meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES apportions funds to sustain the ongoing support of General School function. These funds are used to pay the maintenance and licensing fees for our Ricoh and Riso machines. Additionally, these funds help to provide print toner for classroom use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2700	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES plans to apportion funds for our laminating machine.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES apportions funds to purchase necessary office supplies. In addition, and in order to sustain proactive communication with all school stakeholder groups, these funds are used to pay for postage and print fees associated with broad school to community communications and mailers. In addition to this, TUSD funds paper copy costs for RCD units and unit assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2800	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase STEM Interactive Notebooks for all students K-8 for use during STEM based instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Supplemental Instructional Materials (Aligned with STEM instruction).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
770	LCFF

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
TUSD will fund instructional copies through FedEx

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on the CAASPP performance indicators for Goal 1 and Goal 2, there are statistically significant sub-groups of students who are underperforming; compared to school-wide performance indicators. We will continue to build a Tier I-III system into the school day through the master schedule, to help guarantee that all students receive timely support and differentiation to meet essential standards and learning targets. Within the RTI at Work (MTSS) framework, Tier III support is a school-wide process, in an attempt to build students' collective capacity towards improved performance results. In order to effectively build this systemic model, teachers must be trained in the PLC at Work and RTI at Work process. Further, the potential changes that will be made to KES' overarching master bell schedule could be significant. Thus, it is crucially important to provide all teachers the needed guidance, training, and resources to fully grasp the Tier III framework, and how it is intended to benefit students.

This school year, we were successful in beginning a tier III intervention system during the school day using Corrective Reading and Dibels to promote reading accuracy, fluency, and comprehension skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A small portion of KES' LCFF budget will be apportioned to support teachers' ongoing need to plan with grade level/content area colleagues. KES will fund RTI at Work training using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

A small portion of KES' LCFF budget will be apportioned to hold SST meetings to identify at-risk students and develop support plans.

A small portion of KES' LCFF budget will be apportioned to Kindergarten assessments before the 22-23 school year begins for placement, tiered intervention and support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All three of these are new or reintroduced based on KES' needs in 21-22. KES began a Tier III system for support (outside of the scope for Special Education). Our intended outcome for the 2022-2023 school year is to refine and keep building this comprehensive system.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,774.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$20,133.00
LCFF	$49,085.00
LCFF - Supplemental	$53,556.00
Unrestricted	$0.00

Subtotal of state or local funds included for this school: $122,774.00

Total of federal, state, and/or local funds for this school: $122,774.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brittani Ryan	Principal
Sarah Cook	Classroom Teacher
Susan Taylor	Classroom Teacher
Deanna Adams	Classroom Teacher
Tracy Heizer	Other School Staff
Jennifer Silcox	Parent or Community Member
Billieann Strmiska	Parent or Community Member
Sonia Bradley	Parent or Community Member
Amarbir Chhina	Parent or Community Member
Tanyeka Morrison	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

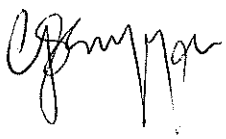
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: KES Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 3, 2022.

Attested:

Principal, Brittani Ryan on 5/3/2022

SSC Chairperson, Deanna Adams on 5/3/2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John C. Kimball High School	39-75499-0119040	May 12, 2022	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Non-Title 1 School

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate stakeholder groups. This includes our students, staff, and parents, including our School Site Council.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2021-2022 Student, Parent, & Staff Climate & Safety Surveys:
We have determined that "Strongly Agree" and "Agree" are positive responses.
Summary of Responses: Parents - Climate: 88.44% responded positively this year, up from 78.4% last year.
Students - Climate: 78.21% responded positively this year, up from 69.64% last year.
Staff - Climate: 98.08% responded positively this year, up from 90.52% last year.
Parents - Safety: 94.13% responded positively this year, up from 71.29% last year.
Students - Safety: 87.76% responded positively this year, up from 80.17% last year.
Staff - Safety: 90.0% responded positively this year, slightly down from 91.49% last year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators complete classroom observations where they track instructional data using the Rigor/Relevance/Student Engagement rubric. Feedback from these visits is shared with the teachers after each visit. The normal goal is to visit 30% of all classrooms each month, but this has been greatly reduced this year as due to time constraints associated with returning services to normal coming out of the pandemic. We look to return to the normal frequency of classroom visits next year. This past year we have focused our attention on evaluating and coaching teachers around the elements of the "Rigor" rubric.
Summary of limited data from the Rigor Rubric based on observations during the 2021-2022 school year:
The following categories were averaged on a 4-point rubric scale. We compared the average score from the beginning of the year with toward the end of the year, before the school closed down due to the COVID-19 outbreak.
Average score for "Rigor": 2.3. For comparison the scores for this category in January-February, 2020 - 1.83
The Rigor Category is broken down into three sub-strands of: Thoughtful Work, High-Level Questioning, and Academic Discussion. The category of "Thoughtful Work" was the area where teachers demonstrated the most growth this past year. Many tasks that students were asked to do required a greater "depth of knowledge", such as analyzing and synthesizing information and providing supporting evidence to justify their thinking. In this area teachers were generally observed to be in the "Developed" tier, which is represented by a score of 3. The other two strands of "High-Level Questioning" and "Academic Discussion" were more inconsistent, generally remaining in the "Emerging" level, which is represented by a score of 2.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The district did incorporate a new standardized assessment platform (Fast Bridge) which has been administered in ELA and Math. Departments have looked at this data, which also includes an assessment on students' social-emotional needs. This has led the site to develop additional intervention processes for referring students for counseling services that have been offered both on-site and virtually throughout the school year. This has had a tremendous positive impact on students. Most PLCs have begun to administer Common Formative Assessments (CFAs), particularly in the core subject areas of Math, ELA, Science and Social Studies, to identify standards where students are demonstrating mastery and others that require intervention or reteaching. Teacher

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Math and ELA departments administer common benchmark assessments as part of district-developed Rigorous Curriculum Design (RCD) units of study, in addition to the Fast Bridge assessments. The district is also updating these assessments to align with instructional needs. ELA PLCs look at data from these assessments and collaborate around areas that require more attention in future teaching of the curriculum. Math PLCs, particularly the Algebra I cohort, have been looking at common formative assessment data and have identified areas that need reinforcement, whether that is delivered immediately, or identified for additional review in future courses.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2021-2022 school year Kimball High had 62 teachers. 6 Teachers were teaching under an intern credential and 56 were fully credentialed. Two credentialed teachers were teaching out of their subject area, and one position was covered during the school year by long-term substitutes.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The district apportions time each week for teacher collaboration on Monday afternoons. During most of these days the site provides PLC time for teams to develop common formative assessments, analyze data and share best practices and effective teaching strategies. In addition, the site included professional development monthly to the entire staff around high-yield AVID strategies. Much of this was led by teacher leaders from the site. The teachers, in coordination with the administration, prepared and delivered professional development in larger sessions during the staff pre-service days in August, and during a Buy-Back day in January. Educational technology training continued during the 2021-2022 school year through the efforts led by our Technology Support Advisors (TSAs). Kimball High has two TSAs and they coordinated professional development activities with the Kimball Leadership Team (KLT). The also led the initiative to maintain training on the Nearpod program as our site educational technology platform to support all teachers. The KLT that led much of the training throughout the year also delivered staff development, with the administration, to newer, non-tenured teachers before the school year in August. The district hosted quarterly department professional development days to align curriculum and best instructional practices among all of the departments. The teachers also have access to professional development resources on the staff portal.
New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC’s.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of the site professional development topics presented in Monday meetings and during staff in-service meetings were either selected by staff based upon their own perceived needs and based upon observations by administrators made during instructional rounds classroom visits. All RCD units that the ELA and Math departments collaborate around have been tightly aligned with the CCSS and are evaluated, by looking at the benchmark assessment data, to ensure proper alignment. Comparisons between the RCD assessment data and SBAC testing data shows a tight alignment between the assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district employed a consultant from ICLE to work with the administration and our Kimball Leadership Team (KLT) around engaging and rigorous instructional strategies that could be shared with teachers through site staff development. The district continued to highlight training around the application of rigor, relevance and relationships strategies and the use of a rubric during classroom visits for gathering data around instructional practices. The administration also leveraged the experience of effective teacher-leaders serving as TSAs and on KLT to develop and deliver training on effective technology-based instructional strategies based upon the staff and administration identifying areas of greatest need. New teachers receive ongoing support from the district throughout the year through the district's TTIP program, which provides the teachers professional development, allows them to observe veteran teachers as well as work with a mentor to focus on improving instructional strategies and classroom management. The principal also met with all non-tenured teachers several times throughout the year for evaluation and coaching purposes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

PLCs met most Mondays of the school year during collaboration time. PLCs developed common lessons, common assessments, and most looked at common assessment data. They also collaborated around best practices and effective lesson ideas. District-wide PLCs met quarterly to align curriculum and integrate the district's STEM initiatives into all core department instruction. Departments meet together once a month following a department chair meeting with the site administration to collaborate around department needs, lessons, and testing.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The ELA and Math departments follow RCD units of study, which are tightly aligned to the CCSS. The Social Studies department administers district benchmarks and looks at data from these assessments. They discuss and plan the scope and sequence of their curriculum to align with the state framework and the district benchmarks. Science is actively aligning their lessons with the NGSS as they develop common formative assessments and seek to provide all standards to all students in the 3 major Science disciplines (Biology, Chemistry, and Physics), while embedding Earth and Space Science standards into these core disciplines. As Kimball High is a comparison site for the purposes of the district STEM initiative, we have not fully integrated the STEM units into our instruction, but we have still worked to implement STEM-supporting instructional strategies that promote relevant and rigorous instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A for high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A for high school

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Math and ELA departments have instructional materials that are tightly aligned with the CCSS. The Social Studies department also has materials aligned with the state framework. As of yet, no publisher has produced comprehensive materials in all 4 core disciplines that are fully NGSS aligned, so our teachers must find and create much of their own NGSS aligned materials. They use textbooks that are aligned to the former content standards, and then collaborate around ideas and find activities and content on-line to help them make the content more aligned with NGSS.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The district, in collaboration with our site teachers, has developed RCD units for ELA and Math that all teachers follow at our site. These units are tightly aligned with the CCSS. In addition, the ELA department uses StudySync as a support material for standards-aligned instruction. The site offers the ERWC course to seniors, which has been developed by the California State University System to prepare students for university reading, writing and composition. The science courses align with the NGSS and data from the first administration of the CAST demonstrates that our students were the highest scoring in the district. Social Science classes continues to use curriculum that is aligned with the CCSS and state framework .

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

EL students are monitored to ensure they make at least one level progress per year. When they are reclassified as English Proficient, students continue to be monitored to make sure they continue to show success in all of their classes. They are reclassified and mainstreamed as soon as possible in all content areas (usually within two years), and in most subjects, outside of ELD, immediately. All RSP students at Kimball High are mainstreamed into general education courses with push-in support from RSP teachers and paraprofessionals.

Evidence-based educational practices to raise student achievement

This past year the staff continued to focus on high-yield AVID strategies around the concepts of inquiry and student organization. In addition, the district trained staff and administrators on effective STEM-related teaching strategies that improve critical thinking and cross-curricular instruction. More Special Education students have increased access to the core curriculum through our mainstreaming model and their academic performance has improved as a result.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The site provides various venues and opportunities for parents to seek assistance for students that are struggling. The site offers parent-teacher conferences at the end of the 1st quarter for the review of student performance. Students that have been identified as struggling are encouraged to take advantage of our Air Tutors program where students can get small group tutoring sessions virtually from home in any subject area. Parents receive frequent email communication about this program opportunity. Participation in the program grew as the year advanced. Parents are also invited to PTSA meetings where they can discuss topics of concern with the principal. Our School Site Council offers a venue for parents and community members to learn about the various programs that our site offers to support students, be it our EL program, Special Education Program, AVID program, or various Student Services programs. This past year we have been able to hire a new parent liaison who actively supports the needs of EL parents and assists with the needs of foster and homeless youth. The parent-liaison, with support from our EL coordinator and one of our assistant principals is re-establish our ELAC group of parents. Our parent-liaison is also working with the counseling department to re-establish Parent Café, where they can come with questions and get specific support.

The principal sends out regular communication several times each month through auto-dialer messages in English and Spanish, as well as text messages and emails. Comprehensive events also include our freshmen orientation event in the late Spring, a parent event for our medical academy, and Back-to-School Night in the early Fall. Our athletic program also re-established in parent sport nights for each season, as well as an incoming freshmen sports night for parents to get information and support to ensure student athletes are successful in their transition to high school.

Many parents also support one of our three booster programs, such as athletic, drama, and music. All three programs have seen a surge in activity coming out of the pandemic and all have been able to raise thousands of dollars to support student programs and scholarships.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our new parent liaison and EL coordinator re-established our English Learner Advisory Committee (ELAC) meetings where parents of EL students could meet to learn about school programs and services for English Learners and assist with the development of the school's needs assessment. These meetings were supported and attended by administrators. The School Site Council also received reports throughout the year from any program associated with ConApp.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Kimball High EL department receives specific funding for technology and supplemental learning resources. This budget is overseen by the site EL coordinator and site administration. In addition, the district provides a bi-lingual paraprofessional that supports in classes with high numbers of EL students.
The AVID program targets fringe students that might not otherwise prepare for college to set goals and develop study skills that prepare them to enter college after high school. They have a budget that is overseen by the AVID site coordinator and provide resources to the entire campus to improve the level of education to all students at Kimball High. Additional programs funded by district budget include: Summer Bridge (2 weeks), Mental health Services (four days per week), and a Parent Liaison (shared with George Kelly School).

Fiscal support (EPC)

Targeted SES ($28,710), targeted EL ($49,118), and LCFF funds ($156,147).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year the School Site Council (SSC) is briefed about the variety of programs that exist on the campus and what they are doing to support student achievement. The budget for these programs is also reviewed in this process, multiple times throughout the year. The SSC asks questions about the program and is able to voice concerns about changes that may need to be made, or offer their approval about what is being accomplished. The final draft of the SPSA is presented to the SSC in May for approval. In addition to the SSC, the ELAC and PTSA are presented with updates and elements of programs at Kimball High School, and they offer suggestions or give their affirmation, all of which is taken into account in drafting the plan.

Teachers and staff are involved by looking at the previous SPSA action plan and providing their input on how the action plan should be updated to provide greater clarity, focus, and staff buy-in. This has generally taken place during Monday staff, department, and PLC meetings. As this past year was a WASC mid-term visit year, this process was integrated as part of our WASC report for review and a virtual visit. The administration synthesized all input into a draft plan, which was presented to the Kimball Cabinet, consisting primarily of department chairs for final vetting, and to check to make sure all input from teachers was sufficiently accounted for.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not enough resources and attention were dedicated to targeted and strategic programs to assist our EL student population, particularly with regard to improvement in reading. This will be addressed in this year's plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	403	365	480
Grade 10	377	427	364
Grade 11	377	359	417
Grade 12	349	365	344
Total Enrollment	1,506	1,516	1,605

Conclusions based on this data:

1. Enrollment saw a very strong increase in 2020-2021 and it has stayed strong in this current school year (2021-2022). Enrollment is expected to make another jump this next school year, with another large freshmen class enrolling.

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	129	145	148	8.6%	9.6%	9.2%
Fluent English Proficient (FEP)	401	437	493	26.6%	28.8%	30.7%
Reclassified Fluent English Proficient (RFEP)	17	12	40	12.0%	9.3%	27.6%

Conclusions based on this data:

1. Solid progress was made in assessing students and helping them successfully make progress and re-designate, despite the difficulties of the pandemic.

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 11	360	370	400	356	368	379	355	368	377	98.9	99.5	94.8
All Grades	360	370	400	356	368	379	355	368	377	98.9	99.5	94.8

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 11	2609.	2617.	2612.	24.51	29.62	28.91	36.62	35.60	34.75	26.48	22.83	22.55	12.39	11.96	13.79
All Grades	N/A	N/A	N/A	24.51	29.62	28.91	36.62	35.60	34.75	26.48	22.83	22.55	12.39	11.96	13.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.45	32.07	29.97	56.34	47.55	57.03	15.21	20.38	13.00
All Grades	28.45	32.07	29.97	56.34	47.55	57.03	15.21	20.38	13.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	34.18	41.30	34.04	49.15	46.74	50.27	16.67	11.96	15.69
All Grades	34.18	41.30	34.04	49.15	46.74	50.27	16.67	11.96	15.69

2019-20 Data:
Executive Order N-30-20 was issued 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 11	19.15	24.46	14.85	69.01	64.13	74.01	11.83	11.41	11.14
All Grades	19.15	24.46	14.85	69.01	64.13	74.01	11.83	11.41	11.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	36.34	35.60	28.38	49.86	51.63	59.95	13.80	12.77	11.67
All Grades	36.34	35.60	28.38	49.86	51.63	59.95	13.80	12.77	11.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Though scores dipped slightly during the pandemic, they did not drop as seriously as feared. Any loss between 18-19 and 20-21 was less than the loss shown in previous years from one year to another.
2. Listening and Research/Inquiry scores saw the greatest decline, with regard to percentage above standard. They dropped well below even 17-18 levels.

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 11	360	369	400	354	367	375	353	367	375	98.3	99.5	93.8
All Grades	360	369	400	354	367	375	353	367	375	98.3	99.5	93.8

* 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 11	2585.	2582.	2580.	13.03	14.17	12.00	24.65	24.80	25.07	26.06	23.71	26.40	36.26	37.33	36.53
All Grades	N/A	N/A	N/A	13.03	14.17	12.00	24.65	24.80	25.07	26.06	23.71	26.40	36.26	37.33	36.53

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	26.06	22.89	18.13	27.20	34.06	47.73	46.74	43.05	34.13
All Grades	26.06	22.89	18.13	27.20	34.06	47.73	46.74	43.05	34.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	17.28	17.98	13.33	47.31	53.41	65.07	35.41	28.61	21.60
All Grades	17.28	17.98	13.33	47.31	53.41	65.07	35.41	28.61	21.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	17.28	17.71	15.73	57.51	55.04	65.87	25.21	27.25	18.40
All Grades	17.28	17.71	15.73	57.51	55.04	65.87	25.21	27.25	18.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Though scores dipped slightly during the pandemic, they did not drop as seriously as feared. Any loss between 18-19 and 20-21 was less than the loss shown in previous years from one year to another.
2. Though the % above standard decreased in all three areas, the % at or near standard increased considerably. The percentage of those considered below standard in all three areas decreased significantly.

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
9	1595.1	1588.3	1553.7	1603.7	1597.5	1550.3	1586.0	1578.5	1556.4	34	37	52
10	1573.4	1610.1	1546.5	1573.9	1623.0	1540.7	1572.5	1596.8	1551.9	32	28	24
11	1583.8	1570.7	1555.4	1577.3	1564.8	1545.5	1589.8	1575.9	1564.7	25	29	32
12	1552.2	1588.7	1556.5	1550.5	1584.6	1553.1	1553.5	1592.3	1559.4	17	25	15
All Grades										108	119	123

2019-20 Data:
Executive Order N-30-20 was issued 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
9	52.94	40.54	23.08	*	32.43	28.85	*	21.62	28.85		5.41	19.23	34	37	52
10	40.63	50.00	17.39	*	28.57	34.78	*	17.86	34.78	*	3.57	13.04	32	28	23
11	*	13.79	12.90	48.00	48.28	35.48	*	27.59	35.48	*	10.34	16.13	25	29	31
12	*	24.00	33.33	*	44.00	13.33	*	32.00	33.33	*	0.00	20.00	17	25	15
All Grades	41.67	32.77	20.66	36.11	37.82	29.75	16.67	24.37	32.23	*	5.04	17.36	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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
9	67.65	48.65	30.77	*	32.43	34.62	*	16.22	19.23		2.70	15.38	34	37	52
10	56.25	53.57	21.74	34.38	28.57	47.83	*	14.29	21.74	*	3.57	8.70	32	28	23
11	64.00	37.93	22.58	*	34.48	48.39	*	24.14	12.90	*	3.45	16.13	25	29	31
12	*	36.00	33.33	*	52.00	33.33	*	12.00	20.00	*	0.00	13.33	17	25	15
All Grades	59.26	44.54	27.27	28.70	36.13	40.50	*	16.81	18.18	*	2.52	14.05	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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
9	*	5.41	7.69	35.29	51.35	28.85	*	29.73	40.38	*	13.51	23.08	34	37	52
10	*	28.57	17.39	*	28.57	4.35	37.50	32.14	47.83	*	10.71	30.43	32	28	23
11	*	6.90	6.45	*	34.48	22.58	44.00	44.83	41.94	*	13.79	29.03	25	29	31
12	*	16.00	0.00	*	36.00	26.67	*	36.00	33.33	*	12.00	40.00	17	25	15
All Grades	21.30	13.45	8.26	26.85	38.66	22.31	35.19	35.29	41.32	16.67	12.61	28.10	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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
9	61.76	18.92	9.62	38.24	78.38	63.46		2.70	26.92	34	37	52
10	53.13	32.14	8.70	40.63	57.14	69.57	*	10.71	21.74	32	28	23
11	52.00	0.00	12.90	*	75.86	64.52	*	24.14	22.58	25	29	31
12	*	12.00	6.67	*	80.00	60.00	*	8.00	33.33	17	25	15
All Grades	52.78	15.97	9.92	40.74	73.11	64.46	*	10.92	25.62	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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
9	67.65	78.38	60.00	*	16.22	26.67	*	5.41	13.33	34	37	45
10	75.00	89.29	57.89	*	7.14	36.84	*	3.57	5.26	32	28	19
11	80.00	82.76	71.43	*	17.24	17.86	*	0.00	10.71	25	29	28
12	76.47	92.00	64.29	*	8.00	21.43	*	0.00	14.29	17	25	14
All Grades	74.07	84.87	63.21	20.37	12.61	25.47	*	2.52	11.32	108	119	106

2019-20 Data:
Executive Order N-30-20 was issued 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
9	35.29	18.92	15.38	44.12	59.46	55.77	*	21.62	28.85	34	37	52
10	*	39.29	17.39	40.63	46.43	43.48	34.38	14.29	39.13	32	28	23
11	*	6.90	12.90	44.00	62.07	54.84	*	31.03	32.26	25	29	31
12	*	28.00	6.67	*	48.00	46.67	*	24.00	46.67	17	25	15
All Grades	23.15	22.69	14.05	42.59	54.62	52.07	34.26	22.69	33.88	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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
9	32.35	10.81	7.69	67.65	86.49	71.15		2.70	21.15	34	37	52
10	*	10.71	0.00	62.50	78.57	73.91	*	10.71	26.09	32	28	23
11	72.00	17.24	12.90	*	82.76	77.42		0.00	9.68	25	29	31
12	*	8.00	20.00	*	88.00	46.67	*	4.00	33.33	17	25	15
All Grades	40.74	11.76	9.09	55.56	84.03	70.25	*	4.20	20.66	108	119	121

2019-20 Data:
Executive Order N-30-20 was issued 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. Though we continued to reclassify a good number of students during the pandemic, those that haven't reclassified are struggling greatly.
2. Reading is an area of immediate concern.

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**
1605	**38.1**	**9.2**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	148	9.2
Foster Youth	12	0.7
Homeless	30	1.9
Socioeconomically Disadvantaged	611	38.1
Students with Disabilities	128	8.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	122	7.6
American Indian or Alaska Native	1	0.1
Asian	302	18.8
Filipino	135	8.4
Hispanic	585	36.4
Two or More Races	90	5.6
Native Hawaiian or Pacific Islander	13	0.8
White	357	22.2

Conclusions based on this data:

1. Kimball High School has a very ethnically diverse student population.

2. The EL population at Kimball High is still significant at 9.2%.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Yellow		
College/Career Green		

Conclusions based on this data:

1. Everything will need to be reevaluated once things come back to normal with regard to the dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
37.3 points above standard	12.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.7 points	Increased Significantly	2
353	52	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	15 points above standard	86.7 points below standard
1	Increased ++8.9 points	Increased ++8.5 points
	121	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Green
13.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	60.9 points above standard	63 points above standard
Maintained ++1.5 points	1	Increased Significantly ++18.8 points	Declined -4.5 points
32		54	34
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
26.7 points above standard	41.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	47.9 points above standard
Increased Significantly ++24.1 points	Declined Significantly -37.7 points	7	Increased Significantly ++17.2 points
119	18		88

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.1 points below standard	40.8 points above standard	39.7 points above standard
Increased ++10.3 points	Increased Significantly ++34.8 points	Increased ++14.5 points
24	28	237

Conclusions based on this data:

1. The overall scores for ELA increased and are generally above the standard in the green range.
2. The scores for the subgroups of EL's increased significantly, although still in the yellow range.
3. Reclassified EL's and English only EL's scored above the standard by 40 points which is an increase from 14-35 points. Although EL's scored 74 points below the standard, this was an increase of 10 points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
42 points below standard	121.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.4 points	Maintained ++1.2 points	2
352	52	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	68.6 points below standard	220 points below standard
1	Maintained ++2.7 points	Declined Significantly -54.6 points
	121	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Green
104.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.5 points below standard	1.5 points above standard
Increased ++4.9 points	1	Declined Significantly -18.3 points	Declined -13.2 points
32		54	34
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
66.9 points below standard	18.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24.6 points below standard
Increased ++14.8 points	Declined Significantly -57 points	7	Increased ++11.4 points
118	18		88

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
171 points below standard	78.9 points below standard	41.2 points below standard
Declined -10.5 points	Maintained ++1.4 points	Maintained -2.2 points
24	28	236

Conclusions based on this data:

1. Overall students scored scored in the yellow indicating 42 points below the standard. Although scores did not decrease, the scores indicate that students are not proficient in math and that greater interventions at lower levels of math are necessary to increase student understanding of the subject matter.
2. English Learners continue to be a group that scores very low in math.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.3 making progress towards English language proficiency
Number of EL Students: 101
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8	13.8	15.8	50.4

Conclusions based on this data:

1. Based on this data 80% of the EL's either maintained a level 1-4 or progressed at least one level.
2. ELPAC data will need to be analyzed due to the disjointed testing process during the COVID pandemic. Other data indicates that reading skills need to be addressed.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	344	100
African American	31	9
American Indian or Alaska Native	1	0.3
Asian	58	16.9
Filipino	37	10.8
Hispanic	122	35.5
Native Hawaiian or Pacific Islander	1	0.3
White	73	21.2
Two or More Races	21	6.1
English Learners	44	12.8
Socioeconomically Disadvantaged	166	48.3
Students with Disabilities	26	7.6
Foster Youth	1	0.3
Homeless	9	2.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	46	13.4
African American	4	12.9
American Indian or Alaska Native		
Asian	11	19
Filipino	7	18.9
Hispanic	11	9
Native Hawaiian or Pacific Islander		
White	11	15.1
Two or More Races	2	9.5
English Learners	0	0
Socioeconomically Disadvantaged	13	7.8
Students with Disabilities	1	3.8
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	37	10.8
African American	3	9.7
American Indian or Alaska Native		
Asian	4	6.9
Filipino	3	8.1
Hispanic	11	9
Native Hawaiian or Pacific Islander		
White	13	17.8
Two or More Races	2	9.5
English Learners	4	9.1
Socioeconomically Disadvantaged	18	10.8
Students with Disabilities	5	19.2
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	140	40.7
African American	12	38.7
American Indian or Alaska Native		
Asian	24	41.4
Filipino	23	62.2
Hispanic	39	32
Native Hawaiian or Pacific Islander		
White	32	43.8
Two or More Races	9	42.9
English Learners	7	15.9
Socioeconomically Disadvantaged	55	33.1
Students with Disabilities	3	11.5
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	8	2.3
African American	1	3.2
American Indian or Alaska Native		
Asian	1	1.7
Filipino	0	0
Hispanic	2	1.6
Native Hawaiian or Pacific Islander		
White	3	4.1
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	1.2
Students with Disabilities	1	3.8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	0.6
African American	1	3.2
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	1.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.3
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	1.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	48	14
African American	2	6.5
American Indian or Alaska Native		
Asian	7	12.1
Filipino	6	16.2
Hispanic	24	19.7
Native Hawaiian or Pacific Islander		
White	7	9.6
Two or More Races	2	9.5
English Learners	2	4.5
Socioeconomically Disadvantaged	21	12.7
Students with Disabilities	1	3.8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Though A-G completion rates have improved they have yet to reach acceptable levels.
2. More students need to be completed career pathways.
3. Based on this data, students with disabilities are a subgroup that needs improvement. We will need to pay attention to the data of our mainstreamed RSP population with regard to A-G and college/career readiness as this should improve dramatically over the next few years do to adjustments in the students' access to core classes.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to analyze at this time due to inconsistencies from the pandemic.

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	344	303	0	88.1
English Learners	44	31	0	70.5
Foster Youth	1		0	
Homeless	9		0	
Socioeconomically Disadvantaged	166	145	0	87.3
Students with Disabilities	26	21	0	80.8
African American	31	26	0	83.9
American Indian or Alaska Native	1		0	
Asian	58	46	0	79.3
Filipino	37	35	0	94.6
Hispanic	122	106	0	86.9
Native Hawaiian or Pacific Islander	1		0	
White	73	68	0	93.2
Two or More Races	21	20	0	95.2

Conclusions based on this data:

1. Our graduation rates dropped dramatically as a result of the pandemic. Data will need to be analyzed in 2022 to see if rates are returning due to efforts to help students get back on track.
2. English Learners and Asian students appear to have shown some of the most dramatic decreases.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	5	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
6.1	8.1	Less than 11 Students - Data Not
Declined Significantly -7.8	Declined -7.6	9
1599	149	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not	7.7	11
8	Declined Significantly -8.9	Declined -16.8
	650	118

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Yellow
12.1	Less than 11 Students - Data 3	5.7	2.8
Declined -7.9		Declined Significantly -2.3	Maintained +0.2
132		246	142
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
6.7	6.8	0	4.4
Declined Significantly -10.5	Declined -6.8	Declined -10.5	Declined Significantly -10.9
578	73	20	405

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	13.9	6.1

Conclusions based on this data:

1. The suspension data shows a decline in all student groups with Filipino being the only ethnicity that maintained its suspension rate.
2. Students with Disabilities, Hispanic, and White showed the greatest significant decline in suspension rate with 16.8, 10.5, and 10.9 respectively.
3. Even though African American and Students with Disabilities have shown a decline in suspension rates, they remain the two student groups with highest rates of suspension, which requires deeper analysis.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all 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.

Goal 1

Prepare all students to be college and career ready by having more students be A-G eligible, complete career pathways, and demonstrate proficiency on CAASPP testing.

Identified Need

The number of A-G eligible students are too low
There is a belief that our CAASPP data does not accurately reflect how much our students know.
Teachers, students and parents don't know or understand how the state measures whether students are college and career ready, or not.
Students and teachers need to more clearly understand how career pathways work.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career readiness, as measured on the California State dashboard.	Currently 45.2% in 2019 (no data available for 2020-2021 due to the pandemic) with a 2.6% growth from the previous year.	Increase College and Career readiness, as measured on the California State dashboard, by 3%
CAASPP test results as reported on the California State dashboard.	63.7% of KHS students met or exceeded the standard in ELA on the SBAC, compared to 66% in 2019. 37.1% of KHS students met or exceeded the standard in Math on the SBAC, compared to 39% in 2019. 36% of KHS students met or exceeded the standard in Science on the CAST in 2021, compared to 32% 2019.	Increase Math, ELA, and Science rates by 3% by students that met or exceeded the standard. This would signify making up from learning loss since 2020.
A-G eligibility as reported through Aeries.	A-G eligibility rate for KHS in 2020-2021 increased to 40.7% from 32% the previous year.	Increase A-G eligibility rate by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase and improve communication around how the College and Career Ready metric is calculated among students and staff. Create an awareness campaign that emphasizes the importance of being college and career ready by satisfying the state's metrics, including information about A-G eligibility and the benefits of being A-G eligible. This would include creating literature and presentations that would go out to students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for students to take interim assessments to practice the interface and online testing so that they feel comfortable and confident in taking CAASPP assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for teachers to analyze CAASPP claim data and identify areas of their curriculum where they could provide strategic focus on target standards and claims.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide material support for the comprehensive instructional program that promotes college and career readiness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46245	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support program development of academic-based extra-curricular activities that promote students applying learning to real world applications.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning students

Strategy/Activity

Implement targeted strategies using supplemental materials to help EL students improve their reading comprehension and general literacy skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10115	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning Students

Strategy/Activity

Provide EL students opportunities to explore post-secondary educational opportunities to help motivate them and set goals in school so that they can be academically prepared for their desired career path.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learning Students

Strategy/Activity

Provide an ELD Coordinator and 7-hour ELD Paraprofessional to assist with monitoring the progress of EL students and ensuring they make adequate progress each year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
63469	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

ELA and Math SBAC scores declined, so they did not increase by 3%. Efforts by teachers to provide relevant and engaging instruction during the pandemic likely accounted for why our decline wasn't more serious, considering the interruptions and changes associated with distance and hybrid instruction. Significant progress was made by raising A-G rates by 8.7%. Though this is encouraging to see, they dropped considerably the year before, so this is just getting us back to where we were before the pandemic. Communication activities associated with educating more students and parents about A-G requirements were effective, with more presentations available, online presentations also available, and posters in teachers' classrooms. Anecdotally, teachers noted more students asking more questions about A-G requirements tied to the posters in the rooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teacher paid time took a different turn due to potential burnout from the changes and stresses of the pandemic. We also found that our traditional methods of communication needed to be updated to make our messaging more accessible.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is added emphasis to the needs of EL students, specifically, as it was identified that they were one of our hardest-hit populations during the pandemic. Strategies 6 and 7 were developed to address these needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff through the development of a culture based on positive and supportive relationships.

Identified Need

Though Kimball High made substantial growth in parents', students', and staff members' perception of positive school climate and safety, there is still room to make more improvement. Quarantine and distance learning as a result of the pandemic have created new social/emotional needs among students and all stake holders. The staff should conduct a cycle of inquiry on the survey data around the districts' climate and safety survey to identify strategies to be more responsive to our students needs post-pandemic. We also want to make sure that students haven't fallen out of the habit of regular school attendance due to the disengagement associated with the COVID pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kimball High School climate and safety surveys	For the 2021-2022 school year 88.44% of all parents, 78.21% of all students, and 98.08% of all staff members had overall positive attitude toward the overall climate at Kimball High School. These were all up from 78.4% for parents, 69.64% for students, and 90.52% from staff the previous year. On the safety survey the percentages of positive responses were 94.13% for parents, 87.76% for students, and 90.0% for staff. These were up from the previous year for parents and students, which were 71.29% for parents and 80.17% for students. The results were slightly down for staff, which were 91.49% the previous year.	Increase the percentage of students, parents and teachers that respond positively on the School climate and safety surveys by 5% in all categories, with the exception of the staff climate portion, where the goal will be 100% (currently at 98.08%).
Attendance	Attendance rates for 2021-2022 through April were 93.8	As students are less likely to need to quarantine from COVID exposure and other

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	%. Pre-COVID attendance rates were 96%.	circumstances around it, we expect attendance rates to return to 96% (pre-pandemic levels).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will conduct a cycle of inquiry around the School Climate Survey data to identify areas of greatest need and collaboratively strategize around how to address those needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with particular attention to freshmen

Strategy/Activity

Create and implement a program where students (particularly freshmen) can implement organizational and social strategies tied to our AVID program and peer mentor program, to facilitate students feeling adequate to handle the transition into high school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitor attendance each month and communicate with parents of students with attendance issues (including tardies) to identify appropriate interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve communication around updated and adjustments to the school safety plan so that all groups (parents, students and staff) feel more safe. This is particularly important around training for active shooter situations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide more frequent student recognition for achievement in academics, athletics, and other extra curricular activities through the use of banners, signs, and announcements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12100	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Tremendous growth was shown in 5 of the 6 areas where the expected outcome of 5% improvement was far exceeded. Clear communication around changes and procedures to bring all students back to campus seemed to have made a positive impact on parents and students. Feedback from parents has been very positive and they are excited by the level of activity that the school was able to deliver this year that got students more engaged socially and in academic programs. Attendance rates are low and have not returned to pre-pandemic levels yet. This was most negatively effected by outbreaks that were particularly heavy in the Fall and early Winter.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

It was determined that students needed more recognition for all areas of achievement and that this promoted excellence among all groups of students. This will become an even greater area of focus this next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There was a need to improve the quality and level of student recognition in all areas on our campus, as well as address the safety concerns of our staff, specifically in the area of dealing with a potential school shooting situation. These are addressed in strategies 4 and 5.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Site Specific Goal

Goal 3

Continue to improve instruction through the focused implementation of rigor, relevance, and relationships. Use the Professional Learning Communities (PLC) model to identify students' academic and emotional needs and provide interventions as needed to make up for learning-loss due to the COVID pandemic.

Identified Need

Though the staff is in the early stages of collecting and analyzing data, there is a need to take this to the next step where it becomes universal among all PLCs and becomes engrained in the cultural practice at our site.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evidence that PLCs are administering one common formative assessment per quarter and that they are analyzing the data from these assessments to adjust instructional practices.	Some PLCs are currently offering students common formative assessments and teachers inconsistently look at data from such assessments.	PLC members will administer one CFA quarterly where data is analyzed through a cycle of inquiry and teachers refine their instructional practices as a result.
Develop the capacity of teachers to consistently deliver rigorous and relevant instruction that increases students engagement as recorded through an observation rubric.	Data from 2019: According to the CIR tool rubric tool used by administration, on a four point scale teachers are instructing in rigor, relevance and student engagement at averages of 1.83, 1.85, and 1.92, respectively. Data from 2021: Rigor was the only area where data was collected in 2021 and it was at 2.05, demonstrating some growth in this area, particularly with regard to the strand of "thoughtful work".	Rigor will continue to be the area of focus for the 2022-2023 school year, but we will work so that all strands of the Rigor rubric (thoughtful work, high-level questioning, and academic discussion) all consistently score on average above a "2", or "Emerging" according to the rubric.
Data from Fast Bridge assessments in ELA, Math, and Social/Emotional needs for students.	FastBridge 2021-2022 Data (Fall - Winter - Spring) Math: College Pathway = 33% - 22% - 32%, Low Risk = 36% -	Improve all metrics by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% - 25%, Some Risk = 22% - 34% - 32%, & High Risk = 9% - 13% - 11%. Reading (Fall - Winter): CP = 47% - 46%, LR = 27% - 25%, SR = 15% - 14%, HR = 11% - 15% (Spring data was not available at the time of this report). Scores decreased over the course of the year, particularly in the Winter administration, which is something we need to look more closely at. 2020-2021 Data for comparison: Math (Fall): 42% in College Pathway, 35% in Low Risk, 16% in Some Risk, and 7% in High Risk. Changes in Spring administration: CP = +1%, LR = -12%, SR = +12%, and HR = -1%. Reading (Fall): 52% in College Pathway, 28% in Low Risk, 12% in Some Risk, and 8% in High Risk. Changes in the Spring administration: CP = -1%, LR = -4%, SR = -3%, and HR = +8%. Social/Emotional = 67% are No Risk and 33% are High Risk.	
Look at Social-Emotional needs data from the mySAEBRS assessment in FastBridge to provide intervention and counseling support as needed.	mySAEBRS data from 2021-2022 (Fall - Winter - Spring): Low Risk = 82% - 77% - 76%, Some Risk = 17% - 21% - 22%, High Risk = 1% - 2% - 2%. This is much improved from the previous year of 67% at No Risk but 33% were considered High Risk.	Percentages of students in High Risk and Some Risk should decrease throughout the year to demonstrate that we are identifying students at risk and providing them adequate support to reduce their risk.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that teachers have every Early Release Monday possible available for some PLC time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to train staff on new AVID strategies that increase student engagement around rigorous activities. Also continue to reinforce and review previously taught strategies. This will be done during in-service and staff meetings and led by the Kimball Leadership Team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22300	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Train staff more extensively on Fast Bridge data and implement the use of an effective data analysis tool to conduct a Cycle of Inquiry (COI) on this data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Analyze SBAC ELA and Fast Bridge assessment data with a focus on reading skills. Identify needs for improvement in specific standards and collaborate as a staff for intervention strategies. Continue to monitor through Fast Bridge data throughout the 2021-2022 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9500	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue the use of Technology Support Advisors (TSAs) as educational technology leaders on campus for the professional development of all teachers regarding the effective use of technology in the classroom, with a focus on assessment tools for the collection and analysis of data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Form a committee of teacher leaders and administrators to look at intervention strategies that can be used within the existing bell schedule as a part of a Multi-Tiered System of Support (MTSS). Work as a staff to develop intervention time within the existing bell schedule, or develop a proposal for a change in the 2023-2024 schedule so that teachers can meet the identified needs of students based on PLC data analysis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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

Ensure that students' social-emotion needs are being met through the analysis of mySAEBRS data in the FastBridge platform. Students at high risk should be immediately referred to counseling services and students at some risk should be followed up with to verify there immediate needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide for the general upkeep of the instructional program through hiring qualified personnel and provide adequate staffing and supplies for student support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
53829	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Administration of the FastBridge assessments was more successful with more students taking the assessments. There is room to improve around the frequency and depth of analysis around this data as not all PLCs administered quarterly common formative assessments nor looked at data in each quarter. Even still, PLCs are looking at data more frequently than in previous years and are using technology platforms, like DNA Illuminate to develop and administer common formative assessments. Fastbridge data did not indicate that we were raising student performance by 5% during the year. Some of this may be due to social stresses that appeared strong during the first semester as students got used to being back in school and having more accountability. MySAEBRS data indicated that though students were struggling socially and emotionally, it was still dramatically improved from the previous year. Implementation of high-yield teaching practices through the training of AVID strategies continued to improve on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

ELOG funds became available to provide additional support services around MTSS, including the hiring of a new clerk to support these efforts, and other intervention supports, such as Air Tutors and the FACES program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site will continue to leverage the TSA position to assist the Kimball Leadership Team with educational technology training and improving the frequency and quality of data analysis. We will make a more concerted effort around the analysis of new data from Fast Bridge assessments. We will also continue the process of developing a high-functioning MTSS model that meets students emotional, behavioral, and academic needs. Strategies 3 - 7 all demonstrate this heightened focus.

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	$238,558.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$158,974.00
LCFF - Supplemental	$79,584.00

Subtotal of state or local funds included for this school: $238,558.00

Total of federal, state, and/or local funds for this school: $238,558.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Benjamin Keller	Principal
Jason Yang	Classroom Teacher
Scott Anderson	Classroom Teacher
Melissa Burkert	Classroom Teacher
Tyler Mullen	Classroom Teacher
Tiffany Pouliot	Other School Staff
Sarah McNamara	Parent or Community Member
Mina Naveed	Parent or Community Member
Rosalie Enget	Parent or Community Member
Nedah Lemar	Secondary Student
Zainab Arain	Secondary Student
Alejandra Picos	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/12/2022.

Attested:

Principal, Benjamin Keller on 5/12/2022

SSC Chairperson, Sarah McNamara on 5/12/2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
McKinley Elementary School	39-75499-6042857	May 10, 2022	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the school wide program is to increase the overall effectiveness of the school instructional program by creating a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate educational partner groups, including staff and our School Site Council. Our plan also provides services that meet the needs of all students in order to achieve readiness for college, career and life-long learning.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP - Stakeholder Survey Results 2022

Parents - Climate
Str Agr Agree Total Percent
Q8 1.00 15.00 32.00 50.00% This school's staff motivates students to learn
Q14 12.00 9.00 22.00 95.45% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 6.00 14.00 21.00 95.24% The buildings and grounds at this school are clean and well maintained
Q30 4.00 17.00 21.00 100.00% This school communicates the importance of respecting all cultural beliefs and practices
Q34 1.00 0.00 1.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 8.00 8.00 17.00 94.12% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 9.00 8.00 17.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 6.00 7.00 13.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 11.00 6.00 17.00 100.00% The school staff responds to me in a timely manner
Q36 9.00 8.00 17.00 100.00% The school office staff is friendly and professional
67.00 92.00 178.00 89.33%

Students - Climate
Str Agr Agree Total Percent
Q6 8.00 15.00 27.00 85.19% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 16.00 10.00 26.00 100.00% This school communicates the importance of respecting all cultural beliefs and practices
Q33 12.00 12.00 25.00 96.00% My teachers recognize the good work I am doing and provide timely feedback
Q34 14.00 10.00 25.00 96.00% This school motivates students to learn
Q35 7.00 13.00 25.00 80.00% The buildings and grounds at this school are clean and well maintained
Q42 14.00 10.00 25.00 96.00% I feel comfortable working with classmates and participating in class
Q43 14.00 8.00 24.00 91.67% I feel safe, secure and supported at this school
85.00 78.00 177.00 92.09%

Staff - Climate
Str Agr Agree Total Percent
Q6 4.00 16.00 20.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 5.00 15.00 20.00 100.00% Members of the school/department collaborate to achieve our school goals
Q21 2.00 9.00 19.00 57.89% The buildings and grounds at this school are clean and well maintained
Q22 2.00 17.00 19.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 6.00 13.00 19.00 100.00% I am treated with respect by my colleagues at work
Q24 1.00 16.00 18.00 94.44% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 0.00 7.00 18.00 38.89% Our district ensures effective communication across the organization
20.00 93.00 133.00 84.96%

Parents - Safety

Str Agr Agree Total Percent
Q26 6.00 10.00 17.00 94.12% The buildings and grounds at this school are well maintained
Q28 7.00 9.00 16.00 100.00% My child is safe on school grounds before school
Q28 6.00 10.00 16.00 100.00% My child is safe on school grounds during the day
Q28 6.00 10.00 16.00 100.00% My child is safe on school grounds in the classroom
Q28 7.00 8.00 15.00 100.00% My child is safe on school grounds after school
Q29 1.00 1.00 2.00 100.00% The rules of this school are clearly communicated to parents
33.00 48.00 82.00 98.78%

Students - Safety
Str Agr Agree Total
Q35 7.00 12.00 24.00 79.17% The buildings and grounds at this school are clean and well maintained
Q38 15.00 7.00 24.00 91.67% I feel safe while attending class
Q39 12.00 7.00 23.00 82.61% I feel safe from gang activity and gang violence at school
Q41 18.00 3.00 22.00 95.45% I know the school rules
52.00 29.00 93.00 87.10%

Staff - Safety
Str Agr Agree Total
Q19 2.00 5.00 7.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 3.00 4.00 7.00 100.00% My workplace is safe
Q21 2.00 4.00 7.00 85.71% The buildings and grounds at this school are well maintained
7.00 13.00 21.00 95.24%

Based on the analysis of the data, in the area of Climate, 96% of students feel that the school motivates them to learn and that teachers recognize the good work they are doing. Two areas of improvement to focus on are staff thoughts and feelings on building maintenance and parents' thoughts on staff motivating students to learn. When looking at the data regarding Safety, 100% of parents feel their students are safe at McKinley. Both students and staff feel that the buildings and grounds at McKinley could use some improvement, with only 79.17% and 85.71% respectively, reporting that they feel the buildings are clean and maintained.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

TUSD conducts formal and informal classroom observations weekly. Findings indicated that teachers are using high-level questioning and academic discussions in all grade levels. Since returning to classrooms full time after Distance Learning, our greatest strength is the classroom teachers' ability to keep the students engaged and on task.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers meet throughout the year on designated ERMs for grade level collaboration time to plan units and analyze student data. McKinley teachers use formative and summative assessments to determine the needs of students. We have engaged in professional development with our ICLE coach as a staff and by grade level teams to modify instruction to meet the needs of students. We use assessment results from CAASPP, ELPAC, FastBridge, benchmark results, and local standard based assessments and have implemented intervention groups in class as well as small group intervention after school. We have aligned our STEM/ELA units of study in ELA and Math, through the RCD process

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At McKinley we engage in the PLC process several times per month. During the meetings we identify priority standards and analyze results on formal and informal assessment. We use the results to design Tier 1 and Tier 2 interventions. We implement the district ELA assessments, STEM Units of Study and Math assessments that are reliable indicators of student success on CAASPP.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 2021-2022 school year, there were no teachers teaching outside of their subject area. There are 20 fully credentialed teachers and two teachers working towards being fully credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All McKinley School teachers have access to instructional materials that are aligned to California Content Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District and site professional development activities have been based around Rigor, Relevance and Relationships and the California Content Standards, NGSS, and STEM. These professional development opportunities occur during Site and District Early Days, as well as Site and District Buy Back Days. Professional development opportunities are focused on STEM implementation and strategies, using high-level questioning, using data from FastBridge assessments to inform teaching practices and strategies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district has provided us with content coaches and the assistance of a STEM Teacher on Special Assignment that joins us for STEM Meetings. McKinley teachers have also participated in instructional walkthroughs with our ICLE coach and have received professional development from our District EL coordinator in the area of STEM Read-Alouds. Our new teachers participated in TTIP activities with their mentor teachers and the District Professional Development department

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McKinley teachers collaborate a minimum of once a week with their grade level and PLC teams. During this time, teachers analyze formal and informal assessment data and plan upcoming lessons to meet the needs of students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

McKinley uses standards-aligned curriculum, instruction, and materials that align to content and performance standards. Current ELA adopted curriculum is Wonders and Math curriculum is My Math, by McGraw-Hill.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

P.E is one hundred minutes per week. ELD is thirty minutes per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All teachers follow pacing guides for science, math, and language arts, which allows flexibility to include 30 minutes of intervention for students that need extra support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned content and materials. Students also have access to intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention is provided to struggling students a minimum of thirty minutes per day during class time. We also offer afterschool intervention to students identified by teachers as needing more help. Boys and Girls Club also offers a Power Hour to students enrolled as a time to work on homework or get assistance. McKinley also offers Mental Health intervention as provided by the District.

Evidence-based educational practices to raise student achievement

Our instructional practices consist of Rigor, Relevance and Relationship Rubrics, Professional Learning Communities(PLC), Response to Intervention(RTI), Math and ELA/STEM units of Study. These practices work toward meeting the needs of all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McKinley School is a Title-1 school that uses its resources to fund paraprofessionals to provide intervention and English Learner support. The funds allow us to give targeted intervention, tutoring and professional development for teachers and classified staff members. The district has provided the schools with a parent liaison. Our parent liaison communicates with our parents about all school related events and opportunities to get involved in their child's education. Our parent liaison is bilingual and able to translate for parent meetings and translate materials into Spanish as needed. The district has also provided us with counseling services.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

McKinley involved parents, teachers, and other school personnel through Parent/Teacher Conferences, Student Study Teams(SSTs), IEP meetings, School Site Council(SSC), ELAC, Back to School Night and Open House. As District COVID-19 guidelines have allowed, we have begun permitting parent volunteers in classrooms and on field trips.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We utilize our Title 1 funds to support student learning and achievement by providing afterschool intervention, paraprofessionals to help with intervention in the classroom, and Professional Development for staff in the areas of PLC, RTI and STEM. Additionally, we provide our students with opportunities to participate in field trips, and the Artist in Residence program through San Joaquin County Office of Education. We also utilize funds to purchase materials for additional projects such as STEM. LCFF Supplemental funds are used to provide an EL para for intervention to our EL students.

Fiscal support (EPC)

McKinley receives support through Title 1, LCFF, and LCFF Supplemental funds.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Educational Partners involved in reviewing and updating this plan includes the School Site Council and the entire staff during Early Release Mondays.
The SPSA goals and Budget were discussed on the following dates:
12/2/2021 (Reviewed data and the SPSA goals and expenditures with School Site Council)
1/10/2022 (Met with School Staff at our regular ERW to needs and budget)
01/10/2022 (Reviewed expenditures with School Site Council and gathered information for SPSA)
05/09/2022 (Reviewed SPSA draft with Staff during ERM)
05/09/2022 (Reviewed SPSA draft with ELAC)
05/10/2022 (Reviewed and voted on the SPSA goals and budget with our School Site Council for 2022-2023, Zoom Meeting)

Discussions included a thorough review of school data using the California Dashboard and District Assessments. An analysis of current school goals, development of future school goals and past and future revenues and expenditures.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After reviewing SBAC and Discipline data, it was observed and identified that there is a need for Reading/Literacy support, EL support and behavior Intervention.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	92	84	86
Grade 1	63	60	78
Grade 2	69	66	66
Grade3	64	77	69
Grade 4	63	72	77
Grade 5	83	65	74
Total Enrollment	434	424	450

Conclusions based on this data:

1. Our total enrollment increased slightly from the 19-20 school year to the 20-21 school year.
2. The Hispanic/Latino, Filipino, and Asian student groups have increased by a few percentage points since 2018-2019.
3. The African-American student group enrollment has roughly stayed the same since 2018-2019.

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	176	123	138	40.6%	29.0%	30.7%
Fluent English Proficient (FEP)	20	59	60	4.6%	13.9%	13.3%
Reclassified Fluent English Proficient (RFEP)	19	50	13	9.8%	28.4%	10.6%

Conclusions based on this data:

1. English Learner enrollment has decreased from 2018-2019
2. Number of English Learners being reclassified has decreased from 2018-2019.
3. The number of students identified as fluent English proficient has increased from 2018-2019.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	59	72	66	55	71	65	55	71	65	93.2	98.6	98.5
Grade 4	75	62	79	74	62	74	74	62	74	98.7	100	93.7
Grade 5	65	88	69	64	84	68	64	84	68	98.5	95.5	98.6
All Grades	199	222	214	193	217	207	193	217	207	97	97.7	96.7

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	2397.	2408.	2354.	14.55	15.49	9.23	20.00	26.76	10.77	27.27	22.54	26.15	38.18	35.21	53.85
Grade 4	2445.	2416.	2396.	13.51	9.68	12.16	22.97	17.74	8.11	31.08	30.65	18.92	32.43	41.94	60.81
Grade 5	2496.	2447.	2437.	12.50	7.14	5.88	32.81	21.43	17.65	26.56	28.57	27.94	28.13	42.86	48.53
All Grades	N/A	N/A	N/A	13.47	10.60	9.18	25.39	22.12	12.08	28.50	27.19	24.15	32.64	40.09	54.59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.91	22.54	9.23	49.09	43.66	55.38	40.00	33.80	35.38
Grade 4	14.86	11.29	6.76	58.11	50.00	52.70	27.03	38.71	40.54
Grade 5	15.63	10.71	7.35	57.81	44.05	60.29	26.56	45.24	32.35
All Grades	13.99	14.75	7.73	55.44	45.62	56.04	30.57	39.63	36.23

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.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.73	11.27	3.08	38.18	52.11	40.00	49.09	36.62	56.92
Grade 4	9.46	9.84	9.46	56.76	44.26	41.89	33.78	45.90	48.65
Grade 5	26.56	11.90	8.82	53.13	45.24	45.59	20.31	42.86	45.59
All Grades	16.06	11.11	7.25	50.26	47.22	42.51	33.68	41.67	50.24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	14.55	11.27	3.08	60.00	67.61	75.38	25.45	21.13	21.54
Grade 4	14.86	6.45	5.41	70.27	67.74	74.32	14.86	25.81	20.27
Grade 5	14.06	7.14	5.88	64.06	54.76	75.00	21.88	38.10	19.12
All Grades	14.51	8.29	4.83	65.28	62.67	74.88	20.21	29.03	20.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.00	15.49	12.31	58.18	59.15	55.38	21.82	25.35	32.31
Grade 4	17.57	8.06	9.46	59.46	56.45	63.51	22.97	35.48	27.03
Grade 5	26.56	9.52	7.35	50.00	46.43	61.76	23.44	44.05	30.88
All Grades	21.24	11.06	9.66	55.96	53.46	60.39	22.80	35.48	29.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. in 2020-2021, there was an increase in the percentage of students who did not meet the standard.
2. In the area of reading, there was an increase in the percentage of students who scored At or Near Standard.
3. According to the 2020-2021 school year, in the area of research/Inquiry we scored over 60% with students at or near the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	59	72	66	57	71	65	57	71	65	96.6	98.6	98.5
Grade 4	75	62	79	73	62	74	73	62	74	97.3	100	93.7
Grade 5	65	88	69	64	84	67	64	84	67	98.5	95.5	97.1
All Grades	199	222	214	194	217	206	194	217	206	97.5	97.7	96.3

* 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	2388.	2414.	2357.	3.51	7.04	6.15	31.58	32.39	6.15	17.54	28.17	27.69	47.37	32.39	60.00
Grade 4	2438.	2419.	2400.	5.48	1.61	4.05	20.55	17.74	9.46	43.84	40.32	32.43	30.14	40.32	54.05
Grade 5	2476.	2440.	2402.	15.63	8.33	1.49	18.75	11.90	4.48	18.75	17.86	20.90	46.88	61.90	73.13
All Grades	N/A	N/A	N/A	8.25	5.99	3.88	23.20	20.28	6.80	27.84	27.65	27.18	40.72	46.08	62.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	24.56	28.17	4.62	24.56	30.99	35.38	50.88	40.85	60.00
Grade 4	16.44	6.45	2.70	31.51	37.10	33.78	52.05	56.45	63.51
Grade 5	26.56	14.29	0.00	18.75	15.48	28.36	54.69	70.24	71.64
All Grades	22.16	16.59	2.43	25.26	26.73	32.52	52.58	56.68	65.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.53	11.27	4.62	42.11	49.30	41.54	47.37	39.44	53.85
Grade 4	5.48	6.45	4.05	56.16	45.16	48.65	38.36	48.39	47.30
Grade 5	20.31	7.14	2.99	35.94	29.76	35.82	43.75	63.10	61.19
All Grades	11.86	8.29	3.88	45.36	40.55	42.23	42.78	51.15	53.88

2019-20 Data:
Executive Order N-30-20 was issued 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	7.02	12.68	4.62	54.39	56.34	53.85	38.60	30.99	41.54
Grade 4	12.33	6.45	4.05	54.79	46.77	56.76	32.88	46.77	39.19
Grade 5	12.50	7.14	2.99	45.31	34.52	49.25	42.19	58.33	47.76
All Grades	10.82	8.76	3.88	51.55	45.16	53.40	37.63	46.08	42.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. According to our math data for 20/21, overall student achievement indicated that the percentage of students not meeting the standard increased.
2. In the 20/21 school year, overall the students' ability to demonstrate the ability to support mathematical conclusions indicated that over 50% have met or nearly met the standard.
3. According to our math data for 20/21, when applying mathematical concepts and procedures, there was an increase in the percentage of students who scored at or near the standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1427.4	1432.9	1395.9	1439.6	1451.9	1411.4	1398.7	1388.4	1359.4	45	27	31
1	1471.6	1456.8	1394.4	1465.1	1458.3	1427.3	1477.6	1454.9	1361.0	26	29	25
2	1498.7	1490.0	1455.7	1491.9	1491.1	1458.2	1505.2	1488.6	1452.4	35	15	15
3	1475.2	1498.8	1484.9	1468.3	1505.3	1485.4	1481.5	1491.7	1484.0	28	23	24
4	1520.7	1515.6	1489.5	1512.0	1515.4	1493.7	1528.8	1515.1	1484.8	28	27	26
5	1527.9	1542.5	1518.9	1531.6	1547.2	1534.2	1523.8	1537.4	1503.3	20	31	19
All Grades										182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.11	11.11	3.23	37.78	44.44	22.58	*	40.74	41.94	*	3.70	32.26	45	27	31
1	42.31	10.34	0.00	*	37.93	12.00	*	37.93	32.00	*	13.79	56.00	26	29	25
2	57.14	20.00	0.00	*	33.33	40.00	*	46.67	33.33		0.00	26.67	35	15	15
3	*	4.35	8.33	*	52.17	41.67	*	43.48	33.33	*	0.00	16.67	28	23	24
4	*	18.52	0.00	46.43	44.44	53.85	*	25.93	26.92	*	11.11	19.23	28	27	26
5	*	54.84	31.58	55.00	22.58	31.58	*	12.90	26.32		9.68	10.53	20	31	19
All Grades	35.71	21.05	6.43	37.91	38.82	32.86	18.13	32.89	32.86	8.24	7.24	27.86	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.11	22.22	3.23	*	55.56	35.48	*	18.52	38.71	*	3.70	22.58	45	27	31
1	53.85	13.79	12.00	*	44.83	16.00	*	34.48	48.00	*	6.90	24.00	26	29	25
2	62.86	20.00	13.33	*	73.33	40.00	*	6.67	13.33	*	0.00	33.33	35	15	15
3	*	34.78	25.00	*	52.17	50.00	*	8.70	16.67	*	4.35	8.33	28	23	24
4	60.71	37.04	26.92	*	48.15	34.62	*	7.41	30.77	*	7.41	7.69	28	27	26
5	60.00	67.74	52.63	*	16.13	36.84	*	12.90	5.26		3.23	5.26	20	31	19
All Grades	53.85	34.21	20.71	24.73	45.39	35.00	12.64	15.79	27.86	8.79	4.61	16.43	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.70	3.23	*	14.81	12.90	44.44	74.07	45.16	*	7.41	38.71	45	27	31
1	42.31	10.34	4.00	*	24.14	12.00	*	41.38	12.00	*	24.14	72.00	26	29	25
2	48.57	13.33	6.67	*	33.33	26.67	*	46.67	33.33	*	6.67	33.33	35	15	15
3	*	4.35	4.17	*	17.39	25.00	*	65.22	45.83	42.86	13.04	25.00	28	23	24
4	*	11.11	0.00	*	29.63	11.54	*	44.44	42.31	*	14.81	46.15	28	27	26
5	*	16.13	5.26	55.00	35.48	5.26	*	35.48	73.68	*	12.90	15.79	20	31	19
All Grades	24.73	9.87	3.57	29.12	25.66	15.00	28.57	50.66	41.43	17.58	13.82	40.00	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	60.00	14.81	6.45	28.89	77.78	80.65	*	7.41	12.90	45	27	31
1	69.23	20.69	20.00	*	72.41	60.00	*	6.90	20.00	26	29	25
2	71.43	13.33	20.00	*	80.00	60.00		6.67	20.00	35	15	15
3	*	8.70	20.83	60.71	86.96	62.50	*	4.35	16.67	28	23	24
4	53.57	29.63	30.77	39.29	62.96	65.38	*	7.41	3.85	28	27	26
5	55.00	25.81	36.84	*	64.52	42.11		9.68	21.05	20	31	19
All Grades	55.49	19.74	21.43	36.81	73.03	63.57	7.69	7.24	15.00	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	29.63	3.23	42.22	62.96	58.06	*	7.41	38.71	45	27	31
1	42.31	3.45	4.00	50.00	86.21	60.00	*	10.34	36.00	26	29	25
2	51.43	46.67	13.33	45.71	53.33	60.00	*	0.00	26.67	35	15	15
3	*	69.57	54.17	46.43	30.43	37.50	*	0.00	8.33	28	23	24
4	60.71	59.26	42.31	*	33.33	46.15	*	7.41	11.54	28	27	26
5	80.00	80.65	78.95	*	9.68	15.79		9.68	5.26	20	31	19
All Grades	49.45	48.03	30.71	41.21	45.39	47.14	9.34	6.58	22.14	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	3.70	3.23	73.33	70.37	54.84	*	25.93	41.94	45	27	31
1	53.85	20.69	4.00	*	48.28	24.00	*	31.03	72.00	26	29	25
2	57.14	6.67	13.33	34.29	86.67	60.00	*	6.67	26.67	35	15	15
3	*	8.70	0.00	50.00	56.52	62.50	46.43	34.78	37.50	28	23	24
4	*	7.41	0.00	60.71	62.96	53.85	*	29.63	46.15	28	27	26
5	*	29.03	10.53	60.00	58.06	63.16	*	12.90	26.32	20	31	19
All Grades	26.92	13.82	4.29	52.75	61.84	52.14	20.33	24.34	43.57	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.78	48.15	16.13	24.44	33.33	41.94	*	18.52	41.94	45	27	31
1	*	6.90	4.00	61.54	86.21	36.00	*	6.90	60.00	26	29	25
2	37.14	13.33	0.00	62.86	86.67	66.67		0.00	33.33	35	15	15
3	*	0.00	8.33	75.00	95.65	70.83	*	4.35	20.83	28	23	24
4	42.86	11.11	3.85	50.00	66.67	57.69	*	22.22	38.46	28	27	26
5	*	19.35	0.00	65.00	70.97	84.21		9.68	15.79	20	31	19
All Grades	37.91	17.11	6.43	53.30	71.71	57.14	8.79	11.18	36.43	182	152	140

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students who scored in Overall Language as a Level 1 greatly increased from 17-18 to 20-21
2. The total number of students assessed decreased between 17/18 and 20/21
3. In 20/21 30.71 % of our students were well developed in the speaking domain and 47.14 were in what somewhat/moderately in the speaking domain.

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**
450	**66.9**	**30.7**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	138	30.7
Foster Youth	3	0.7
Homeless	12	2.7
Socioeconomically Disadvantaged	301	66.9
Students with Disabilities	85	18.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	4.0
American Indian or Alaska Native		
Asian	43	9.6
Filipino	19	4.2
Hispanic	293	65.1
Two or More Races	15	3.3
Native Hawaiian or Pacific Islander	8	1.8
White	54	12.0

Conclusions based on this data:

1. According to the data our total enrollment for 2020-2021 is 450 students and 66.9% are socioeconomically disadvantaged.

2. Our school student population is made up of 293 Hispanic students and 30.7% of our students are English Learners.

3. The student population at MES includes 18.9% of students with disabilities

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Fall 2019 data is the most current information available. Our overall data shows that we have no groups in red.
2. Our English Language Arts and Mathematics are in orange.
3. Our chronic absenteeism is in yellow and our suspension rate is green.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
41.5 points below standard	39.6 points below standard	0 Students
Declined Significantly -22.3 points	Declined Significantly -18.5 points	
195	104	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	51 points below standard	111.3 points below standard
2	Declined Significantly -22.2 points	Declined -13.7 points
	151	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	13.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	1	Declined -12.5 points	6
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
48.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	45.6 points below standard
Declined Significantly -19.5 points	7	4	Declined Significantly -35.4 points
127			24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.6 points below standard	18.5 points above standard	45.2 points below standard
Declined Significantly -23.6 points	Declined Significantly -16 points	Declined Significantly -27.1 points
71	33	90

Conclusions based on this data:

1. Fall 2019 is the most current data available. We have no groups in the red.
2. Five of our students groups have no performance color. They all have less than 11 students in the group.
3. All of our student groups fell below standards in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
58.4 points below standard	51.7 points below standard	
Declined -12.3 points	Declined -4.9 points	
194	103	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	64.8 points below standard	125.7 points below standard
2	Declined -9.2 points	Declined Significantly -16.9 points
	150	44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	20.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
8	1	Increased ++4.8 points	6
		18	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
62.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67 points below standard
Declined -8.4 points	7	4	Declined Significantly -53 points
126			24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.2 points below standard	8.2 points below standard	67.3 points below standard
Declined -7.4 points	Declined -8.9 points	Declined Significantly -21 points
70	33	90

Conclusions based on this data:

1. 2019 Fall data is the most current data available. None of our subgroups were in the red.
2. Five of our subgroups have no performance color. They all have less than 11 students.
3. All student subgroups fell in the orange.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57 making progress towards English language proficiency
Number of EL Students: 121
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.7	27.2	4.9	52.0

Conclusions based on this data:

1. 2019 Fall data is the most current data available. According to the data, 52% of our English Learners progressed at least one ELPI level.
2. We have 121 EL Students.
3. 15.7% of students decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red | Orange | Yellow | Green | Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
15.8	13.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	Increased +2.1	3
487	196	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	16.7	18.4
5	Increased +0.8	Declined -1.3
	353	103

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
21.7	Less than 11 Students - Data Not Displayed for Privacy	4.8	4.8
Increased +1.7	1	Declined -3.6	21
23		42	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
16.8	12.5	45.5	14.9
Increased +0.8	Declined -11.5	Declined -31.5	Increased +3.3
298	24	11	67

Conclusions based on this data:

1. 2019 Fall data is the most current data available. According to the data all students fell in the yellow.
2. Three of our subgroups show no performance color. They have less than 11 students in the group.
3. Our Asian students fell in the green and students with disabilities are yellow.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.6	0	Less than 11 Students - Data Not
Declined -0.9	Maintained 0	5
513	203	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not	0.5	1.9
8	Declined Significantly -1.2	Declined -3
	366	108

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data	0	0
Maintained 0	1	Maintained 0	Maintained 0
26		47	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
1	0	0	0
Maintained -0.1	Declined -4	Declined -7.7	Declined -3
312	24	12	69

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.4	0.6

Conclusions based on this data:

1. 2019 Fall data is the most current data available. There are no subgroups in the red.
2. Our total student population is in the green.
3. Our English Learners and socioeconomically disadvantage students are in the blue.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups through accelerated learning and tiered supports.

Identified Need

Students need to be equipped with literacy skills to be able to compete in college as well as successfully pursue their individual career paths. Academic performance in the area of Language Arts is an issue based on our needs assessment. More than 50% of our 3rd through 5th grade students are performing below standards. The Dashboard data shows that 39% of our English Learners are scoring as a level 3 or level 4. We need to increase the number of English Language Learners and English only students that are performing at grade level in all content areas. The students of today are markedly different from learners of the past, and research has demonstrated there are effective strategies that work. Teachers need to continue to have the training, support and time to implement shifts in instructional practices in order to best support the needs of our students. We need to continue to focus on English language arts and mathematics instruction, particularly for at-risk youth and English Language Development instruction for English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP in the area of English Language Arts	54.59% performed at the below Standard Level, 21.26% met or exceeded the Standard.	The percent of students meeting the standard will increase by 2%.
CAASPP in the area of Mathematics	62.14% performed at the below Standard Level, 10.68% met or exceeded the Standard.	The percent of students meeting the standard will increase by 2%
ELPAC Data in the area of English Language Development	39.29% of our English learners scored as a level 3 or level 4	Increase our reclassification level by 2% annually.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will meet weekly in Professional Learning Communities using an agenda, norms, and groups roles to discuss student performance. Teachers will identify students that need targeted support through on-site interventions by the classroom teacher and grade level team (Tier 1 and 2). During this time, teachers will analyze data, discuss targeted instruction, unpack essential standards and design common formative assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide four paraprofessionals to support English Learners by providing designated English Language Development . (Targeted EL, SES, FY Funding) (include possible salary increase)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47902.00	Title I
1677.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide one paraprofessional to support English Learners in small groups in and out of the classroom. She will work on English language arts and mathematics. She will organize all ELD paperwork and assessments. (include possible salary increase)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

32956.00	LCFF - Supplemental
10099.00	LCFF - Supplemental
1438.00	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

T-K -5th grade

Strategy/Activity

Provide Accelerated Reader, Library Support and books, Student Planners and Agendas, and supplemental classroom supplies for at-risk students, field trips (including transportation); Artist In Residence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,131.00	Title I
600.00	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher release time and subs for team coaching and classroom observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher resources, materials and supplies for the instructional program, such as writing and science journals. Also includes color copies and laminating. This includes a classroom budget of $13.00 per student and copy budget.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,220.00	Title I
2,100.00	LCFF - Supplemental
1500.00	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engage parents in activities that will help them to better support their children in the area of English Language Arts, Mathematics, English Language Development and Integrated STEM. Activities such as Science nights, Math nights and Literacy nights.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase replacement and new technology to support teaching and learning through the implementation of California State Standards. Replace light bulbs for projectors and computer software. Also replace document cameras and projectors as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1,000.00	Title I
1,000.00	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development for teachers in the areas of Response to Intervention(RTI) and Professional Learning Communities (PLC), as well as various teaching strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500.00	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teachers and/or paras for afterschool intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Each of the above strategies and services were successfully implemented for the 2020-21 school year, with the exception of parent math/literacy nights. Our school staff continues to work in their professional learning communities to analyze data and plan interventions. Based on our last available CAASPP results, our students need more focused instruction in mathematics, English language arts and English language development. According to our scores on the Dashboard more that 50% of our students are scoring below grade level on math and language arts. We incorporated interventions afterschool during the third trimester. We will continue to offer this for students who need it but will begin earlier in the year in order to provide small group intervention to more students after school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to limitations of COVID-19, we were not able to attend a PLC or RTI conference as we had anticipated. As a result, we did not spend as much money as we had allocated for strategy nine. We do plan on attending conferences in the 2022-2023 school year. We also were not able to implement parent nights and therefore did not spend that allocated money.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal to prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups was our focus in 2021-22. This goal will continue to be our priority in the 2022-23 school year. We will be implementing small group intervention afterschool earlier in the school year in order to meet the needs of more students. We will also be sending teachers to PLC and RTI conferences during the 2022-2023 school year in order to learn and engage in the PLC process as well as tiered systems of support. The goal is to have these teachers bring back what they learn and provide some professional development with other teachers at ERWs. We also plan to implement our family nights as we feel this builds a bridge between home and school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

To ensure that we are providing a safe and equitable learning environment that includes decreasing chronic absenteeism, suspension rates and increasing parent involvement. Student attendance is an important factor in student achievement. Our absences have increased over the past two years. The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. Chronic student absences reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism- Overall	89.23% of students were present on instructional days they were enrolled during 2021-2022 school year	Increase attendance rate by 3% Annually based on ADA reports
Suspension Rate-Overall	2.3% of students were suspended at least 1 day during the 2021-2022 school year	Decrease suspension rate by 1% annually based on Aeries Discipline Dashboard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Highlight the importance of attendance on Facebook, in newsletters throughout the year and discuss with parent groups, attendance assemblies and School Site Council meetings. Continue to discuss attendance data in staff meetings. Include office supplies to support the academic program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Social Emotional Learning programs such as Second Step as well as assemblies that focus on anti-bullying, Character Counts, Social Media, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide Conflict Managers to monitor and support students during all recesses. Conflict managers are able to make relationships with younger students and engage them in physical activities, such as jump rope and four square.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as chronically absent.

Strategy/Activity

Continue to send SARB and SART letters and meet with parents to reverse our decline in attendance. Offer support services for students and families with regards to attendance from our District-provided counselor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue meeting with our staff to discuss and create strategies to encourage students to come to school and arrive on time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to invite parents to school related events. Offer parent education workshops to increase knowledge and capacity for parents in regards to their child's education. Information will be distributed to our parents via email, news letters, Remind app, and our phone messaging system. Parents will be involved in decision making through School Site Site Council, DELAC and the District Title 1 meetings. Translate materials and provide interpreters to makes phone calls and assist at events/ meetings when needed or requested. Postage and copies/Copier maintenance included.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

9316.00	LCFF
896.00	LCFF - Supplemental
2000.00	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide a counselor 5 days a week for students that are in need of mental health support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Truancy prevention continues to be an area of need as we did not meet our intended outcomes. Our attendance rate for the 2021-2022 school year was 89.23%. This number was impacted by COVID-19 as many students were absent due to illness. Our suspension rate was 2.3%, meaning 10 students out of 424 were suspended at least one day. Due to COVID-19, we did not have assemblies during the 2021-2022 school year. We will have assemblies again in the 2022-2023 school year. An analysis of the data and conversations with staff indicated a continued need for targeted strategies to increase attendance rates for all students groups. Communication with parents and stakeholders has become much more frequent using our different medias. We did mail home truancy notices throughout the year and while we did meet with some parents regarding attendance, we would like to increase the number of families reached We will continue to use multiple platforms to reach our families with information regarding absenteeism. Overall, our strategies for creating a safe and equitable environment have been successful.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We budgeted money for Boys and Girls Club support and did not implement this strategy. That money will be used elsewhere for the 2022-2023 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the 2021-2022 school year we allocated money for a teacher and library tech to support Boys and Girls Club. This action was not implemented and is being removed as strategy for the 2022-2023 SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal #1

Goal 3

Prepare all students to meet grade level standards in the areas of Life Sciences, Physical Sciences, and Earth and Space Sciences.

Identified Need

With our focus on STEM, we have found academic performance in the area of natural sciences to be an issue based on our needs assessment. At least half of our 5th grade students are performing 'below standards' in Life Science, Physical Sciences, and Earth and Space Sciences, as reported on the CAST assessment. The last available data is from the 2019 CAST Assessment due to COVID-19.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Life Sciences portion of the CAST Assessment	64.18% performed at the Below Standard level, 32.84% performed at the Near Standard level	Increase performance at the Near Standard level by 10%
CA Dashboard Physical Sciences portion of the CAST Assessment	58.21% performed at the Below Standard level, 37.21% performed at the Near Standard level	Increase performance at the Near Standard level by 10%
CA Dashboard Earth and Space Sciences portion of the CAST Assessment	56.72% performed at the Below Standard level, 41.79% performed at the Near Standard level	Increase performance at the Near Standard level by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Designate weekly times for science instruction at each grade level which is student-centered and aligned to NGSS and Common Core State Standards and regularly incorporate informational science text into EL and ELA instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Professional Development for teachers in STEM strategies from both outside organizations as well as our site STEM Leaders. Includes materials for trainings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3477.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Include targeted discussions and review of specific student data, during PLC times, related to science instruction and student performance, one time per month. Additionally, we will use data gathered from our site's STEM Implementation Team's monthly walkthroughs to share with the PLC teams.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Focus on science instruction monthly with the teacher Leadership Committee throughout the school year. Leadership team will meet during the school year, review data from observed science instructional practices aligned to our Rigor, Relevance, and Engagement rubrics to address trends, needs, and plan future professional development and support for three dimensional learning: Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts working directly with support from TUSD's Professional Learning and Curriculum Department staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher release time for collaboration and planning of STEM curriculum and activities, as well as observations

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4860.00	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Our site's STEM ILT will look at science data collected from walkthroughs, aligned to the Rigor, Relevance, and Engagement Rubrics, to share with teachers, PLC teams, and Leadership to help develop and design targeted professional development needs to support our staff's and students' needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on our 2020-2021 CAST results, the number of students achieving above or near the standard decreased. Through observations of classrooms and observations of PLC and STEM Planning time, all strategies listed above were implemented. Teachers were observed using strategies and lessons in classrooms during instructional walkthroughs. Additional STEM materials were purchased and students were given opportunities to explore STEM activities using these supplies and materials.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Based on our monthly STEM Leadership team and data collected using our Rigor, Relevance, and Engagement rubrics for our walk-throughs, we have seen science instruction being implemented this past school year on a more consistent basis. We have had ongoing professional development using sense making notebooks, science talks, and 5E lesson designs this past year, but would like to continue building upon this work this coming school year as we have seen an increase in positive growth mindsets, as our students view themselves talking and thinking like scientists and engineers. We have not fully planned and implemented the integration of technology to support students' critical thinking, communication, collaboration, and creativity skills necessary for STEM integration, so we are making this a targeted focus for the upcoming school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on reflection of the data, our expected outcome for CAST testing has been changed from 15% increase annually, to 10% annually as students did not make any progress in this area. All strategies will remain the same for the 2022-2023 school year so we can measure growth and effectiveness in those areas.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$160,139
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$170,172.00

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	$107,267.00

Subtotal of additional federal funds included for this school: $107,267.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$15,416.00
LCFF - Supplemental	$47,489.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $62,905.00

Total of federal, state, and/or local funds for this school: $170,172.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shannon Bancroft	Principal
Tommy Webb	Classroom Teacher
Emily DiGiulio	Classroom Teacher
Danielle Faasisila	Classroom Teacher
Barbara Moser	Other School Staff
Ashley Fisher	Other School Staff
Kari Potter	Parent or Community Member
Thamara Ruiz Rocha	Parent or Community Member
Brie Gomez	Parent or Community Member
Mariza Mora	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/10/2022.

Attested:

	Principal, Shannon Bancroft on May 10, 2022
	SSC Chairperson, Ashley Fisher on May 10, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Middle School	39-75499-6042840	May 12, 2022	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been developed with input from all appropriate educational partners. These educational partners include faculty, staff, parents, School Site Council with embedded ELAC, students, District officials, and other focus groups.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Climate and Safety Data

Climate and Safety Data: Educational Partners' Survey Results - 2022

Parents - Climate Str Agr Agree Total Percent
Q8 14.00 38.00 56.00 92.86% This school's staff motivates students to learn
Q14 15.00 32.00 51.00 92.16% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 12.00 31.00 46.00 93.48% The buildings and grounds at this school are clean and well maintained
Q30 14.00 25.00 41.00 95.12% This school communicates the importance of respecting all cultural beliefs and practices
Q34 16.00 21.00 39.00 94.87% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 13.00 21.00 37.00 91.89% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 13.00 20.00 36.00 91.67% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 11.00 21.00 34.00 94.12% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 16.00 21.00 40.00 92.50% The school staff responds to me in a timely manner
Q36 21.00 18.00 39.00 100.00% The school office staff is friendly and professional
145.00 248.00 419.00 93.79%
2021 = 84.27% Approval Rating v. 2022 = 93.79% Approval Rating. One year change = +9.52% Positive Change.
*Of special note is the 100% approval rating of our office staff as rated by parents. We have worked hard at perfecting our customer service this year and it shows.
In addition, the 95.12% score for respecting cultural beliefs and practices tells us that our parents understand the importance we have placed on equity and inclusion at MVMS.

Students - Climate Str Agr Agree Total Percent
Q6 86.00 195.00 308.00 91.23% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 59.00 167.00 258.00 87.60% This school communicates the importance of respecting all cultural beliefs and practices
Q33 47.00 160.00 233.00 88.84% My teachers recognize the good work I am doing and provide timely feedback
Q34 40.00 121.00 206.00 78.16% This school motivates students to learn
Q35 27.00 96.00 190.00 64.74% The buildings and grounds at this school are clean and well maintained
Q42 64.00 91.00 171.00 90.64% I feel comfortable working with classmates and participating in class
Q43 48.00 110.00 177.00 89.27% I feel safe, secure and supported at this school
371.00 940.00 1543.00 84.96%
2021 = 70.27% Approval Rating v. 2022 = 84.96% Approval Rating. One year change = +14.69% Positive Change.

Staff - Climate Str Agr Agree Total Percent
Q6 14.00 29.00 44.00 97.73% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 18.00 21.00 43.00 90.70% Members of the school/department collaborate to achieve our school goals
Q21 20.00 22.00 43.00 97.67% The buildings and grounds at this school are clean and well maintained
Q22 20.00 20.00 42.00 95.24% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 16.00 25.00 43.00 95.35% I am treated with respect by my colleagues at work
Q24 15.00 18.00 39.00 84.62% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 10.00 20.00 39.00 76.92% Our district ensures effective communication across the organization
113.00 155.00 293.00 91.47%

2021 = 91.21% Approval Rating v. 2022 = 91.47% Approval Rating. One year change = +.26% Positive Change

Summary: 94% of parent respondents, 85% of student respondents, and 91% of staff respondents believe that our school climate is a positive, clean, and a safe environment where students and staff treat each other with respect.

TUSD Stakeholder Survey Results - 2022
SAFETY

Parents - Safety Str Agr Agree Total Percent
Q26 13.00 38.00 54.00 94.44% The buildings and grounds at this school are well maintained
Q28 16.00 32.00 51.00 94.12% My child is safe on school grounds before school
Q28 11.00 32.00 49.00 87.76% My child is safe on school grounds during the day
Q28 14.00 31.00 49.00 91.84% My child is safe on school grounds in the classroom
Q28 11.00 25.00 43.00 83.72% My child is safe on school grounds after school
Q29 17.00 24.00 43.00 95.35% The rules of this school are clearly communicated to parents
82.00 182.00 289.00 91.35%
2021 = 77.40% Approval Rating v. 2022 = 91.35% Approval Rating, One year change = +13.95% Positive Change

Students - Safety Str Agr Agree Total
Q35 15.00 45.00 111.00 54.05% The buildings and grounds at this school are clean and well maintained
Q38 29.00 63.00 100.00 92.00% I feel safe while attending class
Q39 26.00 50.00 92.00 82.61% I feel safe from gang activity and gang violence at school
Q41 42.00 40.00 88.00 93.18% I know the school rules
112.00 198.00 391.00 79.28%
2021 = 79.54% Approval Rating v. 2022 = 79.28 Approval Rating. One year change = -.26% Negative change

Staff - Safety Str Agr Agree Total
Q19 22.00 16.00 39.00 97.44% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 14.00 23.00 39.00 94.87% My workplace is safe
Q21 20.00 18.00 39.00 97.44% The buildings and grounds at this school are well maintained
56.00 57.00 117.00 96.58%
2021 = 95.85% Approval Rating v. 2022 = 96.58 Approval Rating. One year change = +.73% Positive change

91% of parent respondents, 79% of student respondents, and 97% of staff respondents feel safe at school and feel that the facility is clean and well maintained.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Because students were returning from the Distance Learning environment, we placed great importance on using the Relationship Rubric during instructional rounds this year as we did last year in hopes of strengthening students' ties to our teachers and campus. When students returned to In-Person Learning this year, we wanted to make sure teachers made every effort possible to create relationships with students. Therefore, we used the Relationship Rubric. After relationships were established, we switched to the Rigor Rubric to ensure standards based, rigorous, engaging lessons. We visited 30%-50% of our classrooms each week. The data is uploaded to the ICLE visitation site. An addition to this year's traditional instructional rounds, were the new STEM instructional rounds. Using the ICLE Rigor Rubric, minus the instructional design portion, all STEM sections had an increase in visits of three or more visits. The purpose of this increase was grant related and aligned with the District's goal to make STEM a District priority. This is Monte Vista's first year participating in the grant.

Comparison of 2021 v. 2022 Rigor Instructional Round Data:
Thoughtful Work: 2021 = 2.1 (Emerging/Developed) v. 2022 = 2.2 (Emerging/Developed)

High Level Questioning: 2021 = 1.6 (Beginning/Emerging) v. 2022 = 1.4 (Beginning/Emerging)
Academic Discussion: 2021 = 1.2 (Beginning/Emerging) v. 2022 = 1.2 (Beginning/Emerging)

If we compare this year's data to last year's, we have to take into consideration COVID Distance Learning v. this year's In-Person learning. During Distance Learning (2021), teachers struggled to maintain rigorous course work while teaching online. This year, Thoughtful Work has increased, High Level Questioning decreased by 0.2, and Academic Discussion remained steady.

In addition to over 200 instructional rounds observations, we completed some 60-65 formal and informal observations this year for the purpose of evaluations and coaching.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All lessons are driven by the California State Standards. Our staff has aligned practice to district benchmarks. All data is brought to staff, including CAASPP data, survey data, ELPAC data, and even PFT data in PE. Data is reviewed in faculty meetings and during specific PLC time. Teachers use the data to inform planning and to modify current lessons.

FastBridge Baseline Data - Fall 2020 Distance Learning v. Fall 2021 In-Person Learning

aReading Findings: All Grades

College Pathway Level 2020 = 22% v. 2021 = 7%
Low Risk Level 2020 = 27% v. 2021 = 47%
Some Risk Level 2020 = 36% v. 2021 = 12%
High Risk Level 2020 = 15% v. 2021 = 34%

aMath Findings: All Grades

College Pathway Level 2020 = 19% v. 2021 = 7%
Low Risk Level 2020 = 36% v. 2021 = 45%
Some Risk Level 2020 = 29% v. 2021 = 15%
High Risk Level 2020 = 16% v. 2021 = 35%

ELA
Distance Learning 2020 49% College/Low Risk Level v. In-Person Learning 2021 54% College/Low Risk Level
Math
Distance Learning 2020 55% College/Low Level Risk v. In-Person 2021 52% College/Low Risk Level

It is interesting to note that students scored higher in math during distance learning, but higher in ELA during In-Person learning. One possible explanation for this phenomenon is that students have employed digital curriculum in math for many years now with the District adopted Digits Math Program. This is not the same for our ELA program, StudySync. While StudySync does have some digital components as resources, it is not primarily a digital program like the math program.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Units of study data, common formative assessments in PLCs. Teachers administered Benchmark Assessments this year and these exams are reviewed in PLCs in an effort to plan better lessons to improve teaching and learning. This year, the District Benchmarks in middle school were constantly evolving. Some were administered online, some with paper pencil. There was some confusion on scoring and our TOSA was brought in for professional development on scoring. Because of this, teachers relied more on the FastBridge data to gauge student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Monte Vista are properly credentialed for the subject or course to which they are assigned.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Interns are not fully credentialed. There are 43 teaching positions on staff. Thirty-seven teachers are fully credentialed. Three teachers are interns. Three teachers are revolving long term substitutes. All general education teachers have access to instructional materials training on SBE-adopted instructional materials before and during the school year. Special education teachers have access to the curriculum only through their general education teacher partner in our inclusion classes. We continue to push for full access for our special education teachers. There are opportunities for professional development at the site, district, and community levels. When possible, teachers are sent to conferences around the state to collect information and bring it back for faculty growth. This year, conference opportunities were opened again, having been previously removed due to COVID restrictions.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Topics of PD. PLCs. All staff development is aligned to content standards, assessed student performance, and professional needs. While priority was given to STEM professional development, other trainings included: Assessment and Needs Assessment, Evaluation Training, SPED training, STEM Training, GALE Library System Training, SEL Training, Teacher Led Instructional Rounds, Parent Conferences, Performance on Purpose, ICLE Rigor Lesson Planning, Data Analysis, Relationships, Active Shooter Training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Above and beyond any site assistance, MVMS has employed expert assistance from ICLE (RRR), (STEM Coordinator), (District TOSAS), (ELA TOSA), (District assessment and accountability), (Assoc. Supe of Ed Services), (District EL Coordinator), (IMC Director), (Professional Learning Director) and many experts from the San Joaquin County Office of Education.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in a content level/grade level PLC every 2 weeks or more. Teachers bring data to analyze and to use to inform instruction for the whole grade level or discipline. There is designated time given by the District for PLCs each month. In addition, there were District and Site paid days available for teacher collaboration. Many teams of teachers took advantage of this collaboration time. STEM teachers and Inclusion teachers used this time more often than other departments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

They are receiving state standards aligned materials with state standards aligned instruction using adopted State materials. SARC Info for adopted materials. Adopted materials include: ELA - StudySync McGraw Hill, Math - Digits Pearson, Algebra I Houghton Mifflin, Social Studies - McGraw Hill, Foss Science Kits and Lesson Plans. This year, the District adopted a new Science curriculum to be implemented in the 2022-2023 school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All subject areas meet recommended instructional minutes for ELA, Math, and Physical Education. In middle school, all school days are divided into a six period day. All students attend each period each day. Some students study advanced math or Spanish for one period a day at West High School.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Both ELA and Math follow the sequence of units created by district teams. However, the pace may vary dependent upon SpEd numbers included in any given section. Last year, the District chose priority standards due to fewer classroom minutes during Distance Learning. However, teachers still presented curriculum in the order in which it was designated through the priority standards. This year, teachers followed the District pacing guide with fidelity. The pace was slightly slower in our Inclusion sections. Intervention courses are placed within the regular school day, including ELD, Read 180,OAAC, and SpEd inclusion sections.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to all materials deemed appropriate by the district. Each year MVMS passes the Williams Act inspection with no shortage of materials. This year, there was no shortage of materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All classes have SBE-adopted and standards-aligned instructional materials, including intervention and supplemental materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ELD classes, Inclusion classes for Special Education students, Read 180, OAAC classes

Evidence-based educational practices to raise student achievement

ELD classes, Read 180, RCD units, inclusion courses, Moby Max, OAAC, Teacher office hours for after class tutoring, Math Academy, English Academy

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have a new Parent Liaison this year. However, she is split between our school and a neighboring elementary school. This has reduced her effectiveness. Starting next year, our Parent Liaison position returns to full time on our campus. This position is critical for increasing parent involvement for our school. In addition to promoting parent engagement on our site for all parents, our Parent Liaison increases communication with all of our families, especially our Spanish speaking families, which constitute the majority of our families. After closing programs during the COVID years, the Boys and Girls Club is open this year at full capacity. This is paramount in our community as the Club offers many after school activities, including academic assistance and sports. Lastly, it is a resource for our parents, as students can stay until 6:00pm, allowing a safe place for students to wait for parent pick up. Our yearly parenting classes with PIQE were reinstated this year. Because the parenting program was held in the Fall, the program was held virtually and included some 65 parents attending the eight week parenting class. Assuming COVID cases remain low, we will schedule the classes on campus as we have done in the past. Adult ELD was also reinstated this year. We open our class to parents interested in learning English each Tuesday night. We have a 0.6 Librarian Teacher and a .75 library tech to assist in intervention.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our parents and students have input in a variety of ways: School Site Council with ELAC, DELAC, District parent/student meetings, MVMS Leadership Team, Parent Surveys, Student Surveys, Student ASB Leadership, Site Parent Meetings and events.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Employees, supplemental materials, translation and interpretation services, agendas, teacher planning time, AVID, After School Tutoring, technology, professional development, STEM priority, copies, field trips

Fiscal support (EPC)

Site funds, AVID funds, Title I funds, Targeted SES/EL/FY funds, Targeted EL funds

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consults with School Site Council, Faculty Leadership, faculty, staff, and to a limit extent, our Leadership students. We also take any input from any parent or community group and use this input to form our School Site Plan. All of the above parties are involved in several needs assessment data sessions to enable all parties to make informed decisions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our school has full resources (materials and texts). The only resource lacking would be personnel, especially in the areas of Special Education and underperforming students. There are some facility issues, including our library and locker rooms. This year, District is adding lockers to both locker rooms so that students will no longer share lockers, which had created a safety issue in regards to COVID. In addition, District is providing new furniture for the Monte Vista Library.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	284	298	272
Grade 7	328	282	287
Grade 8	330	334	280
Total Enrollment	942	914	839

Conclusions based on this data:

1. We appear to be in declining enrollment according to this data.
2. White population continues to decline.
3. The majority of our students are Hispanic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	352	359	297	37.4%	39.3%	35.4%
Fluent English Proficient (FEP)	193	193	201	20.5%	21.1%	24.0%
Reclassified Fluent English Proficient (RFEP)	8	29	67	2.2%	8.2%	18.7%

Conclusions based on this data:

1. Over one third of our student population struggles with the English language. This percentage for the current 2021-2022 school year is considerably higher.
2. FEPs have shown a slight increase.
3. RFEPs are increasing. This may be due to the change of achievement measures that qualify a student to be reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	327	286	272	318	278	252	318	278	251	97.2	97.2	92.6
Grade 7	328	321	284	323	311	270	323	311	268	98.5	96.9	95.1
Grade 8	293	323	270	287	318	254	287	318	252	98	98.5	94.1
All Grades	948	930	826	928	907	776	928	907	771	97.9	97.5	93.9

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 6	2470.	2491.	2458.	6.60	8.99	5.98	17.30	28.06	20.32	32.39	26.98	24.70	43.71	35.97	49.00
Grade 7	2507.	2503.	2497.	8.05	8.36	7.46	26.63	20.58	23.88	26.63	32.80	28.36	38.70	38.26	40.30
Grade 8	2509.	2511.	2494.	5.57	5.66	5.95	22.30	23.27	21.43	29.62	28.30	24.60	42.51	42.77	48.02
All Grades	N/A	N/A	N/A	6.79	7.61	6.49	22.09	23.81	21.92	29.53	29.44	25.94	41.59	39.14	45.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 6	11.67	10.79	7.57	41.32	50.00	51.79	47.00	39.21	40.64
Grade 7	13.98	10.97	9.70	42.86	40.32	56.72	43.17	48.71	33.58
Grade 8	12.24	13.52	9.52	36.71	40.25	51.59	51.05	46.23	38.89
All Grades	12.65	11.81	8.95	40.43	43.27	53.44	46.92	44.92	37.61

2019-20 Data:
Executive Order N-30-20 was issued 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 6	8.86	14.03	6.00	37.34	43.88	38.40	53.80	42.09	55.60
Grade 7	15.53	14.56	9.33	45.96	50.16	52.24	38.51	35.28	38.43
Grade 8	9.79	8.49	4.78	45.10	50.94	41.43	45.10	40.57	53.78
All Grades	11.47	12.27	6.76	42.75	48.51	44.21	45.78	39.23	49.02

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 6	5.38	8.99	8.76	64.56	65.47	66.53	30.06	25.54	24.70
Grade 7	8.70	8.71	7.84	54.35	61.29	72.01	36.96	30.00	20.15
Grade 8	6.27	7.23	8.33	62.72	62.58	70.24	31.01	30.19	21.43
All Grades	6.81	8.28	8.30	60.43	63.02	69.65	32.76	28.70	22.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 6	14.20	17.99	9.56	52.37	51.44	64.94	33.44	30.58	25.50
Grade 7	20.19	17.74	12.31	50.00	48.39	66.04	29.81	33.87	21.64
Grade 8	15.38	15.41	7.54	47.20	45.28	65.87	37.41	39.31	26.59
All Grades	16.65	17.00	9.86	49.95	48.23	65.63	33.41	34.77	24.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall achievement in ELA at Monte Vista has increased in grades seven and eight when compared to previously available data from the 2018-2019 data. There is, unfortunately, no data available for the 2019-2020 school year due to Executive Order N-30-20. Sixth grade achievement seems to have declined somewhat during the COVID Distance Learning year.
2. Reading achievement has increased slightly while writing achievement has fluctuated irregularly since COVID began.
3. Scores in research Inquiry have risen considerably. This can be attributed to a positive side effect of Distance Learning. Certainly, during Distance Learning, students (and teachers) increased technology skills by huge leaps and bounds. In addition, due to the nature of Distance Learning, and the fact that TUSD became a One-To-One

district, teachers' lessons changed considerably and included increases of student research based lessons. Student lessons encouraged students, more than ever, to investigate and analyze data on their own. It's interesting to note that when students returned this year to In-Person Learning, they brought back impressive technology and research skills that they continue to use in classrooms this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	328	286	272	322	282	252	322	282	251	98.2	98.6	92.6
Grade 7	329	321	284	322	314	267	322	314	267	97.9	97.8	94.0
Grade 8	294	323	270	291	319	252	291	319	252	99	98.8	93.3
All Grades	951	930	826	935	915	771	935	915	770	98.3	98.4	93.3

* 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 6	2466.	2479.	2445.	7.45	9.93	6.77	12.11	17.38	9.16	30.43	28.01	26.29	50.00	44.68	57.77
Grade 7	2474.	2480.	2465.	8.39	9.24	4.49	12.11	11.78	13.86	23.60	23.25	26.22	55.90	55.73	55.43
Grade 8	2467.	2467.	2457.	3.09	6.27	6.35	9.28	7.52	7.14	23.37	19.44	17.46	64.26	66.77	69.05
All Grades	N/A	N/A	N/A	6.42	8.42	5.84	11.23	12.02	10.13	25.88	23.39	23.38	56.47	56.17	60.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	12.77	14.18	7.57	27.10	33.33	31.87	60.12	52.48	60.56
Grade 7	12.42	12.10	9.40	24.22	25.16	38.72	63.35	62.74	51.88
Grade 8	4.81	7.52	6.35	26.12	18.81	32.94	69.07	73.67	60.71
All Grades	10.17	11.15	7.80	25.80	25.46	34.59	64.03	63.39	57.61

2019-20 Data:
Executive Order N-30-20 was issued 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 6	8.07	11.70	5.18	34.78	35.46	37.05	57.14	52.84	57.77
Grade 7	8.70	9.55	7.87	36.96	36.94	43.45	54.35	53.50	48.69
Grade 8	6.19	8.46	6.75	43.64	30.72	43.25	50.17	60.82	50.00
All Grades	7.70	9.84	6.62	38.29	34.32	41.30	54.01	55.85	52.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 6	7.79	13.83	6.77	41.12	40.78	53.78	51.09	45.39	39.44
Grade 7	8.70	7.64	3.75	51.55	50.00	66.67	39.75	42.36	29.59
Grade 8	3.09	5.02	5.95	43.64	41.38	57.14	53.26	53.61	36.90
All Grades	6.64	8.63	5.45	45.50	44.15	59.35	47.86	47.21	35.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Math achievement on the CAASPP has decreased after returning from COVID Distance Learning.
2. Achievement in math concepts/procedures has shown a small increase. Math communicating reasoning has shown significant growth.
3. Math Problem solving/analyzing data showed a slight decrease in Grade 6, but increases in Grades 7 and 8.

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
6	1518.1	1538.8	1501.9	1511.2	1547.0	1504.2	1524.5	1530.0	1499.1	137	99	92
7	1529.7	1555.8	1533.0	1519.3	1567.6	1535.5	1539.7	1543.4	1530.0	109	131	100
8	1544.8	1562.7	1545.3	1533.7	1572.1	1552.5	1555.4	1552.8	1537.5	101	103	88
All Grades										347	333	280

2019-20 Data:
Executive Order N-30-20 was issued 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
6	21.90	25.25	7.87	37.96	44.44	38.20	23.36	22.22	30.34	16.79	8.08	23.60	137	99	89
7	33.94	32.06	26.32	29.36	38.93	28.42	24.77	20.61	24.21	11.93	8.40	21.05	109	131	95
8	39.60	31.07	17.24	33.66	35.92	39.08	18.81	27.18	29.89	*	5.83	13.79	101	103	87
All Grades	30.84	29.73	17.34	34.01	39.64	35.06	22.48	23.12	28.04	12.68	7.51	19.56	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	37.23	61.62	22.47	34.31	25.25	40.45	16.06	9.09	24.72	12.41	4.04	12.36	137	99	89
7	42.20	52.67	37.89	34.86	34.35	31.58	14.68	7.63	20.00	*	5.34	10.53	109	131	95
8	55.45	52.43	29.89	24.75	33.98	48.28	12.87	10.68	14.94	*	2.91	6.90	101	103	87
All Grades	44.09	55.26	30.26	31.70	31.53	39.85	14.70	9.01	19.93	9.51	4.20	9.96	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	14.60	9.09	2.25	20.44	23.23	13.48	28.47	42.42	39.33	36.50	25.25	44.94	137	99	89
7	17.43	12.21	7.37	29.36	29.01	27.37	26.61	37.40	30.53	26.61	21.37	34.74	109	131	95
8	34.65	15.53	5.75	20.79	30.10	32.18	26.73	33.01	27.59	17.82	21.36	34.48	101	103	87
All Grades	21.33	12.31	5.17	23.34	27.63	24.35	27.38	37.54	32.47	27.95	22.52	38.01	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	28.47	23.23	14.61	58.39	60.61	57.30	13.14	16.16	28.09	137	99	89
7	35.78	18.32	17.89	55.96	60.31	56.84	*	21.37	25.26	109	131	95
8	39.60	20.39	19.54	48.51	66.02	60.92	11.88	13.59	19.54	101	103	87
All Grades	34.01	20.42	17.34	54.76	62.16	58.30	11.24	17.42	24.35	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	52.55	78.79	49.44	35.04	18.18	42.70	12.41	3.03	7.87	137	99	89
7	56.88	84.73	71.58	33.94	11.45	23.16	*	3.82	5.26	109	131	95
8	64.36	75.73	70.11	29.70	22.33	27.59	*	1.94	2.30	101	103	87
All Grades	57.35	80.18	63.84	33.14	16.82	31.00	9.51	3.00	5.17	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	16.06	9.09	2.25	26.28	40.40	30.34	57.66	50.51	67.42	137	99	89
7	22.02	14.50	21.05	28.44	45.04	29.47	49.54	40.46	49.47	109	131	95
8	35.64	21.36	22.99	23.76	35.92	27.59	40.59	42.72	49.43	101	103	87
All Grades	23.63	15.02	15.50	26.22	40.84	29.15	50.14	44.14	55.35	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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
6	10.22	21.21	8.99	78.83	68.69	69.66	10.95	10.10	21.35	137	99	89
7	20.18	6.11	8.42	77.98	84.73	67.37	*	9.16	24.21	109	131	95
8	33.66	3.88	0.00	60.40	92.23	85.06	*	3.88	14.94	101	103	87
All Grades	20.17	9.91	5.90	73.20	82.28	73.80	6.63	7.81	20.30	347	333	271

2019-20 Data:
Executive Order N-30-20 was issued 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. There has been an downward trend in students receiving a 3 or 4 on the ELPAC during the Distance Learning year. This can be attributed to students remaining online, at home, with little to no English spoken at home versus being on site where students hear and produce English all day. In addition, it was particularly difficult administering this test online and motivating students to take the test at home.
2. There is a large increase in students receiving a 1 on the ELPAC.
3. Of all the skills students lost over Distance Learning, I believe English was the greatest loss, especially for our English Learner population. While there were supports in place for our EL students, there is no comparison between Distance Learning and In-Person Learning in regards to learning English. At home, students had very few native English speaker role models and limited English language exchanges with peers. This can be seen best with the ELPAC data.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
839	**70.6**	**35.4**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	297	35.4
Foster Youth	5	0.6
Homeless	33	3.9
Socioeconomically Disadvantaged	592	70.6
Students with Disabilities	165	19.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	5.6
American Indian or Alaska Native	4	0.5
Asian	75	8.9
Filipino	40	4.8
Hispanic	541	64.5
Two or More Races	29	3.5
Native Hawaiian or Pacific Islander	18	2.1
White	85	10.1

Conclusions based on this data:

1. Our largest population is our Hispanic population.

2. Almost three quarters of our total population lives in poverty.

3. Our percentage of students with disabilities is a low estimate as many students do not get tagged correctly until after the CBEDs count.. Still, most California schools have between 7-9% students with disabilities. Even at 19.7% we are far above the norm.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Academic performance has climbed steadily and has moved from orange to yellow.
2. Chronic absenteeism has decreased steadily and is marked at the green indicator.
3. Our suspension rate, which was quite high, has steadily decreased and moved to the green indicator.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
47.2 points below standard	69.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.1 points	Maintained 0 points	4
883	439	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
92.9 points below standard	61.7 points below standard	134.2 points below standard
Declined Significantly -26.3 points	Increased ++3 points	Increased ++6.8 points
12	661	156

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	No Performance Color
86.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	2.2 points below standard	24.2 points above standard
Declined -11.6 points	5	Increased ++11.6 points	Increased Significantly ++16.2 points
58		84	29
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
61.1 points below standard	7.4 points below standard	42.3 points below standard	10.9 points below standard
Maintained -0.6 points	Increased Significantly ++31.6 points	Declined -5.2 points	Increased Significantly ++37.1 points
576	32	16	83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
105.9 points below standard	10.6 points above standard	37.4 points below standard
Declined -11 points	Increased ++7.8 points	Increased ++14 points
301	138	363

Conclusions based on this data:

1. As a group, MVMS students increased ELA achievement by 4.2 points.
2. Most demographic groups maintained or increased ELA achievement, except for the African American population, which showed a decline of 12 points. SWD had a substantial increase.
3. English only and reclassified English Learners showed large increases in ELA achievement. English Learners showed a decline.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
92 points below standard	115.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.5 points	Maintained -0.5 points	4
882	437	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
204.9 points below standard	107.4 points below standard	193.5 points below standard
Declined Significantly -58.7 points	Increased ++3.4 points	Increased Significantly
12	660	157

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Green	No Performance Color
144.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	16.6 points below standard	20.5 points below standard
Declined Significantly -18.6 points	5	Increased Significantly ++18.6 points	Increased ++7.4 points
58		84	29
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Yellow
109.3 points below standard	80.2 points below standard	88.4 points below standard	44.8 points below standard
Maintained 0 points	Increased ++10.2 points	Declined -7.7 points	Increased Significantly ++36.7 points
575	32	16	83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
155.4 points below standard	29.5 points below standard	81.2 points below standard
Declined -12.4 points	Increased ++7 points	Increased ++13.6 points
299	138	364

Conclusions based on this data:

1. As a whole, MVMS increased Math achievement by 4.5 points.
2. Most major subgroups showed increases in Math achievement. However, African American students lost 18.6 points. It is interesting to note that SWD had a phenomenal increase in Math achievement, increasing by some 22.1 points.
3. English only and reclassified English Learners showed increases in Math achievement while English learners showed a decline of 12.4 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.3 making progress towards English language proficiency
Number of EL Students: 323
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4	22.2	9.5	56.6

Conclusions based on this data:

1. Ten percent of the EL students decreased by one ELPI level.
2. Approximately 25% percent of the EL students maintained their ELPI level.
3. Approximately 65% of all EL students at Monte Vista progressed at least one ELPI level, earning the school performance level as rated Very High, which is the highest rating possible.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	6	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
6.8	7.4	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5	Declined Significantly -4.7	7
982	366	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
17.6	7.8	8.7
Declined -8.4	Declined Significantly -5.4	Declined Significantly -9.6
17	743	173

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Blue	Blue
8.7	Less than 11 Students - Data Not Displayed for Privacy	2.1	0
Declined -8.2	5	Maintained 0	Declined -9.7
69		95	31
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
7.6	5.4	12.5	7.4
Declined Significantly -4	Declined -13.8	Increased +4.2	Declined -10.3
634	37	16	95

Conclusions based on this data:

1. Overall, all students had a low enough rate to move MVMS' chronic absenteeism to the green.
2. Filipino and Asian populations had a chronic absenteeism scoring high in the blue.
3. In general, there was a slight decline of all other subgroups, but they remained in the green.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	4	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
6.3	6.5	Less than 11 Students - Data Not 7
Declined -2.9	Declined Significantly -3.6	
1003	370	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0	6.6	12.6
Declined -14.3	Declined -2.9	Declined Significantly -4.4
18	759	175

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	Blue
8.1	Less than 11 Students - Data	3.2	0
Declined -11.1	5	Declined -2.9	Declined -5.7
74		95	31
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
6.3	13.5	0	8.2
Declined Significantly -3	Increased +3.2	Declined -8.3	Increased +3.5
647	37	16	98

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	9.1	6.3

Conclusions based on this data:

1. Overall, the suspension rate of 9.1% in 2018 fell to 6.3% in 2019.
2. All students as a whole declined in suspension rate, with SWD and English Learners declining significantly.
3. All subgroups declined in suspension rate except for White students and students of two or more races.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all student groups, including learning loss from the COVID Pandemic.

Identified Need

Students achieving at low levels in ELA and Math

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Standardized tests/ SBAC	Grade 6 ELA 26% met or exceeded standard; Grade 7 ELA 31% met or exceeded standard; Grade 8 ELA 30% met or exceeded standard; Grade 6 Math 16% met or exceeded standard Grade 7 Math 18% met or exceeded standard Grade 8 Math 13% met or exceeded standard	Grade 6 ELA 27% meet or exceed standard; Grade 7 ELA 32% meet or exceed standard; Grade 8 ELA 31% meet or exceed standard; Grade 6 Math 17% meet or exceed standard Grade 7 Math 19% meet or exceed standard Grade 8 Math 14% meet or exceed standard
FastBridge Assessment	eReading 2021-2022 College Pathway Level 7% Low Risk Level 47% Some Risk Level 12% High Risk Level 34% eMath College Pathway Level 7% Low Risk Level 45% Some Risk Level 15% High Risk Level 35%	eReading 2022-2023 College Pathway Level 8% Low Risk Level 49% Some Risk Level 11% High Risk Level 32% eMath College Pathway Level 8% Low Risk Level 47% Some Risk Level 13% High Risk Level 32%

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

Intervention Strategies to support Academic achievement:

Classroom supplies - Supplemental classroom supplies ($2,450)
Student Agendas ($6,000)
Assessments - ELPAC testing release time ($4,000)
Boys and Girls Club After School Tutoring - tutoring, sports ($20,000)
ELD Paraprofessional ($42,806)
SST Coordinator ($2,000)
AVID ($20,133)
Academic Intervention - Math and ELA Academies ($6,000)
Field Trips for Academic Language ($15,000)
Library Books - ($1500)

Professional Development and Staffing to Increase Student Achievement:

Technology Improvements - repairs, replacement of old technology ($20,723)
School wide support - copies, office supplies, FedEX, warehouse, laminating, postage ($56,052)
Professional Development - conferences, subs for conferences ($40,450)
Peer Coaching - teacher coaching, release for instructional rounds subs ($3,000)
Bilingual Clerk Translator ($53,996)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33173	LCFF
175548	Title I
42583	LCFF - Supplemental
42806	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Because Monte Vista Middle School has an abundance of interns and newer teachers, we have found that rigorous and relevant professional development is key to ensuring our students are receiving instruction to put them on the right path to achieving college and career readiness. Our professional development has focused on closing the achievement gap that exists among our diverse demographic groups. Last year, most of our professional development was online. However, this year, we have enjoyed a variety of in-person professional development. Most of our professional development focused on improving teaching and learning, though some professional development focused on school climate, SEL, and school safety. These past three years, our faculty has taken a deep dive into creating and perfecting the work of the PLC. The majority of the faculty has attended several PLC conferences, including a general PLC conference, a PLC conference aimed at crating success among diverse populations, and a grading conference to overhaul our current grading system. This year, we continued strengthening our PLCs while remaining COVID safe, in virtual environments at the beginning of the year, and, when it became safe, returning to PLCs in person. Last year our big push was improving our technology skills as we moved from in-person learning to Distance Learning. Now that we are back on campus, we continue to see the use of technology integrated into every classroom, one positive outcome of COVID 19. Last, with our new District focus on STEM, we have increased our STEM professional development for all parties, including teachers, staff, and administration. We have had in-house professional development, including Assessment Training, Evaluation Training, SpEd Training, Library Training, Suicide Prevention, Benchmark Exams, Data Analysis, Needs Assessment, Teacher Mental Health, STEM, Rigor with ICLE, SBAC Training, Unconscious Bias Training, Active Shooter Training. Our Buy Back Days have been well attended and have been directed at increasing rigor in our daily lessons and STEM.

To what extent was the goal accomplished? If we examine our current available data, FastBridge, we can see that in regards to improvement in ELA and Math, our students benefit from in person learning in ELA, but lost a few points in Math over the previous year. This would suggest that our Professional Development push at Monte Vista is working, but was highly affected by COVID 19 Distance Learning from the previous year.

All other activities in this goal helped support our students in many different ways. For example, the SST Coordinator was key in identifying at risk students and then helping to support these students. Our clerk translator was key in providing a link for our Spanish speaking parents during the school day, at parent events, and during IEPs. Our fieldtrips helped students get hands on experience related to STEM and academic vocabulary improvement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, the District supplemented our budget with additional monies received. For example, this year, the District paid for our parent involvement classes (PIQE), our intervention reading program (Read 180), and provided for additional items for which the site did not have to pay. District also paid for additional counseling and additional days for our licensed therapist due to the perceived

need of supplemental attention for SEL matters due to COVID 19 isolation. Last, the District increased staff with two additional MTSS paras and an additional clerk, though we were not able to hire for these positions this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is little change to Goal #1. Due to COVID 19, we felt a small academic reduction in student achievement. Due to Executive Order N-30-20, our main source of data during COVID 19 was suspended. We had steady success in increasing achievement before COVID 19. Therefore, we will stay steady in regard to our goals, activities, and spending, which have shown success in the past. However, Goal #2 will address a major shift in spending as this goal includes changes and additions with regard to SEL needs assessments. SEL Learning will need to be a strong focus in the coming years. This will improve campus climate and safety. We added FastBridge metric to have timely data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

This goal is extremely important for our campus due to our high numbers of low SES, Special Education, and EL students. Achieving LCAP Goal 1 is predicated on reaching LCAP Goal 2. Our students must feel supported and valued to be successful. Many of our students come with many struggles, including low parental involvement, poverty, learning disabilities, mental health issues, low reading ability, and lack of English fluency. Building a positive culture and community on campus, with SEL supports built into the curriculum, is of utmost importance. In addition, we must continually work on student-staff relationships because, as in many schools, when the staff does not look like the students, there is often mistrust among students, staff, and families. Our objective is to remove barriers to learning to the greatest extent possible. Last, though student and parent surveys indicate an increase in school satisfaction in general, there is a notable increase this year in negative student behaviors, believed to be caused, to some extent, from students remaining isolated in Distance Learning last year. This seems to be a trend seen at most schools throughout the county and, perhaps, throughout the country.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TUSD Stakeholder Survey: Students, Staff, and Parents - Climate TUSD Stakeholder Survey: Students, Staff, and Parents - Safety	Climate Approval: Parents = 94% Students = 85% Staff = 91% Safety Approval: Parents = 91% Students = 79% Staff = 97%	Climate Approval: Parents = 96% Students = 87% Staff = 93% Safety Approval: Parents = 93% Students = 81% Staff = 98%
Discipline Data	Referrals Suspensions Expulsions 2019-2020 645 103 9 2020-2021 42 0 0 2021-2022 728 104 14 (up to 4/25)	Referrals Suspensions Expulsions 2022-2023 687 100 12

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

Parent Involvement:
Parent Liaison - Liaison between school and home, reaching out to serve community ($30,000)
Translator for After School Events ($1,000)
Parent English Language Class - reaching out to serve community ($2,500)
PIQE Parenting Classes (Parent Involvement for a Quality Education) - reaching out to serve community - ($0)

Foster and Create a Safe and Inclusive Environment:
Positive Awards Assemblies - motivation for continued learning (Academic and Attendance) ($1,000)
Lanyards/IDs for Safety/Belonging - making students feel like a part of the school, safety ($1,500)
Where Everybody Belongs/WEB Program - making students feel like they belong to the school ($2,000)
Team Competition Fees: Math Counts, Science Olympiad ($1,500)
Student Clubs to encourage inclusivity, safety and a positive school environment ($0)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF
19000	Title I
500	LCFF - Supplemental
17500	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of the programs listed have contributed to promoting a positive, healthy, safe, and equitable culture at Monte Vista. We have two types of categories of programs that focus on this goal. We have student programs such as WEB, AVID, Awards and Positive Attendance Assemblies, a great partnership with the Boys and Girls Clubs of Tracy. All of these programs give students a true sense of belonging, motivation to succeed academically, positive attendance goals, and outlets to improve mental health and self-esteem. The second category is directed at parent involvement. There is a strong correlation between student success and parent involvement. As we have added programs to increase parent involvement, we have seen an increase in academic achievement and an increase in positive relationships between families and staff. We offer English classes, parenting classes, and Parent Café with outside speakers to help connect parents to Monte Vista. This year, our parent liaison was split between two schools and we saw a drop in effectiveness as measured by parent involvement. In addition, this drop can be attributed to COVID 19 as parents were not allowed to be on campus until late in the school year. While we had some parent participation virtually, it was far from our norm.
There was a large increase in referrals and expulsions this year over the 2019-2020 year. (We aren't counting the discipline from the 2020-2021 school year as students were not on campus for the most part.) Suspensions held steady. Conflict mediation, done by both the counselors and administration. remained steady. Our licensed therapist involvement increased from three days a week to five days a week due to a dramatic increase in student mental health issues and behaviors.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our budget has remained fairly stable from year to year. Students were in Distance Learning most of last year, so much of the budget for this goal was not spent. There has been some thought put in to adding more hours for our already full time licensed therapist because of the enormous caseload she has maintained this year. However, we do have the added counselor for SEL assistance this year. She will continue into the next school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goal remains the same: equity in education in a safe learning environment. We are increasing out Parent Liaison to be on our site 100% of the time instead of 60%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap among all students.

Goal 3

Inclusion: Increase academic achievement for all students, with an emphasis on Special Education students, specifically, SDC inclusion.

Identified Need

Monte Vista has an increasingly larger Special Education population. These students need Tier 3 interventions. We moved to a fully inclusive program during the last school year. All Special Education students were placed in general education inclusion sections, which will be serviced by two fully credentialed teachers: one general education and one Special Education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SBAC Math, ELA, and Science Results	Orange	Yellow

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Specifically SDC, RSP, and Speech Students

Strategy/Activity

Full Inclusion Model

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I
0	LCFF
	None Specified

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Second year of implementing this goal. Inclusion was implemented fully during the 21-22 school year. Effectiveness can be measured two ways, academically and social emotional. Academically, there is no doubt that SpEd students in inclusion were exposed to the same curriculum to which non-SpEd students are exposed. This was a dramatic increase of expected learning and curriculum exposure for our SpEd students, especially those who were SDC the previous year, in self-contained SDC classrooms. Students were no longer afforded modifications, but most did have accommodations. We are excited to see our data from the SBAC exams this year. Though the exams can't really be compared with last year's data, due to Executive Order N-20-30, or lack of data, certainly we expect to move up from Orange to Yellow on the Dashboard.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we budgeted money last year for our Inclusion Program, none was needed. We were unexpectedly entered into a grant with the San Joaquin County Office of Education. They kindly presented and paid for our inclusion professional development during the last year's roll out. In addition, the grant will continue into the next school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no goal or strategy changes for the second year of Inclusion. However, one can see that the amount budgeted for the Inclusion Program is zero this coming year as all needs will be fulfilled with District monies, the county offered grant, and not site monies.

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	$333,610.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$333,610.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$194,548.00

Subtotal of additional federal funds included for this school: $194,548.00

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	$35,673.00
LCFF - Supplemental	$103,389.00

Subtotal of state or local funds included for this school: $139,062.00

Total of federal, state, and/or local funds for this school: $333,610.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Barbara Silver School Principal

Dawn Arbogast, Carol Wyant, Melissa Gonzales Classroom Teachers

Sandra Lomeli Other School Staff

Katherine Almonte, Betsy De Leon De Gonzalez, LaShay Lundy, Kantheti Swarnalatha, Viridiana Gonzalez Parent or Community Members

Jahari Montgomery Secondary Students

Name of Members	Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 28, 2021.

Attested:

Principal, Barbara Silver on May 12, 2022

SSC Chairperson, Viridiana Gonzalez on May 12, 2022

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The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☑ Gifted and Talented Education Program Advisory Committee
Clear	☑ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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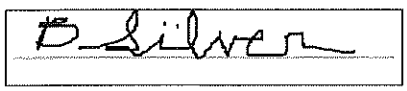
Clear 	Principal, Barbara Silver on May 12, 2022
Clear	SSC Chairperson, Viridiana Gonzalez on May 12, 2022

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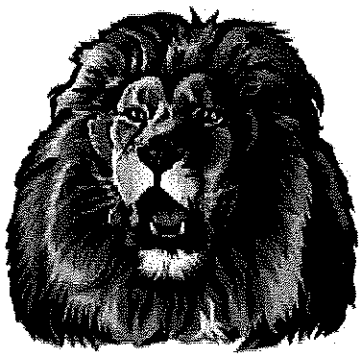
School Year: 2022-23



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
North School	39-75499-6042865	5-4-20	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of all students and specifies how categorical funds will be used during the school year. North school is on Additional Targeted Support and Improvement (ATSI) with the qualifying category in servicing Special Education students. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate educational partners.
Note:
Parent input during parent club meetings, English Language Advisory Committee, School Site Council

Teacher input occurred during Early release Monday Professional Learning Community (PLC) time and School Site Council
Classified employee input occurred during SSC

The contents of this plan are aligned with school goals for improving student achievement. The plan is reviewed annually and updated with categorical expenditures of funds by the School Site Council. The school will provide quality curriculum and supports to all students and staff. The school will, on an ongoing basis, review the progress of students and revise to provide support for students to meet the challenging State academic standards.

The implementation of the Every Student Succeeds Act (ESSA) in California presents an opportunity for schools to open communication and reflect with their stakeholders on federally-funded programs and align them with the priority goals of the school and the Local Education Agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

North school is using the TUSD Stakeholder Survey to analyze the differences in stakeholders' responses (Parents, Staff, and Students) on the school's climate and safety.

School Climate Survey Results 2021-2022
Group
Parents
90% believe the school motivates students to learn. On average 91% of parents feel comfortable talking to teachers. 93% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 90% believe the school motives students to learn. 96% believe the school is clean.

Staff – Cert. and Class.
97% believe they encourage all students to do challenging schoolwork. 97% believe they collaborate to achieve our school goal with fellow teachers. 100% believe the school is clean. 94% of teachers believe they are treated with respect by colleagues at work. 90% believe the district ensures effective communication across the organization.

Students
89% believe the school gives challenging work regardless of the student's gender, race, and ethnicity. 79% believe the school motivates students to learn. 70% of students believe the school is clean. 80% believe the school has a climate that fosters a feeling of safety and support at school.

School Safety Survey Results 2021-2022
Group

Parents
96% believe their students are safe before, during, and after school at North.

Staff
100% believe the buildings and grounds at this school are well maintained. 94% believe their workplace is safe.

Students
69% feel safe at this school. 70% feel safe from gang activities. 94% of students know the school rules.

In summary all educational partners feel safe at school and believe the facilities to be clean during work hours. All educational partners believe the schoolwork and academics provided are challenging to students and are fairly taught during the school day.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted for all North School teachers using the district adopted rubric and evaluation form. Conferences were set and lesson plans were discussed on student learning and improving instructional practices. All teachers on the evaluation cycle received classroom observations using the district evaluation rubric. Teachers not on their evaluation cycle received classroom walk-throughs using the 3R rubric with a focus on rigor.

We will continue with our work on the rigor rubric while continuing to implement Advancement Via Individual Determination (AVID) and Science Technology Engineering Mathematics (STEM) strategies and instruction for the following school year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff, English Language Advisory Committee (ELAC), and School Site Council (SSC) has analyzed assessment results from the 2018 California Dashboard and 2021 Smarter Balance Assessment Consortium (SBAC) data from past school years.
We have included in our ELAC and School Site Council meetings Fastbridge overall score data in aReading and aMath along with middle school F grade reports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

2020 - 2021 SBAC Data:

	ELA	Math	Science
Overall: Met/Exceed	21.53	8.25	7.03
3 Met/Exceed	10.6	12	N/A
4 Met/Exceed	13.5	8.47	N/A
5 Met/Exceed	21.74	4.35	5.7
6 Met/Exceed	30.63	9.91	N/A
7 Met/Exceed	26.41	8.57	N/A
8 Met/Exceed	19.33	6.14	7.83

Fastbridge Data:
4 Categories: College Pathway (CP) Low Risk (LR) Some Risk (SR) High Risk (HR)
The numbers represent student percentage at each category per grade level

aReading

Kinder:	N/A
1st grade:	N/A
2nd grade:	CP=12, LR=10, SR=24, HR=54
3rd grade:	CP=11, LR=23, SR=45, HR=21
4th grade:	CP=5, LR=22, SR=34, HR=39
5th grade:	CP=12, LR=25, SR=30, HR=33
6th grade:	CP=14, LR=23, SR=35, HR=28
7th grade:	CP=14, LR=18, SR=33, HR=35
8th grade:	CP=4, LR=21, SR=30, HR=45

aMath

Kinder:	N/A
1st grade:	N/A
2nd grade:	CP=7, LR=11, SR=26, HR=56
3rd grade:	CP=11, LR=23, SR=33,HR=33
4th grade:	CP=3, LR=25, SR=31, HR=41
5th grade:	CP=3, LR=16, SR=59, HR=22
6th grade:	CP=3, LR=17, SR=53, HR=27
7th grade:	CP=6, LR=21, SR=33, HR=40
8th grade:	CP=4, LR=16, SR=34, HR=46

Middle School F grades:
1st Trimester: 6th= 45 7th= 61 8th= 37 Total = 143
2nd Trimester: 6th= 60 7th= 84 8th= 47 Total = 191

In summary our 3rd grade scores are lower than in past years in SBAC and Fastbridge assessments.
Our 6,7,8 grade middle school grades also have a high percentage of students in the high/some risk category.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We have 36 teachers that are fully credentialed with 1 teacher holding a permit. We have a shared teacher librarian and school psychologist at our site.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school site plan includes goals that focus on providing ongoing professional development and support to teachers and site administrators that result in increased achievement for all students in order to close the achievement gap. In addition to the five district professional development days, we also have Early Release Monday's (ERM's), which are used to collaborate as a whole school or grade level. During ERM's teachers receive professional development in the areas of AVID, STEM, English Language Development (ELD) high-leveraged instruction, and intervention. Structured Professional Learning Community (PLC) time has been scheduled to support teachers in the development of the curriculum and STEM implementation. We will continue to have PLCs to support the new curriculum, Rigorous Curriculum Design (RCD), AVID training, STEM implementation, ELD strategies as well as provide time for teachers to collaborate.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

North School allows for teachers to use Early Release Monday to plan during PLC time to align their lessons to the state standards, district RCD units, AVID yearly goals, STEM implementation, ELD strategies, and time for intervention planning and technology development. Teachers administer RCD align district unit assessments every trimester. In addition to benchmark assessments teachers administer Fastbridge assessments every trimester. The district, site administrators, and teachers are able to view assessment results from fastbridge to further plan intervention strategies.
We are in year 3 of North school going AVID school-wide with 6th, 7th, and 8th grade having AVID elective classes.
North School continues to have AVID yearly goals in organization and having a college and career culture.
North is growing in implementing STEM. This year we are having middle school students perform STEM design challenges, computer science programing, and engineering model experiments. Prior to this year, K-5 teachers were the only ones participating in STEM.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

North School continues its ongoing instructional assistance and support for teachers by working with:
2 Advancement Via Individual Determination (AVID) site co-coordinators
TOSA (Teachers On Special Assignment) at the district level
Tracy Teacher Induction Program (TTIP) Mentors
English Language (EL) Coordinator
EL Counselor from the district
Academic Counselor (Part time) shared with another site
Teacher Librarian (Part time) shared with another site

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is done by grade level/subject matter during their Professional Learning Community PLC time
Five district professional development days
Early Release Monday ERM
Release days for planning

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

North School is implementing state standards and curriculum by using district and board approved curriculums.
K-5 uses the McGraw-Hill program "Wonders" along with Wonders ELD and Wonders New Comers for English Language Arts (ELA)
Math K-5 uses My Math from McGraw-Hill
Grades 6-8 Study-Sync for ELA, ELD, and New Comers.
Grades 6-8 Math Digits curriculum

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

North School adherences to the yearly academic minutes required by the law and to the minutes in ELD designated time and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers follow the Rigorous Curriculum Design RCD units and the districts pacing guide. K-5 teachers have designated intervention time with student stations in the classroom with additional assistance from para-educators helping in the classroom.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has a text book and any standards-based instructional materials as adopted by the school board.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

North School uses the following district adopted instructional materials:
Wonders
StudySync
MyMath
Digits
RCD Units ELA and Math
STEM unit planners

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

North School has the following services for its students:
Intervention time during the school day
Para push-in and pull out to support students
Edgenuity MyPath computer based intervention during school and available for students to use in their household.

Evidence-based educational practices to raise student achievement

North School uses evidence based practices along with high-leveraged instructional practices to raise student achievement.
North school uses a universal Tracy Unified School District TUSD Rigor rubric. This rubric has three main categories in high-level questioning, thoughtful work, and academic discussion. This rigor rubric was developed by the International Center for Leadership Education a partner to TUSD. The Rigor rubric allows for discussion on teacher lesson planning and student performance during lessons.
North School has two main AVID goals this school year. The AVID strategies are in Organization and a college and career culture. For Organization all students were provided an agenda and all grade levels use the students agenda for classwork and homework. For our college and career culture all classrooms have college gear and attire and every Thursday all staff members wear college gear to promote a positive college culture at our school.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

North School provides in a regular non-pandemic year many forms of parent engagement ranging from Back to School Night, Teacher/Parent Conferences, Open House, AVID informational Night, 8th grade Promotion Parent Meetings, Tracy Police Academy for Parents, Winter Craft Night, Family Movie Night, School Music Concerts, Farmers Market, Parent Institute Quality Education (PIQE), ELAC, Parent Café, 2nd Cup of Coffee, and School Site Council. All these opportunities give parents the opportunity to assist the school in working to improve student achievement. This year due to the pandemic guest and volunteers were not allowed on campus for most of the school year. North School parent engagement occurs by having parent club meetings with the principal, website post, phone messenger, and virtual meetings with our Parent Club, ELAC and School Site Council. North School performed all the listed activities except for winter craft night, family movie nights, and farmers market.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

North school provides the opportunity for teachers and parents to provide input for school programs during ERM's, Parent Club meetings, ELAC, and School Site Council meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Refreshments for Parent meetings, Day Care for Parent Events, Parent Class materials, Parent Communications, Translators

Fiscal support (EPC)

Title I, Targeted RS 0710 (EL) Targeted RS 0709 (EL, FY, SES)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

North School believes in educational partner involvement and transparency in analyzing data and decision making. All stakeholders were involved in SPSA this involvement ranged from Teacher input during ERM's and School site council. Parents gave their input during parents club meetings, ELAC, and School Site Council meetings. Students take surveys and the SSC team reviews the data. Data was collected from SBAC ELA/Math, School Climate Survey, LCAP Survey, report cards, North School Evidence based Title 1 funded monitoring form, and Fastbridge scores on student performance. ERM's are held every Monday of the school year except when it is a holiday or when school is not in session. ELAC meetings are held every two months on Tuesday virtually. School Site Council meetings are held the third Wednesday of every month.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

North School is in ATSI with the qualifying categories in servicing students with special needs
Currently, we need teacher training to support students with special needs, not just Resource teachers but also general education teachers.
Our special Ed department has two Resource Specialist Program (RSP) teachers and they share one para-educator to support a full case load.

Our RSP and Speech Language Pathologist (SLP) numbers are so large we have extra staff covering the overages in our caseload
Our Fastbridge data shows our 3rd grade students scoring lower than the year prior
Our K-3 grade levels have less library time than our 4-8 grade students because 4-8 grade students can go to the library during lunch time because their lunch it is later in the day
Chronic absenteeism is higher because of the many unexcused absence for students who had to quarantine for 10 days prior to returning to school
Para-educator staffing inequities in grades 3-8 because of Para-educators helping more in K-2 this school year

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	76	68	56
Grade 1	72	78	62
Grade 2	56	69	66
Grade3	77	58	76
Grade 4	77	80	61
Grade 5	75	75	71
Grade 6	122	109	118
Grade 7	109	119	110
Grade 8	79	106	121
Total Enrollment	743	762	741

Conclusions based on this data:

1. Enrollment has declined in Kinder, 1st, and 2nd grade
2. Enrollment has increased in 6th and 8th grade

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	381	352	342	51.3%	46.2%	46.2%
Fluent English Proficient (FEP)	102	140	142	13.7%	18.4%	19.2%
Reclassified Fluent English Proficient (RFEP)	55	53	41	12.9%	13.9%	11.6%

Conclusions based on this data:

1. We had a decrease in English Learners from the prior year
2. We have remained the same in Fluent English Proficient students
3. The 20-21 School year reclassified 12 less students

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	80	76	79	77	76	75	77	76	75	96.3	100	94.9
Grade 4	81	77	61	81	76	59	80	76	59	100	98.7	96.7
Grade 5	86	75	72	83	73	69	83	73	69	96.5	97.3	95.8
Grade 6	104	121	113	102	119	111	102	119	111	98.1	98.3	98.2
Grade 7	82	112	108	78	106	106	78	105	106	95.1	94.6	98.1
Grade 8	91	84	119	90	82	119	90	82	119	98.9	97.6	100.0
All Grades	524	545	552	511	532	539	510	531	539	97.5	97.6	97.6

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	2365.	2402.	2333.	3.90	15.79	5.33	14.29	21.05	5.33	29.87	34.21	24.00	51.95	28.95	65.33
Grade 4	2420.	2377.	2398.	8.75	3.95	1.69	10.00	6.58	11.86	33.75	18.42	25.42	47.50	71.05	61.02
Grade 5	2462.	2455.	2424.	7.23	8.22	7.25	28.92	15.07	14.49	24.10	27.40	17.39	39.76	49.32	60.87
Grade 6	2477.	2467.	2472.	8.82	2.52	4.50	16.67	26.05	26.13	30.39	25.21	26.13	44.12	46.22	43.24
Grade 7	2516.	2506.	2485.	3.85	7.62	3.77	32.05	19.05	22.64	34.62	35.24	23.58	29.49	38.10	50.00
Grade 8	2530.	2516.	2489.	7.78	3.66	1.68	26.67	21.95	17.65	31.11	39.02	36.13	34.44	35.37	44.54
All Grades	N/A	N/A	N/A	6.86	6.59	3.90	21.37	19.02	17.63	30.59	29.94	26.35	41.18	44.44	52.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	5.19	13.16	4.00	48.05	55.26	45.33	46.75	31.58	50.67
Grade 4	12.50	3.95	5.08	60.00	39.47	69.49	27.50	56.58	25.42
Grade 5	12.05	12.33	4.35	50.60	41.10	55.07	37.35	46.58	40.58
Grade 6	11.76	5.88	6.31	31.37	38.66	58.56	56.86	55.46	35.14
Grade 7	12.82	10.48	4.72	55.13	44.76	52.83	32.05	44.76	42.45
Grade 8	14.61	12.20	6.78	41.57	51.22	55.08	43.82	36.59	38.14
All Grades	11.59	9.42	5.39	46.95	44.63	55.58	41.45	45.95	39.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.26	10.53	1.33	35.53	53.95	33.33	59.21	35.53	65.33
Grade 4	5.00	1.32	5.17	43.75	32.89	36.21	51.25	65.79	58.62
Grade 5	10.84	8.22	7.25	54.22	43.84	37.68	34.94	47.95	55.07
Grade 6	11.76	4.20	5.41	37.25	41.18	48.65	50.98	54.62	45.95
Grade 7	8.97	13.33	6.60	55.13	45.71	45.28	35.90	40.95	48.11
Grade 8	15.73	9.76	2.54	48.31	52.44	43.22	35.96	37.80	54.24
All Grades	9.84	7.91	4.66	45.47	44.82	41.90	44.69	47.27	53.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	5.19	11.84	0.00	61.04	68.42	70.67	33.77	19.74	29.33
Grade 4	8.75	3.95	0.00	68.75	63.16	79.66	22.50	32.89	20.34
Grade 5	10.84	10.96	5.80	63.86	57.53	60.87	25.30	31.51	33.33
Grade 6	5.88	5.88	8.11	66.67	61.34	74.77	27.45	32.77	17.12
Grade 7	3.85	6.67	6.60	73.08	69.52	73.58	23.08	23.81	19.81
Grade 8	8.99	6.10	6.78	67.42	74.39	71.19	23.60	19.51	22.03
All Grades	7.27	7.34	5.20	66.80	65.73	71.93	25.93	26.93	22.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	5.19	19.74	5.33	42.86	46.05	53.33	51.95	34.21	41.33
Grade 4	10.00	5.26	1.69	51.25	26.32	72.88	38.75	68.42	25.42
Grade 5	14.46	6.85	4.35	49.40	43.84	52.17	36.14	49.32	43.48
Grade 6	13.73	13.45	9.91	54.90	52.10	67.57	31.37	34.45	22.52
Grade 7	8.97	12.38	10.38	67.95	54.29	59.43	23.08	33.33	30.19
Grade 8	19.10	12.20	5.08	52.81	47.56	65.25	28.09	40.24	29.66
All Grades	12.18	11.86	6.69	53.24	46.14	62.08	34.58	42.00	31.23

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.

Conclusions based on this data:

1. North School has a high 97.6% overall CAASPP student participation
2. There is a significant drop in scores in the 3th grade across all ELA test especially in reading and writing compared to other grade levels
3. The writing portion of the assessment had the highest amount of below standard students

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	81	76	79	77	76	75	77	76	75	95.1	100	94.9
Grade 4	81	77	61	81	76	59	81	76	59	100	98.7	96.7
Grade 5	86	75	72	84	75	69	84	75	69	97.7	100	95.8
Grade 6	104	121	113	102	120	111	102	120	111	98.1	99.2	98.2
Grade 7	82	112	108	81	108	105	81	108	105	98.8	96.4	97.2
Grade 8	91	84	119	91	83	115	90	83	114	100	98.8	96.6
All Grades	525	545	552	516	538	534	515	538	533	98.3	98.7	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2391.	2422.	2354.	5.19	17.11	2.67	22.08	30.26	9.33	24.68	22.37	29.33	48.05	30.26	58.67
Grade 4	2425.	2400.	2390.	2.47	2.63	3.39	14.81	3.95	5.08	39.51	39.47	30.51	43.21	53.95	61.02
Grade 5	2452.	2457.	2407.	0.00	6.67	0.00	14.29	8.00	4.35	34.52	36.00	28.99	51.19	49.33	66.67
Grade 6	2455.	2448.	2440.	1.96	0.00	2.70	8.82	11.67	7.21	30.39	26.67	27.93	58.82	61.67	62.16
Grade 7	2479.	2464.	2441.	1.23	3.70	1.90	17.28	11.11	6.67	33.33	24.07	26.67	48.15	61.11	64.76
Grade 8	2524.	2517.	2447.	11.11	6.02	2.63	16.67	20.48	3.51	27.78	28.92	20.18	44.44	44.58	73.68
All Grades	N/A	N/A	N/A	3.69	5.39	2.25	15.34	13.94	6.00	31.65	29.00	26.64	49.32	51.67	65.10

2019-20 Data:
Executive Order N-30-20 was issued 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	14.29	30.26	2.67	36.36	32.89	34.67	49.35	36.84	62.67
Grade 4	7.41	6.58	5.08	29.63	15.79	23.73	62.96	77.63	71.19
Grade 5	3.57	10.67	0.00	21.43	29.33	31.88	75.00	60.00	68.12
Grade 6	7.92	3.33	1.80	21.78	28.33	37.84	70.30	68.33	60.36
Grade 7	7.41	6.48	5.71	33.33	25.93	38.10	59.26	67.59	56.19
Grade 8	22.22	14.46	2.63	34.44	38.55	35.09	43.33	46.99	62.28
All Grades	10.51	10.97	3.00	29.18	28.44	34.52	60.31	60.59	62.48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.79	23.68	5.33	38.96	43.42	40.00	53.25	32.89	54.67
Grade 4	2.47	3.95	6.78	41.98	30.26	28.81	55.56	65.79	64.41
Grade 5	3.57	6.67	2.90	46.43	34.67	37.68	50.00	58.67	59.42
Grade 6	2.94	2.50	3.60	34.31	35.83	37.84	62.75	61.67	58.56
Grade 7	3.70	1.85	2.86	38.27	43.52	40.95	58.02	54.63	56.19
Grade 8	4.44	4.82	2.63	52.22	42.17	41.23	43.33	53.01	56.14
All Grades	4.08	6.51	3.75	41.94	38.48	38.46	53.98	55.02	57.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.69	22.37	2.67	42.86	46.05	62.67	45.45	31.58	34.67
Grade 4	6.17	2.63	5.08	38.27	32.89	52.54	55.56	64.47	42.37
Grade 5	3.57	8.00	0.00	46.43	32.00	55.07	50.00	60.00	44.93
Grade 6	2.94	1.67	3.60	35.29	36.67	51.35	61.76	61.67	45.05
Grade 7	2.47	4.63	1.90	61.73	52.78	65.71	35.80	42.59	32.38
Grade 8	8.89	12.05	1.75	54.44	60.24	66.67	36.67	27.71	31.58
All Grades	5.83	7.81	2.44	46.21	43.68	59.66	47.96	48.51	37.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. North School has a high 96.7% overall participation in the CAASPP test
2. All grade levels struggles with high below standard scores in math concepts and procedures and problems solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1435.1	1409.2	1407.8	1445.5	1412.7	1419.7	1410.5	1401.1	1379.7	45	41	30
1	1451.9	1468.6	1424.2	1440.2	1474.3	1435.4	1462.9	1462.6	1412.7	39	42	31
2	1493.8	1513.5	1471.9	1490.9	1513.5	1462.7	1496.2	1512.8	1480.6	49	28	35
3	1502.5	1494.4	1470.8	1505.5	1494.9	1467.9	1499.0	1493.2	1473.2	51	20	44
4	1527.2	1517.9	1498.0	1531.6	1522.2	1491.9	1522.2	1513.1	1504.0	44	48	24
5	1523.9	1548.7	1498.0	1515.7	1557.9	1495.2	1531.7	1539.0	1500.4	34	38	25
6	1535.1	1541.3	1519.4	1534.0	1549.5	1502.5	1535.7	1532.6	1535.7	49	43	55
7	1528.5	1515.2	1510.2	1519.2	1521.7	1493.5	1537.4	1508.2	1526.5	30	39	42
8	1577.1	1563.2	1526.9	1575.0	1586.7	1512.8	1578.7	1539.1	1540.6	30	27	42
All Grades										371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.11	2.44	0.00	33.33	43.90	30.00	28.89	36.59	63.33	*	17.07	6.67	45	41	30
1	*	11.90	3.23	38.46	54.76	6.45	*	30.95	58.06	*	2.38	32.26	39	42	31
2	53.06	42.86	5.71	40.82	35.71	45.71		17.86	37.14	*	3.57	11.43	49	28	35
3	*	10.00	2.27	52.94	40.00	27.27	27.45	50.00	52.27	*	0.00	18.18	51	20	44
4	38.64	22.92	4.17	47.73	50.00	29.17	*	14.58	54.17	*	12.50	12.50	44	48	24
5	32.35	39.47	4.00	55.88	50.00	20.00	*	5.26	60.00	*	5.26	16.00	34	38	25
6	30.61	30.23	9.09	42.86	46.51	36.36	26.53	20.93	40.00		2.33	14.55	49	43	55
7	43.33	17.95	2.38	*	48.72	35.71	*	20.51	40.48	*	12.82	21.43	30	39	42
8	76.67	25.93	0.00	*	51.85	47.62		7.41	40.48	*	14.81	11.90	30	27	42
All Grades	36.12	22.39	3.66	40.97	47.55	32.32	15.09	21.78	47.87	7.82	8.28	16.16	371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.67	4.88	0.00	31.11	43.90	43.33	*	34.15	46.67	*	17.07	10.00	45	41	30
1	33.33	19.05	6.45	33.33	57.14	19.35	*	23.81	61.29	*	0.00	12.90	39	42	31
2	59.18	50.00	8.57	34.69	35.71	42.86		10.71	42.86	*	3.57	5.71	49	28	35
3	47.06	35.00	11.36	35.29	55.00	43.18	*	10.00	31.82	*	0.00	13.64	51	20	44
4	68.18	54.17	8.33	27.27	29.17	58.33	*	12.50	33.33	*	4.17	0.00	44	48	24
5	58.82	71.05	16.00	32.35	21.05	56.00	*	5.26	12.00	*	2.63	16.00	34	38	25
6	53.06	62.79	14.55	34.69	32.56	49.09	*	2.33	23.64		2.33	12.73	49	43	55
7	53.33	41.03	2.38	*	35.90	47.62	*	12.82	40.48	*	10.26	9.52	30	39	42
8	86.67	55.56	2.38	*	29.63	64.29		3.70	26.19	*	11.11	7.14	30	27	42
All Grades	55.26	43.56	7.93	29.92	37.12	47.26	8.89	13.50	34.76	5.93	5.83	10.06	371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.32	3.33	26.67	31.71	23.33	46.67	53.66	50.00	*	7.32	23.33	45	41	30
1	28.21	7.14	0.00	*	45.24	22.58	30.77	38.10	25.81	*	9.52	51.61	39	42	31
2	42.86	21.43	8.57	34.69	53.57	40.00	*	14.29	31.43	*	10.71	20.00	49	28	35
3	*	5.00	2.27	27.45	25.00	11.36	41.18	55.00	50.00	27.45	15.00	36.36	51	20	44
4	*	6.25	4.17	45.45	33.33	16.67	34.09	43.75	54.17	*	16.67	25.00	44	48	24
5	*	2.63	4.00	52.94	39.47	4.00	*	50.00	52.00	*	7.89	40.00	34	38	25
6	*	4.65	9.09	26.53	25.58	25.45	51.02	58.14	43.64	*	11.63	21.82	49	43	55
7	*	5.13	2.38	*	20.51	33.33	*	51.28	35.71	*	23.08	28.57	30	39	42
8	70.00	0.00	4.76	*	29.63	30.95	*	51.85	40.48	*	18.52	23.81	30	27	42
All Grades	23.18	6.44	4.57	31.27	33.74	24.09	32.35	46.63	42.07	13.21	13.19	29.27	371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	71.11	17.07	13.33	26.67	70.73	73.33	*	12.20	13.33	45	41	30
1	61.54	57.14	25.81	33.33	42.86	61.29	*	0.00	12.90	39	42	31
2	55.10	39.29	8.57	40.82	46.43	80.00	*	14.29	11.43	49	28	35
3	25.49	15.00	15.91	70.59	80.00	63.64	*	5.00	20.45	51	20	44
4	52.27	31.25	25.00	45.45	60.42	66.67	*	8.33	8.33	44	48	24
5	41.18	10.53	16.00	55.88	81.58	72.00	*	7.89	12.00	34	38	25
6	38.78	23.26	20.00	48.98	67.44	65.45	*	9.30	14.55	49	43	55
7	36.67	7.69	2.38	46.67	66.67	71.43	*	25.64	26.19	30	39	42
8	50.00	18.52	7.14	46.67	66.67	73.81	*	14.81	19.05	30	27	42
All Grades	47.98	25.15	14.33	46.36	64.11	69.51	5.66	10.74	16.16	371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	31.11	0.00	3.33	53.33	60.98	76.67	*	39.02	20.00	45	41	30
1	28.21	4.76	3.23	38.46	95.24	61.29	33.33	0.00	35.48	39	42	31
2	63.27	53.57	8.57	30.61	42.86	82.86	*	3.57	8.57	49	28	35
3	68.63	65.00	18.18	27.45	35.00	63.64	*	0.00	18.18	51	20	44
4	86.36	77.08	25.00	*	18.75	70.83		4.17	4.17	44	48	24
5	79.41	89.47	36.00	*	7.89	40.00	*	2.63	24.00	34	38	25
6	79.59	83.72	29.09	*	13.95	63.64		2.33	7.27	49	43	55
7	66.67	79.49	23.81	*	10.26	64.29	*	10.26	11.90	30	39	42
8	90.00	81.48	34.15	*	7.41	58.54	*	11.11	7.32	30	27	41
All Grades	65.23	58.28	20.80	25.88	33.13	64.83	8.89	8.59	14.37	371	326	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.44	0.00	80.00	85.37	83.33	*	12.20	16.67	45	41	30
1	28.21	11.90	0.00	48.72	66.67	41.94	*	21.43	58.06	39	42	31
2	51.02	14.29	14.29	32.65	75.00	65.71	*	10.71	20.00	49	28	35
3	*	5.00	2.27	56.86	55.00	50.00	33.33	40.00	47.73	51	20	44
4	*	6.25	8.33	72.73	58.33	54.17	*	35.42	37.50	44	48	24
5	*	18.42	4.00	76.47	71.05	44.00	*	10.53	52.00	34	38	25
6	*	6.98	12.73	24.49	41.86	38.18	55.10	51.16	49.09	49	43	55
7	*	10.26	7.14	*	35.90	40.48	40.00	53.85	52.38	30	39	42
8	56.67	14.81	16.67	*	33.33	35.71	*	51.85	47.62	30	27	42
All Grades	25.88	9.82	7.93	50.67	58.59	48.78	23.45	31.60	43.29	371	326	328

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	51.11	48.78	36.67	42.22	48.78	26.67	*	2.44	36.67	45	41	30
1	*	11.90	0.00	66.67	80.95	51.61	*	7.14	48.39	39	42	31
2	40.82	32.14	11.43	51.02	60.71	74.29	*	7.14	14.29	49	28	35
3	*	10.00	2.27	72.55	90.00	70.45	21.57	0.00	27.27	51	20	44
4	25.00	8.33	4.17	63.64	87.50	79.17	*	4.17	16.67	44	48	24
5	38.24	10.53	4.00	55.88	81.58	76.00	*	7.89	20.00	34	38	25
6	*	32.56	25.45	87.76	60.47	74.55		6.98	0.00	49	43	55
7	*	5.13	4.76	60.00	82.05	83.33	*	12.82	11.90	30	39	42
8	43.33	0.00	0.00	50.00	85.19	90.24	*	14.81	9.76	30	27	41
All Grades	28.03	18.40	10.40	61.99	74.54	70.95	9.97	7.06	18.65	371	326	327

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of our North School students are between L2 and L3 in all the domains.
2. The written language domain is the domain with the most L1 and L2.

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**
741	**81.9**	**46.2**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	342	46.2
Foster Youth	1	0.1
Homeless	94	12.7
Socioeconomically Disadvantaged	607	81.9
Students with Disabilities	84	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	25	3.4
American Indian or Alaska Native	4	0.5
Asian	56	7.6
Filipino	23	3.1
Hispanic	568	76.7
Two or More Races	15	2.0
Native Hawaiian or Pacific Islander	8	1.1
White	42	5.7

Conclusions based on this data:

1. 81.9% of the student population is socioeconomically disadvantaged.

2. 11.3% of student population are students with disabilities.

3. 46.2% of the student population are ELs

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Orange		

Conclusions based on this data:

1. North School is in Red for Suspension rates.
2. North School is in the Orange for ELA and Mathematics
3. North School is in the Yellow for Chronic Absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
53.6 points below standard	63.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.2 points	Declined -7.8 points	2
500	314	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Red
66.1 points below standard	58.6 points below standard	116.5 points below standard
Maintained -1.2 points	Declined -9.2 points	Declined -4.9 points
56	447	63

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	70.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
15	1	Increased ++11.5 points	10
		25	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
55.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	28 points below standard
Declined -7.8 points	7	2	Increased ++5.3 points
405			35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.3 points below standard	3.1 points below standard	48.2 points below standard
Declined Significantly -32.8 points	Increased ++14.3 points	Increased ++3.8 points
196	118	157

Conclusions based on this data:

1. North School is 53.6 points below standard with a -7.2 decline
2. Students with disabilities is in the Red and is the lowest scoring category
3. Hispanic students are in the Orange with 55.1 points below standard with a -7.8 decline

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
75.4 points below standard	85.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.1 points	Declined -9.2 points	2
498	313	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
76.7 points below standard	77.3 points below standard	130.7 points below standard
Increased ++10.7 points	Declined -4.6 points	Declined Significantly -17.4 points
56	446	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
75.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	80 points below standard	Less than 11 Students - Data Not Displayed for Privacy
15	1	Maintained -1.1 points 25	10
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
78.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	45.3 points below standard
Declined -8.3 points 403	7	2	Increased Significantly 35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
121.4 points below standard	25.6 points below standard	66 points below standard
Declined Significantly -35.5 points 195	Increased Significantly 118	Increased ++12 points 156

Conclusions based on this data:

1. North school is 75.4 points below standard with a -5.1 decline in overall Math
2. Students with Disabilities are Red with 130.7 points below standard and a -17.4 decline
3. English Language Learners are 85.3 points below standard with a -9.2 decline

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
62 making progress towards English language proficiency
Number of EL Students: 271
Performance Level: High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.6	24.3	7.0	54.9

Conclusions based on this data:

1. North School has 271 English Language Learners
2. 62 students are making progress toward language proficiency
3. 13.6 EL students decreased on one ELPI level

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
10.1	8.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.1	Declined Significantly -3.4	4
802	399	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Yellow
12	10.3	14.3
Declined -10	Declined Significantly -4.5	Declined -8.6
83	725	105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	No Performance Color
20.7	Less than 11 Students - Data Not Displayed for Privacy	7.8	5.6
Declined -1	2	Declined -1.2	Maintained +0.3
29		51	18

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
8.6	23.1	Less than 11 Students - Data Not Displayed for Privacy	17.6
Declined Significantly -4.8	Increased +4.9	6	Declined -1.3
615	13		68

Conclusions based on this data:

1. North School is Yellow for Chronic Absenteeism with a -4.1 decline
2. English Language Learners are Green with a -3.4 decline
3. Students with Disabilities are Yellow with a -8.6 decline

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
6	0	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
11.5	10.8	Less than 11 Students - Data Not
Increased Significantly +3.6	Increased Significantly +4.1	8
828	406	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Red	Red
14.1	11.6	11.9
Increased +3.2	Increased Significantly +3.7	Increased +3.6
92	748	109

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
31.3	Less than 11 Students - Data	5.8	10
Increased +19.3	2	Declined -0.6	Increased +10
32		52	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
11.4	15.4	Less than 11 Students - Data	8.6
Increased Significantly +3.9	Declined -1.3	8	Increased +0.5
631	13		70

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.9	11.5

Conclusions based on this data:

1. North School is Red in Suspensions with a 3.6 increase
2. English Language Learners are Red with a 4.1 increase
3. Students with Disabilities are Red with a 3.6 increase

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

North School is in ATSI for students with disabilities
Professional development for teachers and support staff
Teacher substitute release time to plan
Additional materials to support instruction
Increase proficiency in ELA
Increase proficiency in Math
Focus on EL Students
Focus on Re-designating EL students
Focus on Special Education Students
Focus on interventions to support student learning
Focus on Edgenuity MyPath in ELA/Math to support intervention
Timesheet for Teacher's and Paraeducators for PLC, Collaboration, Intervention, planning, Data review, AVID, and STEM
Technology

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA Performance Indicator	Hispanic -53.3 pts below standard (Orange) Socioeconomically Disadvantaged -58.6 pts below standard (Orange) English Learners -63.7 pts below standard (Orange)	Reduction in points below standard by 5 points in each sub-group
CA Dashboard - Math Performance Indicator	Hispanic -78.7 pts below standard (Orange) Socioeconomically Disadvantaged -77.3 pts below standard (Orange) English Learners -85.3 pts below standard (Orange)	Reduction in points below standard by 5 points in each sub-group

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge English Language Arts Data: aReading	aReading: 4th grade College Pathway and Low Risk: Fall 39% & Spring 31% 5th grade College Pathway and Low Risk: Fall 41% & Spring 41%	5% increase in students scoring College Pathway and Low Risk as measured by Fastbridge from the Fall to Spring Term
Fastbridge Math Data: aMath	aMath: 4th grade College Pathway and Low Risk: Fall 22% & Spring 34% 5th grade College Pathway and Low Risk: Fall 27%% & Spring 17%	5% increase in students scoring College Pathway and Low Risk as measured by Fastbridge from the Fall to Spring Term

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in K-8

Strategy/Activity

Teacher Professional Development- Provide substitutes for teachers to collaborate, plan intervention, data review (MyPath, SBAC, Fastbridge, Benchmark assessments, STEM, AVID), and PLC time.
Teachers will be provided time sheets to continue this work after their sub-release day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
37000	Title I
5500	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in K-8

Strategy/Activity

Send teachers to conferences to raise overall student achievement- Sending teachers to conference such as Solution Tree Professional Learning Communities (PLC), California Association for Bilingual Education (CABE), Aeries Technology conferences, San Joaquin county offices of education, and many other conference in ELD strategies and high-leverage instruction help teachers and students raise overall scores.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
25500	Title I
7000	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Science Fairs - Hosting Science fairs will help our struggling students in science and help teachers teach the NGSS standards to our North School students. We are a Title 1 student with low science test scores in the state SBAC test.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
1400	Title I
1200	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

North School Student Field Trips - North School will be sending students on field trips to expand their learning and to give students real-life prior knowledge to the standards and curriculum being taught in the classroom. North school will cover the admission fees, food cost, and transportation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
11500	Title I
8500	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Increase the quantity of books in our library to increase student literacy and achievement - Reading is essential having more books and subscriptions for our students will help students close the literacy achievement gap. In addition, the library will host book fairs and pay our library staff extra service hours along with covering the cost of materials and supplies for these events and to maintain our books in the library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF
2000	Title I
1700	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Provide teachers additional professional development to increase student achievement -
STEM - District provides Teachers On Special Assignment (TOSA) to assist North School
AVID - North School will continue with our yearly goals in Organization and College and career goals.
AVID Summer Institute - Continue sending teachers to AVID summer institute
Teacher collaboration time during ERM
Activities 1&2 cover the cost of these strategies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Para-educator to support K-8 student intervention in ELA, ELD, and Math - Para-educators provide push in and pull out support to all teachers to give students intervention support in order to raise student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
94654	Title I
56865	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Boys and Girls Club - The Tracy Boys and Girls provides North School students with after school opportunities to complete their homework, sports activities, and skilled based activities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	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 K-8

Strategy/Activity
Technology Programs - North School provides teachers and students a variety of software programs (Learning A-Z, Discovery education, Brian Pop, Scholastics program magazine) to enhance students understanding and the help North School close the achievement gap.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
18750	Title I
0	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 K-8

Strategy/Activity
Intervention Computer Program: Edgenuity MyPath -
This intervention computer program provides all North School students with intervention in ELA and Math both in class and at home.
The program screens students and places them at appropriate grade levels and it gives a unique intervention program for every student to raise their academic scores
At this time the district is covering the cost using ELOG money for our site

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

EL Coordinator - Provides EL support and monitors both EL and re-designated students academic progress. Coordinates initial and summative ELPAC testing requiring sub release time and extra service hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF - Supplemental

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Teacher classroom materials and supplies and supplemental magazines - Provides teachers with supplemental supplies and materials to help our struggling students. Supplemental magazines help EL and struggling students spread literacy in North School in order to close the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18565	Title I
21235	LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students K-8

Strategy/Activity

Substitute coverage to teachers to conduct SST and 504 - Teachers need sub coverage in order to attend SST and 504 during the school accommodating our parents work schedule.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1250	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

North School implemented all of the above strategies except for sending teachers to PLC conferences, Technology conferences, and CABE due to COVID-19 pandemic restrictions.
The strategies implemented were effective in creating a positive school culture in which staff and students treat each other in a kind and caring learning environment as reported by our California healthy kids survey. Teachers were able to collaborate and grow as professionals in their lesson planning as seen when doing classroom walk-throughs by the administrators using the rigor rubric.
Attendance was high in all ERM professional development with an average of over 30 teachers in attendance in every meeting.
Our Library purchased about 1,000 books this year and grew in furniture and school appropriate games for students to use during lunch time
Our technology programs were used by all teachers and students at home especially our MyPath intervention with a daily average use of 30 minutes a day in school and at home.
One third grade class was able to take an Ag Venture field trip to Manteca. Our 8th graders went on their promotion trip to Great America
Science fair was not conducted this school year due to the pandemic.
Next year we plan to send teachers to conferences and give more sub release time to continue growing our professional development in the areas of AVID, STEM, and designated ELD time.
We plan on taking all 7th graders and AVID elective students to visit a college or university in order to grow our goal in college and career readiness and culture.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference in intended implementation was not being able to send teachers to conference or giving them sub release time due to the COVID-19 pandemic.

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 update our measurable outcomes on a yearly continues cycle basis. Changes to this goal will be to use Edgenuity MyPath assessment scores in addition to Fastbridge and SBAC scores in the following school year. We plan to increase our focus in our students with special needs in all the California dashboard sub-groups in order to promote out of ATSI statues using all the available data from the assessments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

ATSI for Students with Disabilities
English Language Learners
Chronic Absenteeism
Counseling Services
Additional materials for Science, NGSS, and STEM instruction
Increase Parent Involvement
Parent Workshops

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	89% of students responded positively to school supports (challenging work and school motivation). 70% of students responded positively to feeling safe at school.	3% increase in positive response to total school supports question 10% increase in positive responses to feeling safe at school
Counseling logs	currently seeing 8 to 10 students once a week	12-16 three times a week
Parent Involvement: Parent Club	Parent Club membership: 5 parents	Increase parent participation by 10%
Parent Workshops	PIQE attendance: 60 parents in attendance	Increase in parent participation and attendance by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Second Step Socioemotional learning - This is a district funded SEL program to help our students in character building and mental health awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
0	Title I
0	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Awards and Assemblies -
Incentive to increase positive behavior and attendance
North School celebrates perfect attendance and academic achievement
Guest speakers during assemblies help create a positive learning environment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
850	LCFF
1000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Conflict Management -
North School conducts conflict management as part of our positive behavior goal
The administration team conducts conflict management circle with all parties involved
Sow-a-Seed conduct boys and girls circle to provide conflict resolution

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Mental Health Services -
North School has a high numbers of students requiring mental health services.
Valley community health services provides 5-days of services at North School to help our students in need

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Communication -
North School has historically had a parent community which responds well to communications via paper and documents being sent home with students or mailed to them.
The area in which North School is located has bad internet coverage

North School parents are not technology fluent and have a hard time staying inform from district websites thereby North School requires extra money for copies, copy machine service agreements, Fedex Kinko copy service, postage, and parent communications to better serve the needs of our community.
In addition to copies, North School needs additional clerical support during different parts of the year with high demand of parents requiring help with student registration and end of year events.
North school also has a need for parent translators for parent/teacher conference and open house.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9800	LCFF
14000	Title I
7300	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Parent Workshops:
The North School community is involved in working with teachers for student success.
By having parent workshops we will be able to have a teacher/parent partnership in which teachers will educate parents on how to help their students at home.
Parents workshops will have a variety of topics ranging from: parent portal, agenda use, site words, math facts, MyPath intervention, digital resources, and teacher communication.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
2000	Title I
2000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Institute for Quality Education (PIQE):
The PIQE program helps North School parents understand the American school system.
This program works presenting many school and educational related topics and resources to our parents in the community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
3500	Title I
3500	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase Parent Involvement
Training our North School parents is an important piece in parent involvement that is why it is important to send North School parent representatives to conference to gain in knowledge that will benefit the whole community.
2nd cup of coffee and parent café: Involving parents and providing refreshments, day care, and class materials is an important step in getting more parents involved at North School

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF
0	Title I
8700	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implementation of Next Generation Science Standards -
North School is growing in implementing NGSS science standards and STEM education.
As a result of many science experiments and materials being consumed during the school year with science labs and project based learning continual funding is required to grow in the field of science

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I
2000	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

Increase seating options outside for safety
North School continues to grows in population size due to the modernization and addition of special education classroom and our student population numbers continue to increase
In addition, North School is receiving an outdoor solar panel shade structure of approximately 150 feet
As a result of the additional 150 feet of shade structure and for safety concerns we will need to provide students with additional outdoor seating and trash cans

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20451	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic our Chronic absenteeism has increased with COVID-19 regulations in which students had to stay home for 10-days and present a negative test.
As a result of this policy we had many students miss long periods of school time.
As visitors and guest are allowed to return to school with limitations we want to grow our parent involvement in the many programs North School has to offer to our community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Difference in intended implementation and budget expenditure were that we had plan to provide coffee and other supplies to parents who would attend parent cafe and in-person functions but due to the pandemic we did not hold many in-person and instead held virtual parent nights and meetings.
We held all our 2nd cup of coffee, ELAC, SSC, back to school night, PIQE parent program virtually which reduced our cost of day care, translators, and providing food for the parents.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

North School will provide increase opportunities for students in socioemotional learning and parent in-person involvement.
In addition, we want to increase our focus in students with special needs as our SDC and RSP numbers increase with the goal to promote out of ATSI statues by improving special needs students attendance and suspension rates.

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	$405,820.00

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	$240,869.00

Subtotal of additional federal funds included for this school: $240,869.00

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	$33,951.00
LCFF - Supplemental	$131,000.00

Subtotal of state or local funds included for this school: $164,951.00

Total of federal, state, and/or local funds for this school: $405,820.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Jose Jimenez	Principal
Victoria Klug	Classroom Teacher
Natalie Meiron	Classroom Teacher
Susana Ruiz	Other School Staff
Connie Armellino	Classroom Teacher
Claudia Franco	Parent or Community Member
Maria Espinoza	Parent or Community Member
Hafiza Mozhda	Parent or Community Member
Ana Chavez	Parent or Community Member
Susana Perez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature (Claudia Franco) **Committee or Advisory Group Name**

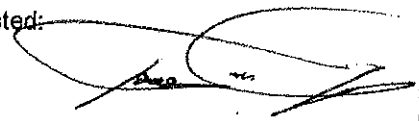
English Learner Advisory Committee 05/04/22

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Jose Jimenez on 5-4-22

SSC Chairperson, Natalie Meiron on

Natalie Meiron

Digitally signed by Natalie Meiron
DN: cn=Natalie Meiron, o, ou, email=nmeiron@tusd.net, c=US
Date: 2022.05.09 10:33:46 -07'00'

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gladys Poet-Christian School	39-75499-6108997	May 10, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Non-Title I School

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Educational Partners involved in the development of this plan included the School Site Council, Site Staff, and PTSA. In addition, the leadership team provided input and feedback on the plan development based upon the needs and interests expressed by the educational partners they represents. The SSC and ELAC typically meet 5 times during the year from September through May. Staff Meetings take place 1-2 times per month to discuss testing data, student achievement, curriculum, instruction, and professional development. The PTSA typically meets monthly during the school year. The PTSA President and board meet with the site principal during the summer to discuss activities, programs, and events to support the school plan and goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Educational Partner LCAP Survey Results:
Climate: Parents (agree & strongly agree)
83.82% This school motivates students to learn
84.38% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
89.86% The buildings and grounds at this school are clean
87.69% This school communicates the importance of respecting all cultural beliefs and practices.
95.71% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
90.57% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
92.65% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
94.59% The school staff responds to me in a timely manner
94.52% The school office staff is friendly and professional
90.48% Total

Climate: Students (agree & strongly agree)
91.30% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
93.26% This school communicates the importance of respecting all cultural beliefs and practices.
85.56% My teachers recognize the good work I am doing and provide timely feedback
81.82% This school motivates students to learn.
71.43% The buildings and grounds at this school are clean
89.22% I feel comfortable working with classmates and participating in class.
87.50% I feel safe, secure, and supported at this school.
83.03% Total

Need to update the sections below:

Climate: Staff (agree & strongly agree)
88.89% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.
85.71% Members of the school/department collaborate to achieve our school goals
88.57% The buildings and grounds at this school are clean.
85.29% This school/department communicates the importance of respecting all cultural beliefs and practices.
9714% I am treated with respect by my colleagues at work
82.35% Staff members at this school are recognized appropriately for their efforts and accomplishments
58.82% Our district ensures effective communication across the organization
83.95% Total

Safety: Parents (agree & strongly agree)
82.38% The buildings and grounds at this school are well maintained
81.98% My child is safe on school grounds before school
85.14% My child is safe on school grounds during the day
86.13% My child is safe on school grounds in the classroom
76.02% My child is safe on school grounds after school
91.53% The rules of this school are clearly communicated to parents
83.97% Total

Safety: Students (agree & strongly agree)
83.41% The buildings and grounds at this school are well maintained
94.47% I feel safe at this school
81.11% I feel safe from gang activity and gang violence at school
92.17% I know the school rules

87.79% Total

Safety: Staff (agree & strongly agree)
97.14% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.
94.12% My workplace is safe
88.57% The buildings and grounds at this school are well maintained.
93.27% Total

The survey results are up from the previous year. Some results/questions stand out: Students felt that the grounds are not well kept (63.26%) despite not being on campus for the 2020-21 school year until after this survey. One other question by students stood out: This school has a climate that fosters a feeling of safety, security, and support at school - 87.50% which was far higher than the previous year (69.91%). Both the climate survey and safety survey by students were higher than in previous years. The lowest rated question on the survey was under climate by staff - Our district ensures effective communication across the organization - which had just a 59.38% positive rating.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations will be conducted three times every Trimester for all classrooms. We will be using the ICLE Rigor Rubric as a means of tracking performance and progress with our efforts with the STEM Grant. The three main areas in the Rigor Rubric are Thoughtful Work, Academic Discussions, and Higher Level Questioning. The information from the observations will be used as a measure of progress with the AdvanceSTEM Grant. This work was started in 2017-18 and will continue in 2022-23.

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)

ELA, Math, and STEM RCD Unit assessments were used to gauge the progress of students in meeting state standards. In addition, FastBridge Assessments were used to gauge the progress/growth of students in ELA, Math. FastBridge assessments were also used to inform staff about the needs of students in terms of SEL. The CAASPP data was also used to measure the progress of students. This information from these assessments were analyzed and used to create the goals of the SPSA.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from end of Unit Assessments and from formative assessments were used by teams to evaluate the effectiveness of lessons and to drive planning. Grade level teams met weekly during this year to review data, instructional plans and activities, and units of study.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There are currently 25 highly qualified credentialed teachers with 2 teachers teaching outside their full credentialed area. These two teachers are middle school teachers who are teaching a multiage class (one period) with qualification under supplemental credentialing. Therefore, all teaches are qualified to teach their given assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 25 teachers at Poet and 100% of the Poet staff is fully credentialed. All teachers are provided SBE-adopted instructional materials in their core subject areas. Staff Development and Training is provided to all staff at the district level 4 times during the school year, at one full-day training session and one voluntary full-day training session. Site staff development takes place monthly at site staff development meetings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development activities took place in many areas and was provided by the district and site.
TUSD had a focus on the implementation of STEM Units and provided formal training at the beginning of the school year and at districtwide grade level meetings twice this year.
STEM Lesson Planning and Training took place for K-5 and 6-8 teachers for implementation of TUSD's STEM Unit and Grant. Training was provided for all staff at Early Release Monday Site and District Meetings.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff Development related to Relationships was provided by a District contracted Staff Development Coach who worked directly with site admin and staff during the school year.
The first half of the school year was dedicated to the ICLE Rigor Rubric and Student Engagement Strategies
STEM TOSAs met with grade levels teams during the year to provide support for STEM implementation.
District and Site PD was also dedicated STEM Unit Implementation at the K-5 and 6-8 levels.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams in Kindergarten through 8th grade met weekly/bi-weekly to discuss activities, to review data and to discuss instructional strategies, and to plan the district's units of study.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards has been met. All curriculum and materials used by Tracy Unified School District are approved for use by the state of California.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students in Grades K-8 were provided the required instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district implemented units of study with identified priority and supporting standards. Pacing Guides are provided and utilized at each of the grade levels in Language Arts and Math. New STEM Units in 6-8 grade were implemented this school year in Science and Math. Intervention was provided for students during the afternoon hours in small groups and one-on-one sessions. Intervention was also provided to EL students with the support of an EL para under the guidance of teachers.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to district-adopted standards-based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and instructional materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Intervention and ELD services were provided to students during the instructional day in small groups and one-on-one sessions. Intervention was also provided before and after school in small group sessions.

Evidence-based educational practices to raise student achievement

The school is focusing on the following programs aimed at increasing student achievement: STEM Units, Rigor, Relevance, and Relationships through ICLE, PLC Collaboration Practices, and RCD Units of Instruction and Assessment for ELA and Math.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

TUSD/Site Parent Liaisons provide community resources for eye glasses, counseling, housing, dental, homeless services, and health services. Counseling services are provided by a district contracted agency three days per week to support struggling and at-risk students. A half-time school counselor also provided support for students and parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Virtual Back to School Night, Virtual and In-Person Parent Conferences, Virtual and In-=Person PTSA Meetings, and Virtual and in-person Site Council Meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL Support Services are provided to designated EL students through the use of EL Funding.

Fiscal support (EPC)

Supplemental funding is provided for Targeted At-Risk, Foster Youth and Targeted English Learners.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following are Committee Meetings and Leadership Team Meetings related to the SPSA Plan and Budget:
Poet Site Council - 2/28/22, 3/23/22, 4/4/22, and 5/10/22
Site Leadership Team - 8/25/21, 10/20/21, 1/19/22, 5/4/21
Poet Voluntary Buy Back Day PD Opportunities - 8/5/21, 1/28/22

SIT/ILT Meetings - 10/11/21, 11/8/21, 12/6/21, 12/10/21, 1/14/22, 2/7/22, 3/7/22, 5/6/22

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Needs as identified by the Data Analysis needs Assessments:
EL Student Support: more EL para support is needed to support all of the EL students on campus.
Title I student Support: although 43% of students qualify as Title I students, there is no Title 1 funding provided. These students do not receive the same level of funding as Title I students at other school sites in the district identified as Title I schools.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	49	39	41
Grade 1	41	49	46
Grade 2	58	52	51
Grade3	59	62	49
Grade 4	56	64	62
Grade 5	50	63	64
Grade 6	68	57	71
Grade 7	73	68	59
Grade 8	67	76	72
Total Enrollment	521	530	515

Conclusions based on this data:

1. Poet's largest subgroup is the Hispanic student population which is increasing on an annual basis. The second largest subgroup is the White student subgroup which is decreasing on an annual basis. The demographics are changing on a yearly basis. The Asian subgroup at 10.9% is growing about 1% per year. The other subgroups represent less than 10% of the population (each):Filipino, African American, and Pacific Islander.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	94	96	94	18.0%	18.1%	18.3%
Fluent English Proficient (FEP)	53	58	64	10.2%	10.9%	12.4%
Reclassified Fluent English Proficient (RFEP)	17	14	18	18.1%	14.9%	18.8%

Conclusions based on this data:

1. The English Learner population has remained at approximately 17%-18% of the total school population for the past several years.
2. The number of reclassified students has remained fairly steady between 14%-18%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	54	58	47	54	57	45	54	57	45	100	98.3	95.7
Grade 4	52	62	58	51	61	55	51	61	55	98.1	98.4	94.8
Grade 5	64	56	63	64	52	63	64	52	63	100	92.9	100.0
Grade 6	72	66	72	71	66	68	71	66	68	98.6	100	94.4
Grade 7	72	75	59	71	74	55	71	74	54	98.6	98.7	93.2
Grade 8	72	68	71	72	66	70	72	66	70	100	97.1	98.6
All Grades	386	385	370	383	376	356	383	376	355	99.2	97.7	96.2

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	2448.	2424.	2403.	27.78	24.56	20.00	35.19	17.54	8.89	27.78	31.58	31.11	9.26	26.32	40.00
Grade 4	2467.	2483.	2434.	25.49	27.87	14.55	33.33	32.79	18.18	11.76	18.03	23.64	29.41	21.31	43.64
Grade 5	2486.	2498.	2483.	14.06	13.46	15.87	34.38	32.69	28.57	26.56	34.62	23.81	25.00	19.23	31.75
Grade 6	2531.	2533.	2530.	12.68	13.64	13.24	46.48	42.42	36.76	16.90	24.24	35.29	23.94	19.70	14.71
Grade 7	2522.	2572.	2552.	4.23	12.16	9.26	32.39	51.35	46.30	33.80	24.32	24.07	29.58	12.16	20.37
Grade 8	2560.	2539.	2562.	12.50	9.09	12.86	33.33	27.27	37.14	33.33	31.82	22.86	20.83	31.82	27.14
All Grades	N/A	N/A	N/A	15.14	16.49	14.08	36.03	34.84	30.42	25.59	27.13	26.76	23.24	21.54	28.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	35.19	29.82	20.00	51.85	47.37	57.78	12.96	22.81	22.22
Grade 4	25.49	24.59	7.27	50.98	50.82	65.45	23.53	24.59	27.27
Grade 5	17.19	19.23	12.70	60.94	53.85	69.84	21.88	26.92	17.46
Grade 6	28.17	24.24	16.18	46.48	48.48	64.71	25.35	27.27	19.12
Grade 7	23.94	25.68	18.52	38.03	55.41	62.96	38.03	18.92	18.52
Grade 8	27.78	13.64	17.14	33.33	43.94	57.14	38.89	42.42	25.71
All Grades	26.11	22.87	15.21	46.21	50.00	63.10	27.68	27.13	21.69

2019-20 Data:
Executive Order N-30-20 was issued 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	24.07	15.79	6.67	57.41	57.89	53.33	18.52	26.32	40.00
Grade 4	21.57	19.67	10.91	54.90	67.21	50.91	23.53	13.11	38.18
Grade 5	29.69	19.23	12.70	46.88	67.31	53.97	23.44	13.46	33.33
Grade 6	25.35	16.67	17.65	52.11	60.61	64.71	22.54	22.73	17.65
Grade 7	15.49	33.78	20.37	53.52	58.11	59.26	30.99	8.11	20.37
Grade 8	25.00	22.73	17.14	56.94	59.09	58.57	18.06	18.18	24.29
All Grades	23.50	21.81	14.65	53.52	61.44	57.18	22.98	16.76	28.17

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.52	10.53	11.11	75.93	73.68	75.56	5.56	15.79	13.33
Grade 4	15.69	24.59	9.09	58.82	63.93	69.09	25.49	11.48	21.82
Grade 5	4.69	13.46	6.35	75.00	63.46	84.13	20.31	23.08	9.52
Grade 6	11.27	10.61	11.76	76.06	77.27	82.35	12.68	12.12	5.88
Grade 7	11.27	9.46	12.96	61.97	78.38	74.07	26.76	12.16	12.96
Grade 8	16.67	7.58	15.71	61.11	59.09	65.71	22.22	33.33	18.57
All Grades	12.79	12.50	11.27	68.15	69.68	75.21	19.06	17.82	13.52

2019-20 Data:
Executive Order N-30-20 was issued 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	33.33	21.05	15.56	57.41	49.12	64.44	9.26	29.82	20.00
Grade 4	27.45	19.67	3.64	47.06	54.10	83.64	25.49	26.23	12.73
Grade 5	21.88	19.23	15.87	45.31	51.92	53.97	32.81	28.85	30.16
Grade 6	26.76	25.76	16.18	53.52	56.06	72.06	19.72	18.18	11.76
Grade 7	16.90	25.68	20.37	53.52	59.46	66.67	29.58	14.86	12.96
Grade 8	27.78	16.67	21.43	55.56	46.97	67.14	16.67	36.36	11.43
All Grades	25.33	21.54	15.77	52.22	53.19	67.89	22.45	25.27	16.34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was a drop in scores for ELA from testing in Spring 2019 to Spring 2021. There was approximately a 6% drop in Exceeds and Meets Standards for ELA across the board in all categories.
2. Students were not on campus for learning for most of the school year and received only a half school day of instruction. The significant drop in instructional time impacted academic achievement which is reflected in the scores.. During the 2020-21 school year, students were on Distance Learning from the beginning of the year in August until March 22nd (K-5) and March 29 (6-8). During distance learning students received instruction regularly from 8:30-11:30 daily with some additional support instruction during the afternoon hours. In addition, students were only on campus for in-person learning for a maximum of 18 school days (8:30-11:30) and only a fraction of the total number of students actually attended school for in-person learning.
3. There was significant learning loss due to inequities of families without the means to provide technology at home when devices were not available. Students were not able to access curriculum effectively due to the lack of technology at the beginning of the year which in turn impacted achievement. The K-5 students did not have district devices to support distance learning until the end of October. Many students had to use phones, tablets, or alternative devices to access instruction online with Distance Learning. The 6-8 students also started the school year without district devices.

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	54	58	47	53	58	45	53	58	45	98.1	100	95.7
Grade 4	52	63	58	50	62	56	50	62	56	96.2	98.4	96.6
Grade 5	64	56	63	64	52	63	64	52	63	100	92.9	100.0
Grade 6	72	66	72	71	66	68	71	66	68	98.6	100	94.4
Grade 7	72	75	59	71	74	55	71	74	55	98.6	98.7	93.2
Grade 8	72	68	71	72	66	70	72	66	70	100	97.1	98.6
All Grades	386	386	370	381	378	357	381	378	357	98.7	97.9	96.5

* 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	2458.	2407.	2380.	30.19	8.62	8.89	35.85	36.21	8.89	24.53	15.52	28.89	9.43	39.66	53.33
Grade 4	2465.	2488.	2419.	10.00	20.97	3.57	30.00	27.42	17.86	34.00	37.10	32.14	26.00	14.52	46.43
Grade 5	2476.	2490.	2451.	7.81	9.62	4.76	20.31	25.00	9.52	32.81	32.69	33.33	39.06	32.69	52.38
Grade 6	2553.	2531.	2493.	25.35	21.21	7.35	32.39	24.24	11.76	25.35	28.79	42.65	16.90	25.76	38.24
Grade 7	2514.	2565.	2487.	7.04	21.62	3.64	18.31	25.68	16.36	40.85	39.19	32.73	33.80	13.51	47.27
Grade 8	2557.	2541.	2493.	16.67	13.64	5.71	18.06	22.73	5.71	36.11	30.30	28.57	29.17	33.33	60.00
All Grades	N/A	N/A	N/A	16.01	16.40	5.60	25.20	26.72	11.48	32.55	30.95	33.33	26.25	25.93	49.58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	41.51	22.41	11.11	33.96	34.48	26.67	24.53	43.10	62.22
Grade 4	18.00	35.48	7.14	46.00	38.71	37.50	36.00	25.81	55.36
Grade 5	14.06	15.38	3.17	32.81	44.23	38.10	53.13	40.38	58.73
Grade 6	36.62	31.82	5.88	39.44	31.82	48.53	23.94	36.36	45.59
Grade 7	14.08	32.88	1.82	40.85	43.84	58.18	45.07	23.29	40.00
Grade 8	30.99	22.73	1.43	36.62	33.33	44.29	32.39	43.94	54.29
All Grades	25.79	27.32	4.76	38.16	37.67	42.86	36.05	35.01	52.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.74	20.69	6.67	49.06	46.55	42.22	13.21	32.76	51.11
Grade 4	16.00	27.42	5.36	54.00	46.77	50.00	30.00	25.81	44.64
Grade 5	9.38	9.62	3.17	46.88	59.62	60.32	43.75	30.77	36.51
Grade 6	21.13	19.70	5.88	60.56	50.00	57.35	18.31	30.30	36.76
Grade 7	11.27	22.97	5.45	52.11	54.05	61.82	36.62	22.97	32.73
Grade 8	16.67	15.15	2.86	55.56	42.42	58.57	27.78	42.42	38.57
All Grades	18.11	19.58	4.76	53.28	49.74	55.74	28.61	30.69	39.50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	41.51	15.52	11.11	52.83	48.28	51.11	5.66	36.21	37.78
Grade 4	24.00	25.81	8.93	44.00	48.39	57.14	32.00	25.81	33.93
Grade 5	10.94	7.69	9.52	48.44	50.00	58.73	40.63	42.31	31.75
Grade 6	25.35	27.27	11.76	47.89	40.91	67.65	26.76	31.82	20.59
Grade 7	12.68	17.81	7.27	54.93	67.12	67.27	32.39	15.07	25.45
Grade 8	12.68	15.15	8.57	60.56	60.61	67.14	26.76	24.24	24.29
All Grades	20.26	18.57	9.52	51.84	53.05	62.18	27.89	28.38	28.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was a significant drop in scores for Math from testing in Spring 2019 to Spring 2021. There was approximately a 20% drop in Exceeds and Meets Standards for Math across the board in all categories. Although scores were anticipated to drop due to distance learning and a lack of technology for the first trimester of the school year, scores dropped more than expected.

2. Students were not on campus for learning for most of the school year and received only a half school day of instruction. The significant drop in instructional time impacted academic achievement which is reflected in the scores.. During the 2020-21 school year, students were on Distance Learning from the beginning of the year in August until March 22nd (K-5) and March 29 (6-8). During distance learning students received instruction regularly from 8:30-11:30 daily with some additional support instruction during the afternoon hours. In addition, students were only on campus for in-person learning for a maximum of 18 school days (8:30-11:30) and only a fraction of the total number of students actually attended school for in-person learning.

3. There was significant learning loss due to inequities of families without the means to provide technology at home when devices were not available. Students were not able to access curriculum effectively due to the lack of technology at the beginning of the year which in turn impacted achievement. The K-5 students did not have district devices to support distance learning until the end of October. Many students had to use phones, tablets, or alternative devices to access instruction online with Distance Learning. The 6-8 students also started the school year without district devices.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1431.0	1407.0	*	1428.3	1414.5	*	1437.8	1389.6	*	12	11	7
1	1505.5	1456.3	*	1464.2	1454.5	*	1546.1	1457.8	*	11	13	8
2	1520.1	1519.8	1477.4	1527.4	1529.6	1479.8	1512.4	1509.7	1474.8	14	12	12
3	*	1518.8	1478.3	*	1525.8	1484.3	*	1511.5	1471.6	*	11	11
4	*	*	1524.5	*	*	1537.9	*	*	1510.8	*	10	12
5	*	*	*	*	*	*	*	*	*	*	8	9
6	*	*	1537.3	*	*	1544.3	*	*	1530.1	*	9	11
7	1525.2	*	*	1529.0	*	*	1520.7	*	*	13	4	7
8	*	1554.5	*	*	1570.8	*	*	1537.8	*	*	12	9
All Grades										86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*		36.36	*	*	54.55	*		9.09	*	12	11	*
1	*	15.38	*	*	23.08	*	*	53.85	*		7.69	*	11	13	*
2	78.57	41.67	0.00	*	41.67	50.00	*	16.67	50.00		0.00	0.00	14	12	12
3	*	36.36	0.00	*	36.36	36.36	*	18.18	54.55	*	9.09	9.09	*	11	11
4	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	12
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	18.18	*	*	54.55	*	*	27.27		*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
8	*	16.67	*	*	58.33	*		16.67	*		8.33	*	*	12	*
All Grades	39.53	27.78	15.12	31.40	38.89	40.70	20.93	27.78	38.37	*	5.56	5.81	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	45.45	*	*	45.45	*	*	9.09	*	12	11	*
1	*	7.69	*	*	38.46	*	*	38.46	*		15.38	*	11	13	*
2	78.57	66.67	25.00	*	16.67	50.00		16.67	25.00		0.00	0.00	14	12	12
3	*	45.45	27.27		45.45	45.45	*	0.00	18.18	*	9.09	9.09	*	11	11
4	*	*	50.00	*	*	41.67		*	8.33		*	0.00	*	*	12
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	45.45	*	*	54.55		*	0.00		*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*		*	*	13	*	*
8	*	58.33	*	*	33.33	*		8.33	*		0.00	*	*	12	*
All Grades	50.00	44.44	33.72	34.88	32.22	44.19	*	17.78	17.44	*	5.56	4.65	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	*	*	27.27	*	*	45.45	*		18.18	*	12	11	*
1	*	15.38	*	*	0.00	*		61.54	*	*	23.08	*	11	13	*
2	*	33.33	0.00	*	16.67	41.67	*	50.00	25.00	*	0.00	33.33	14	12	12
3	*	18.18	0.00	*	36.36	0.00	*	36.36	72.73	*	9.09	27.27	*	11	11
4		*	0.00	*	*	33.33	*	*	50.00	*	*	16.67	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	18.18	*	*	9.09	*	*	45.45		*	27.27	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
8	*	0.00	*	*	25.00	*	*	58.33	*		16.67	*	*	12	*
All Grades	30.23	12.22	6.98	26.74	23.33	20.93	25.58	52.22	47.67	17.44	12.22	24.42	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.09	*	*	81.82	*		9.09	*	12	11	*
1	*	23.08	*	*	76.92	*		0.00	*	11	13	*
2	92.86	66.67	25.00	*	33.33	75.00		0.00	0.00	14	12	12
3	*	18.18	9.09	*	72.73	81.82	*	9.09	9.09	*	11	11
4	*	*	58.33	*	*	41.67		*	0.00	*	*	12
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	0.00	*	*	90.91		*	9.09	*	*	11
7	*	*	*	*	*	*	*	*	*	13	*	*
8	*	8.33	*	*	83.33	*		8.33	*	*	12	*
All Grades	46.51	24.44	27.91	50.00	70.00	62.79	*	5.56	9.30	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	90.91	*	*	9.09	*	12	11	*
1	*	15.38	*	*	69.23	*		15.38	*	11	13	*
2	78.57	50.00	8.33	*	50.00	91.67		0.00	0.00	14	12	12
3	*	72.73	27.27	*	18.18	54.55	*	9.09	18.18	*	11	11
4	*	*	66.67	*	*	33.33		*	0.00	*	*	12
5	*	*	*		*	*	*	*	*	*	*	*
6	*	*	90.91		*	9.09		*	0.00	*	*	11
7	92.31	*	*	*	*	*		*	*	13	*	*
8	*	83.33	*		16.67	*		0.00	*	*	12	*
All Grades	65.12	56.67	50.00	25.58	37.78	43.02	*	5.56	6.98	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	81.82	*		18.18	*	12	11	*
1	*	15.38	*	*	53.85	*	*	30.77	*	11	13	*
2	*	8.33	25.00	*	83.33	41.67	*	8.33	33.33	14	12	12
3		18.18	0.00	*	45.45	27.27	*	36.36	72.73	*	11	11
4		*	0.00	*	*	83.33	*	*	16.67	*	*	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	0.00	*	*	63.64	*	*	36.36	*	*	11
7	*	*	*	*	*	*	*	*	*	13	*	*
8	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
All Grades	29.07	8.89	10.47	43.02	60.00	52.33	27.91	31.11	37.21	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	54.55	*	*	27.27	*	*	18.18	*	12	11	*
1	*	7.69	*	*	69.23	*	*	23.08	*	11	13	*
2	*	25.00	8.33	*	75.00	66.67	*	0.00	25.00	14	12	12
3	*	9.09	0.00	*	81.82	81.82	*	9.09	18.18	*	11	11
4	*	*	0.00	*	*	91.67	*	*	8.33	*	*	12
5	*	*	*	*	*	*		*	*	*	*	*
6		*	27.27	*	*	72.73		*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	13	*	*
8	*	0.00	*	*	100.00	*		0.00	*	*	12	*
All Grades	37.21	16.67	8.14	53.49	75.56	79.07	*	7.78	12.79	86	90	86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. While there is not a great deal of data over time to show significant trends and no data for 2019-20, the area of biggest struggle for our students is Reading and Writing.
2. There are not enough students at each of the grade levels to generate scores and data. This makes it difficult to draw specific conclusions.

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**
515	**39.2**	**18.3**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	18.3
Foster Youth		
Homeless	4	0.8
Socioeconomically Disadvantaged	202	39.2
Students with Disabilities	37	7.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	4.3
American Indian or Alaska Native	1	0.2
Asian	56	10.9
Filipino	27	5.2
Hispanic	237	46.0
Two or More Races	23	4.5
Native Hawaiian or Pacific Islander	3	0.6
White	146	28.3

Conclusions based on this data:

1. There has been a steady increase in the percentage of students who qualify as Socioeconomically Disadvantaged. The percentage is at 39.2% of the school population.

2. There is no Title I Funding support for Title I students despite the large number of students who qualify. Poet is below the district average and does not qualify as a Title I school.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Green		

Conclusions based on this data:

1. SBAC Data is based on the 2018-19 school year - the last year students took the SBAC test. There had been steady gains in both ELA and Math as measured by the SBAC until schools were closed and we moved to Distance Learning when there was a drop in scores for the 2019-20 school year.
2. The data in the Fall Dashboard is based on Fall 2019. Chronic Absenteeism was a significant issue for the 2019-20 school year with student on Distance Learning. Chronic absenteeism is still an issue for the 2021-22 school year.
3. The data in the Fall Dashboard is based on the Fall of 2019. During the 2019-20 school year with students on distance learning for most of the school year, there were only 2 suspensions. This was a dramatic change from the previous year. Suspension for the 2021-22 school year shot up dramatically and this will be reflected in the chart when the Dashboard is updated with more current data.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
0.6 points above standard	17.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.8 points	Increased ++13 points	1
357	95	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.8 points below standard	63 points below standard
9	Maintained ++1.4 points	Increased Significantly ++59 points
	155	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
66.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	1.1 points above standard	39.4 points above standard
Declined Significantly -18.5 points	1	Increased ++4.8 points	Declined Significantly -25.4 points
15		29	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
7.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	15.3 points above standard
Increased ++12.4 points	9	5	Increased ++7.4 points
164			115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.9 points below standard	30.9 points above standard	7.3 points above standard
Increased Significantly ++25.1 points	Increased ++8.6 points	Increased ++5 points
47	48	250

Conclusions based on this data:

1. Overall Poet is in Green Category for English Language Arts based on data from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
2. The four groups are either in Orange (Socioeconomically Disadvantaged), Yellow (Hispanic and English Learners) or Green (White). There were no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
3. The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
18.4 points below standard	39.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3 points	Increased ++12.2 points	1
357	95	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36.5 points below standard	89.7 points below standard
9	Declined -9.9 points	Increased Significantly ++17.4 points
	155	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
82.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	13.9 points below standard	37.3 points above standard
Increased ++6 points	1	Increased ++9.2 points	Declined Significantly -19 points
15		29	19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
34.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.8 points above standard
Maintained ++2.5 points	9	5	Increased ++6.6 points
164			115

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.3 points below standard	1.4 points above standard	11 points below standard
Increased Significantly ++16.9 points	Increased ++13.2 points	Maintained ++0.4 points
47	48	250

Conclusions based on this data:

1. Overall Poet is in Green Category for Math. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019..
2. Four subgroups are either in Orange (Socioeconomically Disadvantaged and Hispanic), Yellow (English Learners) or Green (White). There were no other subgroups and no subgroups in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.
3. The only subgroups with ratings were the Hispanic, White, English Learner, and Socioeconomically Disadvantaged Subgroups. All other groups are too small to record a measure or rating. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
71.2 making progress towards English language proficiency
Number of EL Students: 73
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1	9.5	8.2	63.0

Conclusions based on this data:

1. The Academic Performance level of our English Learner Progress is "Very High" with 71.2% making progress towards English Language Proficiency. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard since the Fall of 2019.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
7.5	4.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +1.9	2
559	106	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
26.7	9.2	6.7
Declined -18.8	Increased +2.4	Declined -1.4
15	238	45

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
5.3	Less than 11 Students - Data Not Displayed for Privacy	3.7	7.1
Declined -10.5	2	Increased +1.8	Increased +7.1
19		54	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
8.1	21.7	Less than 11 Students - Data Not Displayed for Privacy	6.6
Maintained +0.1	Increased +12.2	6	Increased +1.9
246	23		181

Conclusions based on this data:

1. Overall Chronic Absenteeism increased over the previous year and is in the Orange Category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
2. The White, Socioeconomically Disadvantaged Subgroups dropped and were in the Orange. The Hispanic, English Learner, and Asian Subgroups were in the Yellow. The Students with Disabilities group improved and were in the Green. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
3. Chronic absenteeism was a significant issue during Distance Learning in 2019-20. This will be reflected if/when the Dashboard is updated. Absenteeism due to COVID in 2021-22 was also significant. Mid-year the attendance rate was in the mid- to low- 80% range due to COVID. Overall attendance in 2021-22 is significantly lower than in past years.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
6.7	6.5	Less than 11 Students - Data Not
Increased +1.4	Increased +3.7	2
571	107	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
0	6.6	6.4
Maintained 0	Increased +1.9	Declined -6.8
15	244	47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Red	No Performance Color
17.4	Less than 11 Students - Data 2	7.3	3.6
Declined -2.6		Increased +3.4	Declined -0.8
23		55	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
5.6	4.2	Less than 11 Students - Data 6	6
Increased +1.1	Declined -0.6		Increased +0.8
250	24		183

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.2	6.7

Conclusions based on this data:

1. The overall suspension rate increased from 17-18 to 18-19 and was rated in the Red category. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
2. The Asian, English Learner, and Socioeconomically Disadvantaged subgroups suspension rate increased and were in the Red from 17-18 to 18-19. The Number of students in some subgroups is very small and a change in 1 student will result in a relatively large percentage increase or decrease. This analysis is from the Fall 2019 data. No new data has been provided on the CA Dashboard.
3. During the 2020-21 school year, students were on distance learning for most of the school year. There were only two suspensions for the entire year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered supports.

Identified Need

Although the Achievement Gap has closed incrementally over time, there are still some subgroups who are not performing at the same rate as other subgroups. The Hispanic, African American, English Learner, Socioeconomically Disadvantaged Subgroups continue to fall below the performance level of White and Asian subgroups.
Reduce the overall suspension rate for all subgroups and students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Scores	2020-21 Data for 3rd-8th grade % of Standard Exceeded = 14.08% % of Standard Met = 30.42% % of Standard Nearly Met = 26.76% % of Standard Not Met = 28.73%	Increase the percentage of students meeting or exceeding standards by 5%.
Math CAASPP Scores	2020-21 Data for 3rd-8th grade % of Standard Exceeded = 5.60% % of Standard Met = 11.48% % of Standard Nearly Met = 33.33% % of Standard Not Met = 49.58%	Increase the percentage of students meeting or exceeding standards by 5%.
FastBridge Reading	% in college pathways = 8% % in ow-risk = 50% % in some risk = 10% % in high risk = 32%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge Math	% in college pathways = 9% % in ow-risk = 48% % in some risk = 17% % in high risk = 26%	5% growth in the in-college and low-risk groups on the end of year FastBridge Assessments. 5% decrease in the some-risk and high-risk groups on the end of year FastBridge Assessments.
Percentage of students making progress towards English Proficiency as measured by the ELPAC.	71.2%	5% increase in the percent of students making progress.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

AVID Program Funding & Support - Continue implementing AVID from 3rd through 8th grade for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8425	District Funded
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL Para-Educator for EL Support - provide support in class and outside of class for EL students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13500	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Studnets, EL Students

Strategy/Activity

Convene intervention meetings to identify students and to create plans for improvement. Hold SST meetings with parents and staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
4000	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

At-Risk Students, Special Education Students, EL Students

Strategy/Activity

Hold IEP/SST/504 meetings with parents and staff to provide support for at-risk students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF
3000	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELPAC Testing and Support

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase Paper, Materials, Classroom Supplies to support instruction. Postage for communication with parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15210	LCFF
3231	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Operational Costs for Copy Machines - Lease agreements, maintenance agreements, ink and toner costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10190	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology - Purchase replacement projectors, projector bulbs, printers, and other support technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4900	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall math scores as measured by the CAASPP have steadily increased every year until the pandemic. After students spent a year with Distance Learning, scores in both ELA and Math dropped. In math the drop was significant. Considering students were not on campus for most of the year and receiving instruction for only a part of the school day in 2020-21, the drops were expected. ELA scores dropped approximately 6% and Math scores dropped approximately 20%. During the 2021-22 school year, we continued our work with our Rigor, Relevance, and Relationship consultant focusing on Relationships and Student Engagement to improve teaching and learning. All staff participated in learning new strategies for increasing student engagement and building positive relationships with students. The focus on student engagement and relationship building had a positive impact on student participation in class and on student performance on unit assessments. There was a decrease in negative academic behaviors and a decrease in apathy in the students. The high-interest, engagement strategies were effective in helping students become more involved in learning and increased their success with assessments and grades.

During the second half of the 2021-22 school year, the district introduced a new AdvanceSTEM Grant which required a shift in professional development. The STEM Units involved a higher level of hands-on, higher-level thinking activities. The students were more engaged and successful with these academics. The site SIT team was then disbanded by the district for the purpose of

implementing an ILT team to implement the new AdvanceSTEM Grant. Because of this, the staff development had to change to meet the requirements of the AdvanceSTEM Grant implementation. That meant shifting our staff development from student engagement and building relationships to using the Rigor Rubric for monitoring progress of this new grant. New technology was also introduced for the teachers to teach with the mid-year implementation of the AdvanceSTEM and this too required a sudden shift in staff development activities. Full implementation of the AdvanceSTEM grant will be a major area of focus for the 2022-23 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No significant changes will be made to the goals, activities/strategies, outcomes, or metrics. There will be a continued emphasis on identifying struggling students and providing support and services to mitigate the learning loss due to the pandemic and distance learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a Safe and Equitable Learning Environment.

Goal 2

Provide a Safe and Equitable Learning Environment.

Identified Need

Decrease the number/percentage of suspensions. Increase the number of students and parents participating in school-wide activities, events, and programs to continue building a positive, engaging school community and learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall Suspension Rate	6.7% in 2018-19	Less than 5%
Increase the number of parents participating in Open House / Back to School Night	Virtual Back to School Night attendance was approximately 53%. In-Person Open House attendance rate was 75.2% in March 2022.	At least 80% Parent Attendance for 2022-23 Back to School Night and Open House.
Increase the number/percentage of students participating in Dance Performances	Approximately 30% for 5th-8th grade in 2019-20 school year prior to school closure. 0% participating in 2020-21 and 2021-22 due to the pandemic.	Participation of at least 50% of students in 3rd-8th grade.
Increase the number of parents participating in Middle School Parent Conferences	Approximately 37% attendance (virtual and in-person) rate	Increase to at least 50%
Parent Safety Approval - LCAP Survey	94.61% in 2021-22	Increase to at least 95%
Student Safety Approval - LCAP Survey	80.16% in 2021-22	Increase 5%
Parent Climate Approval - LCAP Survey	90.48% in 2021-22	Increase to at least 95%
Student Climate Approval - LCAP Survey	83.03% in 2021-22	Increase 5%
CA Dashboard - Suspension Rate Fall 2019 (last year for Available Data)	6.7% Suspension Rate for 2018-19 school year	Reduce the percentage to below 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Extra Curricular Activity Support - Subs for Performances

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The main focus of Goal 2 is to build a positive school climate and culture and to increase student and parent participation in school-wide activities. There are several PTSA and School Sponsored activities and events during the course of a typical school year and all are generally well-attended and represented by a range of students and parents. The Parents Parents and families are very pleased with the school, education, and climate, despite not being able to be on campus or participate in major events. Parent Approval rating for the School Climate was 94.06% and student approval rating was 83.03%. The suspension rate for the 2018-19 school year was 6.7%. Due to the pandemic, suspension numbers and information cannot be compared. There were only 2 suspensions during the 2020-21 school year. The suspension rate for 2021-22 school year saw a dramatic increase in the number of suspensions. Student behavior and discipline were a major area of concern with students back on campus after more than a year away from school. Students struggled with being back on campus, socializing with other students in positive and productive manner, and remaining focused on learning in class. This showed that the pandemic had a major impact on education with academics and behavior with the closure of schools.
The staff development focusing on student engagement and relationship building had a positive impact on students once those efforts got underway. There was an increase in student engagement and achievement as measured by grades, assessments and teacher feedback. These efforts need to continue the following year in order to reduce apathy among the students and to increase student engagement and achievement. The rate of suspensions, however, did not go

down. The suspension rate stayed relatively high despite the efforts with student engagement. This shows that more work needs to be done to support students socially and behaviorally with more counseling, social skill development, group therapy, and coping skills.

There were very few community building PTSA activities during the 2021-22 also due to the pandemic. Parents have not been able to volunteer in classrooms and at school and this had a negative impact on the connection between families and the school. In the spring, there were activities that enabled parents to come onto campus and that had a positive impact on students, teachers, and parents. Once parents were cleared to resume volunteering on campus, there were large numbers of parents working in classes, helping at school, and chaperoning fieldtrips. This too had a huge, positive impact on students, teachers, and productivity in the classrooms. Parent involvement at school and in classrooms is critical and the change in the learning environment/school culture was obvious once parents were back on campus. There will be a major shift back to hosting community building events and activities in 2022-23 to encourage parents to volunteer in classrooms and at school events.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the pandemic and restrictions on large gatherings and parents not being allowed on campus, the budgeted item to support Dance Performances was not used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school will continue to focus on strategies, programs, and activities to work proactively with students to keep them engaged and on track for a positive school experience. There will be a major focus again on supporting students and building/fostering a positive and safe school culture. Activities and strategies to support students and families will be a main focus for the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

Goal 3

Continue Implementation of the STEM units with a focus on the AdvanceSTEM Grant. Increase student achievement with a focus on the ICLE Rigor Rubric in order to improve achievement with the STEM Units.

Identified Need

TUSD is implementing a new AdvanceSTEM Grant. One of the identified measures for success is the ICLE Rigor Rubric with regards to Student engagement, academic discussions, and thoughtful work. The pandemic and resulting closure of schools have greatly impacted student learning. Students and teachers need support with engaging students in learning, promoting deeper levels of academic discussions and thoughtful work,. There is also a huge need for developing relationships and focusing on social emotional learning to improve engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall ELA Scores - 2019 CAASPP Data	44.50% At or Above	Increase 5% Above and Met
Reading Scores - 2021 CAASPP Data	15.21% Above; 63.10% Near; 21.69% Below	Increase by 5% Above and Near
Writing Scores - 2021 CAASPP Data	14.65% Above; 57.18% Near; 28.17% Below	Increase by 5% Above and Near
Overall Math Scores - 2021 CAASPP Data	19% Above; 53% Near; 28% Below	Increase by 5% Above and Met
Math - Communicating Reasoning - 2019 CAASPP Data	9.52% Above; 62.18% Near; 28.29% Below	Increase by 5% Above and Near
Math - Problem Solving & Data Analysis	4.76% Above; 55.74% Near; 39.50% Below	Increase by 5% Above and Near

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ILT & HMH Consultants will provide ongoing support and staff development for the implementation of STEM. Teachers will be provided summer planning time to prepare for lessons for the STEM units.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3800	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2021-22 school year revealed the great need for social emotional learning, the need for teaching students how to be productive students again, and pushing students to think beyond basic facts and information (i.e. engaging in thoughtful work and academic discussions).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There is one budget item for this goal to provide teachers time to collaborate and plan during the summer (4hrs per teacher).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

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	$73,456.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$8,425.00
LCFF	$36,500.00
LCFF - Supplemental	$28,531.00

Subtotal of state or local funds included for this school: $73,456.00

Total of federal, state, and/or local funds for this school: $73,456.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
William Maslyar	Principal
Kris Golden	Classroom Teacher
David Adams	Classroom Teacher
Olivia Negrete	Parent or Community Member
Jessica Mayo	Parent or Community Member
Amanda Sanchez-Tshaka	Parent or Community Member
Jennifer Nelson	Parent or Community Member
Brie Paterson	Parent or Community Member
Corinne Vieira	Other School Staff
Elizabeth Gutierrez	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 10, 2022.

Attested:

Principal, William Maslyar on May 10, 2022

SSC Chairperson, Kris Golden on May 10, 2022

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
South/West Park Elementary	39-75499-6042881	4/26/22	

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 educational partner 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).

2020-2021: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%

2021-2022: PARENTS-CLIMATE
Str Agr Agree Total Percent
Q8 65.00 89.00 165.00 93.33% This school's staff motivates students to learn
Q14 45.00 86.00 143.00 91.61% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 45.00 79.00 132.00 93.94% The buildings and grounds at this school are clean and well maintained
Q30 48.00 70.00 123.00 95.93% This school communicates the importance of respecting all cultural beliefs and practices
Q34 69.00 51.00 123.00 97.56% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 49.00 66.00 118.00 97.46% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 47.00 61.00 115.00 93.91% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 26.00 62.00 91.00 96.70% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 39.00 47.00 89.00 96.63% The school staff responds to me in a timely manner
Q36 44.00 41.00 89.00 95.51% The school office staff is friendly and professional
477.00 652.00 1188.00 95.03%

2020-2021: PARENTS-SAFETY
Str Agr Agree Total
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%

2021-2022: PARENTS SAFETY
Str Agr Agree Total Percent
Q26 37.00 48.00 89.00 95.51% The buildings and grounds at this school are well maintained
Q28 36.00 46.00 85.00 96.47% My child is safe on school grounds before school
Q28 39.00 41.00 85.00 94.12% My child is safe on school grounds during the day
Q28 37.00 43.00 84.00 95.24% My child is safe on school grounds in the classroom
Q28 32.00 47.00 81.00 97.53% My child is safe on school grounds after school
Q29 34.00 44.00 81.00 96.30% The rules of this school are clearly communicated to parents

215.00 269.00 505.00 95.84%

2020-2021: STUDENTS SAFETY
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%

2021-2022: STUDENTS SAFETY
Str Agr Agree Total
Q35 38.00 70.00 135.00 80.00% The buildings and grounds at this school are clean and well maintained
Q38 57.00 63.00 134.00 89.55% I feel safe while attending class
Q39 41.00 39.00 135.00 59.26% I feel safe from gang activity and gang violence at school
Q41 46.00 52.00 134.00 73.13% I know the school rules
182.00 224.00 538.00 75.46%

2020-2021: 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%

2021-2022: STUDENTS CLIMATE
Str Agr Agree Total Percent
Q6 45.00 54.00 116.00 85.34% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 50.00 49.00 105.00 94.29% This school communicates the importance of respecting all cultural beliefs and practices
Q33 37.00 53.00 95.00 94.74% My teachers recognize the good work I am doing and provide timely feedback
Q34 59.00 30.00 93.00 95.70% This school motivates students to learn
Q35 22.00 36.00 89.00 65.17% The buildings and grounds at this school are clean and well maintained
Q42 52.00 32.00 88.00 95.45% I feel comfortable working with classmates and participating in class
Q43 42.00 40.00 88.00 93.18% I feel safe, secure and supported at this school
307.00 294.00 674.00 89.17%

2020-2021:STAFF SAFETY
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%

2021-2022: STAFF SAFETY
Str Agr Agree Total
Q19 14.00 19.00 34.00 97.06% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 9.00 19.00 34.00 82.35% My workplace is safe
Q21 3.00 20.00 34.00 67.65% The buildings and grounds at this school are well maintained
26.00 58.00 102.00 82.35%

2020-2021: 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%

2021-2022: STAFF CLIMATE
Str Agr Agree Total Percent
Q6 10.00 27.00 40.00 92.50% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 9.00 26.00 38.00 92.11% Members of the school/department collaborate to achieve our school goals
Q21 4.00 22.00 38.00 68.42% The buildings and grounds at this school are clean and well maintained
Q22 8.00 22.00 36.00 83.33% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 12.00 22.00 35.00 97.14% I am treated with respect by my colleagues at work
Q24 8.00 9.00 34.00 50.00% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 9.00 16.00 34.00 73.53% Our district ensures effective communication across the organization
60.00 144.00 255.00 80.00%

Our feedback from parents, students, and staff averages 88% regarding school climate. This is a 6% increase in satisfaction compared to last year. The feedback from parents, students and staff averages 85% regarding school safety. This is a 5% increase in satisfaction compared to last year. All but one group increased in satisfaction across all the questions in both climate and safety. The group that had the biggest gains was our parent group in both areas. The area that continues to show a lower percentage across the board is campus cleanness. Administration has been working closely with the maintenance supervisor and they have provided an extra eight hour person to work at our school for the evening. We now have an additional custodian to divide up our large school to maintain it cleaner.

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.

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 30 teachers are fully credentialed, four are working on their preliminary credential, two have a short term staff permit and one is an intern.

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 and California content standards.

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 Hybrid Concurrent Model and then transitioning to in person learning.

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 some 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 and we have always met the requirements of all students having access to their appropriate materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned content and materials. Students have intervention opportunities with small groups built into their school day provided by their classroom teacher and paraprofessionals. A small group of students also receive after school intervention provided by homeroom teacher.

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. All of our meetings were virtual due to the pandemic.

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 our educational partners. 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 Educational Partners 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.

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 considerate 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. This year, we also saw an increase of students reading below grade level across all programs, therefore we are researching/analyzing how to provide an intensive intervention period school-wide for all students next school year and provide enrichment for those that do not need academic support, but perhaps social emotional support or enrichment in any of those two areas.

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	1.91%	1.57%	1.6%	17	14	13
			Total Enrollment	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
Grade3	139	155	147
Grade 4	175	137	146
Grade 5	144	163	121
Total Enrollment	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 and increase in our Fluent English Proficient (FEP) student group.
3. Our number of students Reclassified (RFEP) had increased the previous year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	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
K	1409.6	1406.3	1392.7	1423.1	1420.8	1410.9	1377.9	1372.6	1350.0	130	112	98
1	1444.6	1451.1	1415.3	1453.0	1459.7	1428.7	1435.7	1441.9	1401.5	95	99	80
2	1481.5	1484.2	1451.8	1474.0	1487.4	1452.7	1488.5	1480.5	1450.3	89	99	91
3	1490.4	1492.6	1480.5	1481.4	1483.8	1483.8	1498.9	1500.7	1476.7	112	85	92
4	1509.1	1517.2	1497.3	1505.3	1512.8	1500.2	1512.3	1521.0	1493.9	96	108	78
5	1515.0	1526.4	1515.6	1508.2	1519.3	1517.3	1521.2	1533.0	1513.4	68	86	59
All Grades										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
K	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
1	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
2	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
3	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
4	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
5	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
All Grades	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
K	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
1	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
2	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
3	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
4	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
5	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
All Grades	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
K	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
1	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
2	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
3	*	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
4	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
5	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
All Grades	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
K	53.08	10.71	10.20	33.08	73.21	75.51	13.85	16.07	14.29	130	112	98
1	63.16	56.57	32.50	29.47	32.32	47.50	*	11.11	20.00	95	99	80
2	60.67	28.28	12.22	34.83	58.59	68.89	*	13.13	18.89	89	99	90
3	17.86	15.29	30.43	66.96	65.88	51.09	15.18	18.82	18.48	112	85	92
4	46.88	39.81	33.33	40.63	47.22	50.00	12.50	12.96	16.67	96	108	78
5	42.65	22.09	22.41	52.94	67.44	70.69	*	10.47	6.90	68	86	58
All Grades	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
K	25.38	26.79	11.22	41.54	48.21	56.12	33.08	25.00	32.65	130	112	98
1	36.84	12.12	5.00	43.16	57.58	63.75	20.00	30.30	31.25	95	99	80
2	55.06	43.43	12.22	30.34	42.42	71.11	14.61	14.14	16.67	89	99	90
3	50.00	42.35	44.57	32.14	49.41	42.39	17.86	8.24	13.04	112	85	92
4	52.08	49.07	46.75	36.46	42.59	46.75	11.46	8.33	6.49	96	108	77
5	54.41	60.47	62.07	33.82	24.42	29.31	*	15.12	8.62	68	86	58
All Grades	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
K	9.23	2.68	2.04	69.23	79.46	66.33	21.54	17.86	31.63	130	112	98
1	32.63	16.16	5.00	33.68	43.43	42.50	33.68	40.40	52.50	95	99	80
2	48.31	8.08	8.89	33.71	72.73	58.89	17.98	19.19	32.22	89	99	90
3	*	8.24	5.43	55.36	68.24	45.65	37.50	23.53	48.91	112	85	92
4	*	10.19	2.56	63.54	59.26	64.10	29.17	30.56	33.33	96	108	78
5	*	23.26	5.17	66.18	53.49	63.79	20.59	23.26	31.03	68	86	58
All Grades	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
K	35.38	25.00	11.22	33.08	39.29	39.80	31.54	35.71	48.98	130	112	98
1	24.21	9.09	1.25	53.68	65.66	51.25	22.11	25.25	47.50	95	99	80
2	26.97	13.13	5.56	65.17	62.63	64.44	*	24.24	30.00	89	99	90
3	17.86	10.59	2.17	58.93	82.35	67.39	23.21	7.06	30.43	112	85	92
4	33.33	26.85	3.85	48.96	54.63	67.95	17.71	18.52	28.21	96	108	78
5	30.88	13.95	1.72	55.88	69.77	84.48	*	16.28	13.79	68	86	58
All Grades	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**
807	**76.3**	**63.3**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	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.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics 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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
49.2 points below standard	69.1 points below standard	0 Students
Declined -5.2 points	Maintained ++0.4 points	
433	309	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	71.2 points below standard	109.7 points below standard
10	Maintained -1.8 points	Increased ++13.9 points
	342	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
71.8 points below standard	0 Students	32.6 points above standard	33.3 points above standard
Maintained -0.4 points		Declined -8.2 points	12
17		48	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Green
74.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	34.7 points above standard
Maintained -2 points	7	1	Declined Significantly -21.4 points
314			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	57.4 points above standard	9 points below standard
Maintained ++0.1 points	Maintained ++2 points	Declined Significantly -21 points
262	47	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:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	
56.2 points below standard	73.1 points below standard	
Declined -10.7 points	Declined -5.7 points	
433	309	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	77.5 points below standard	113.9 points below standard
10	Declined -9.9 points	Increased ++8.1 points
	342	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	No Performance Color
72.5 points below standard		24.5 points above standard	33.8 points above standard
Increased Significantly ++27.6 points		Declined -3.5 points	12
17		48	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
81 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	21.6 points above standard
Declined -12.2 points	7	1	Declined Significantly -24.5 points
314			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	33.7 points above standard	24.8 points below standard
Declined -6.6 points	Maintained -0.8 points	Declined Significantly -24.8 points
262	47	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 Mathematics performance indicator for all students tested maintained at Yellow, with a decline of 10.7 points from the previous year
2. Our African American Students had a significant increase from previous the year. This sub-group increased by 27.6 points.
3. Our sub-groups that had the greatest decrease in student performance were our EL's, our White sub-group, and our Hispanic sub-group. Our Hispanic students declined 12.2 points, our White students significantly declined 24.5 points, and our English Only students with a significant decline of 24.8 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.9 making progress towards English language proficiency
Number of EL Students: 454
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
11.5	10.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.2	Maintained +0.1	2
946	633	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
10.5	12.7	16.9
Increased +10.5	Declined -0.8	Declined -4.4
19	763	71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
26.8	Less than 11 Students - Data Not Displayed for Privacy	4	4.2
Declined -6.5	2	Declined -1	Maintained -0.2
41		75	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
11.2	19	Less than 11 Students - Data Not Displayed for Privacy	14.7
Declined -1.1	21	3	Maintained +0.2
712			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:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
6	5.2	Less than 11 Students - Data Not
Maintained -0.1	Increased +0.4	3
985	652	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
18.2	6.4	11
Increased +12.6	Maintained 0	Declined -3.6
22	794	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
15.2	Less than 11 Students - Data 2	1.3	4
Declined -10.4		Declined -5	Declined -0.3
46		78	25
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
5.7	9.1	Less than 11 Students - Data 3	8.1
Increased +0.4	Increased +0.8		Increased +4.3
735	22		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 reelects 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. blow 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)
30,000	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 2nd-5th grade students will take the FastBridge Assessments and teachers use the data to analyze their are of need and all teachers will be provided paid time to 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)

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)	Source(s)
21,050	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide 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)	Source(s)
500	LCFF - Supplemental
9,800	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

Monitor progress of at risk students conducting SST's, IEP's, 504's and retention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,125	Title I
	None Specified

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

Planning time for professional development provided by ILT Team and Ed TSA's

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	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

Rigor & Relevance Instructional Support/walkthrough's

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,025	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide on site-professional development workshops for teachers and classified staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Book Club for students provided by Boys & Girls club (2hrs a week)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,400	Title I
	None Specified

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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)
7,201	LCFF - Supplemental
	None Specified

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Budget Clerk

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,049	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide after school intervention for students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2021/2022 school year we were successful in transitioning to full time in-person learning to provide students a welcoming and comfortable environment. Our students began to immediately use our district-wide programs (iREAD) and using groupinator to provide small group instruction. 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 instructional rounds up to January. After January, we focused only on Rigor in conjunction with the AdvanceSTEM grant. All of our TK-1st grade Bilingual classes implemented Estrellitas for intervention for primary language. We had more teaches provide after school intervention due to the high need of students. We are discussing for next year a school-wide intervention period during the school day to provide intensive intervention for more students and enrichment or social skills for those that do not need academic intervention.

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 2021-2022 school goals were 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. We see a higher percentage of students not reading at grade level in both our Conventional and Bilingual classes, therefore we will be implementing an intervention period during the school day and enrichment for those that are at grade level. We began a class roster that identified and ranks students academic level (above, at or below grade level) and documents any additional academic support being provided (after school intervention, summer school, etc.) to clearly see the students progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment

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)
11,300	Title I
3,437	LCFF - Supplemental
10,375	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)
3,028	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide supplies (including copies) for parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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.

Due to COVID-19 and the Pandemic there is no new data available, therefore this reelects old data. The Educational Partners 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 focused on students emotional and health and providing more counseling services to our students and families. The District supported with a counselor on site. We began with one day a week until March and now we have a counselor for four days a week the last two moths of school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

N/A

Goal 3

75% of English Learners will progress at least one ELPI level in ELPAC and a 5% increase of students being reclassified.

Identified Need

47.13% of EL's maintained or declined one level and an average of 5% of students get reclassified.

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)
102,932	Title I
120,482	LCFF - Supplemental
	None Specified
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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)
7,569	LCFF - Supplemental
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Classified staff

Strategy/Activity

Reserve for possible raise of classified staff (4%)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
722	LCFF
5,005	Title I
3,372	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

24 students were reclassified this school year. This is an increase of 2 students for the last three years, but a decrease from last year. We do not have new data for this year's ELPI level in ELPAC yet. We will be looking closely at the ELPAC scores as soon as we return in the fall of 2022 to determine growth in ELPI levels.

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.

Due to COVID no new data is available yet. This reflects old data-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)

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	$400,992.00

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	$228,785.00

Subtotal of additional federal funds included for this school: $228,785.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$29,146.00
LCFF - Supplemental	$143,061.00

Subtotal of state or local funds included for this school: $172,207.00

Total of federal, state, and/or local funds for this school: $400,992.00

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
Denise Sanchez	Classroom Teacher
Blanca Cortes	Classroom Teacher
Susana Pelay	Other School Staff
Alma Garcia	Parent or Community Member
Robert Calvillo	Parent or Community Member
Juana Olivares	Parent or Community Member
Alma Ceja	Parent or Community Member
Silvia Cardona	Parent or Community Member
Archana Garg	Classroom Teacher
Manuel Covarrubias	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 4/12/22.

Attested:

Principal, Ramona Soto-barajas on 4/12/22

SSC Chairperson, Archana Garg on 4/12/22

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George and Evelyn Stein High School	39-75499-0114140	May 10, 2022	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement
Hispanic and Socio Economically Disadvantaged Students

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 educational partners. School Site Council, Site Safety Committee, site ELAC committee, teachers and other staff worked to develop the student achievement plan. The contents of Stein's plan are aligned with goals established by the school. Stein will empower students to identify and pursue their personal, academic, and career goals by providing a rigorous alternative education environment that accommodates a variety of needs. The plan is reviewed often during Professional Learning Communities (PLC) and School Site Council in order to asses student progress towards meeting grade level standards. The

implementation of LCAP provides an opportunity to align their goals, while being held accountable working towards meeting students needs. LCFF provides schools and LEA's the ability to design programs and provide services to meet students needs while preparing them to be 21st Century life long learners.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Needs Assessment process with our educational partners included input from formal online surveys with partners and informal feedback from students and on-site staff.

~TUSD 2022 Educational Partner Survey - School Safety & Climate

Students: 79% believes the school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality and 79% believe teachers recognize the work they are doing. 81% Strongly Agree or Agree they feel comfortable working with classmates and participating in class. 74% report they believe the school motivates students to learn. 76.92% believes school communicates the importance of respecting all cultural beliefs and practices, 91% Strongly Agree or Agree they fell safe while attending class and 79% feel safe from gang activity and gang violence at school. 73% believes the buildings and grounds are clean and well maintained.

Parents: 100% of parents Strongly Agree or Agree this school motivates students to learn, 100% feel that the school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality, 73% feel that the school communicates the importance off respecting all cultural beliefs and practices, 93.33% feel comfortable talking with their teacher, 85.72% feels comfortable talking with the school's Principal, 80% feel comfortable talking to the counselor, 100% of the staff responds in a timely manner, and 100% of the office staff is friendly and professional. 86.66% Strongly Agree or Agree the buildings and grounds are clean and well maintained.

Staff: 94.12% believes Stein and the Alternative Education Campus encourages all students to do challenging schoolwork regardless of their gender, race, ethnicity, or nationality and 100% believe the school/department communicates the important the importance of respecting all cultural beliefs and practices. 88.89% believe colleagues at work treat them with respect and the school/department collaborate to achieve our school goals. 77.78% feels the staff members are recognized appropriately for their efforts and accomplishments. 77.78% feel that our district ensures effective communication across the organization. 100% feels prepared to respond in an emergency and 100% Strongly Agree or Agree the workplace is safe. 77.78% Strong Agree or Agree the buildings and grounds at the school are clean and well maintained with 22.22% disagreeing.

Summary

After returning from Distance Learning and Hybrid learning there is a decline in the overall positive feeling of being back in person and that there is a need to continually express behavior expectations. There were gains made in communication with parents between the school administration and the counseling department. The educational partners identified two main areas of growth. One being the 23.08% difference in teacher and students perspectives in respect to the school communicating the importance of respecting all cultural beliefs and practices. Another area identified for growth is the upkeep and maintenance for the grounds and school facilities. More information is needed in both areas in order to identify specific area(s) to address the need.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

~All teachers received classroom observations using the Rigor, Relevance and Relationships rubrics. There is a focus on Relationships and learner engagement, using teaching framework provided by the International Center for Leadership in Education. Teachers are encouraged to reflect on their practices, teaching strategies and collaboration with colleagues. The majority of the school year, teachers have taught in a Distance Learning - virtual platform using Microsoft Teams. Teachers are encouraged to collaborate, use and attend the districts professional development trainings and resources.

~Instructional Rounds: Observe: learner engagement, relevance & building relationships with students. Focus on student learning where teacher is the facilitator. Summary: Stein has moved from a packet driven program to one where students are engaged in direct instruction, participation and leaders of their own learning. The virtual format has created

a unique challenge for teachers and students. Teachers have identified the benefits of implementing some level of virtual learning when students return to the classroom.

~Evaluation Observations: one teacher with 2 formal evaluations, one teacher with informal evaluation, four teachers with 1 formal and informal evaluation.

~Summary of Findings: Teachers are creative in planning and facilitating lessons where students were engaged and able to discover content through interactive lesson activities. Teachers have collaborated and works towards interdisciplinary lessons with a focus on STEM content/elements.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers, para educators, counselor, administrative staff and School Site Council have completed needs assessment data from SBAC, CAASPP, and Fastbridge ELA/Math and MySaebrs. We are unable to use district assessments due to students enrolling at different times with varying coverage of content standards nor are we able to use the California Dashboard data due to no current available data. Fastbridge assessment are done at the beginning and end of the school year. Based on our needs assessment the structure and timing of Fastbridge assessments will need to be modified. Teachers are utilizing assessment tools in Study Sync and Edgenuity, as well as, ELPAC assessments and previous State assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

SBAC 2019

~Not meeting performance goals: ELA increase of 78.5 points
~Not meeting performance goals: Math increase of 29 points in math
~Both areas remain in the "below standards" ratings
~English Learner's progress 46.9 percent

Summary
Stein has significantly increased scores in ELA and Math and English Learner's is the largest subgroup to gain progress . Stein continues to remain in the area of not meeting performance goals.

SBAC 2021

College/Career Measures Report has been made available for 2020-2021 school year.
Our Hispanic population at 73.2% and the socioeconomically disadvantaged population at 69% are the highest of our subgroups with English Learners being the third highest with 27.5%.
Students completing at least one CTE Pathway is 1 or 0.7 percent.
Reportedly we had no students completing any a-g college entrance requirements.

CAASPP 2020-2021

Due to distance learning and many students had to test remotely, there is no data for the 2019-2020 school year. All comparisons are between the 18-19 and 20-21 school years.

~Decrease of 41.2% of enrolled students tested
~Overall achievement for all students tested increased from 60.38% to 63.33%
~Reading and understanding of literary text deceased 16.04%
~Math decreased by 55.9% among 11th grade students tested after growth from the 17-18 and 18-19 school years

Due to testing waived for the 2020 school year, Stein has evaluated the Fast Bridge Assessments and ELPAC scores in addition to curriculum-embedded assessments to modify instruction. Needs assessment data revealed that due to the fluidity of our student population Fastbridge assessment should be administered upon onboarding and exiting of course work and/or quarterly.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

~9 fully credential
~0 without full credential
~1 credentialed counselor
~1 Resource (Special Education Specialist)
~1 Special Education Para-Educator
~2 teacher vacancies

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

New teachers to the district participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow-up during the school year. Teachers receive training in classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). All teachers participate in District Departmental Meetings on a regular basis. Stein's school plan includes professional development opportunities for staff and administrators contributing to practices and strategies to close the achievement gap. Professional Development Topics covered: Such as Yellow Ribbon (Suicide Prevention), Student Transcript Review, Advisor Role Training, data collection, testing and STEM planning and implementation. Teachers participate in Professional Learning Communities (PLC) planning cross-curricular lessons and activities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

~5 District school days dedicated to staff development and continuous improvement
~28 Site days dedicated to staff development and continuous improvement
~All teachers provide Social Emotional Learning activities and Academic guidance during Vision period two days a week

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

~Every Wednesday, teachers participate in site professional development, district staff development and teacher collaboration time.
~Membership in the California Continuation Education Association (CCEA)
~Department PLC
~Cross-Curricular Project Based Learning
~District participation on NGSS, ELA and Social Science Committees

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

~All textbooks adopted from the most recent state approved and local governing board approved list.
~All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.
~All students, including English Learners have access to their own textbooks and instructional materials, digital devices, and Wi-Fi hotspots to use in the classroom and to take home.
~Expository Reading and Writing Course (ERWC) from California State University
~Khan Academy for Math
~Edgenuity Online Curriculum

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Does Not Apply

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Stein is an alternative education campus. All students 11th-12th grade start with 5 periods for three days a week and 6 periods for two days a week. Students are enrolled in classes needed to graduate high school. Some of the courses are for credit recovery and others are needed to completed graduation. Teachers have the flexibility to work with their advisees (students) to move students to the next course inorder to meet thier graduation goals.
~In most classes, the maximum enrollment is 21 students per class
~99% of students enrolled in courses required for UC/CSU admission
~All students attended courses twice a week with their assigned Advisor

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

~All students have access to in class materials
~All students have access to textbooks and instructional materials to use at home
~All students have online/technology access in classrooms and/or at home

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

~All student enrolled in course(s) meeting college entrance requirements.
~Edgenuity online a-g approved courses
~Expository Reading Writing Curriculum
~Study Sync
~Resource: Khan Academy

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

~advisory period where students develop plan to recover credits and get back on track to graduate
~students receive individualized attention to meet their academic and personal needs
~credit recovery via direct instruction
~credit recovery via online platforms
~students are in the class until credits needed for graduation are earned
~students are allowed to move ahead
~para push-in
~tutorial support class
~SEL during Advisory
~opportunity for students to meet with outside counselors
~opportunity for after school support and intervention
~opportunity for students to meet with outside counselors and participate in group counseling

Evidence-based educational practices to raise student achievement

~Rigor, Relevance, Relationship Framework
~Expository Reading Writing Curriculum
~Cross Curricular Planning and Instruction
~Khan Academy
~English Language Proficiency Assessments for California (ELPAC) for English Language Learners
~SDAIE and GLAD strategies
~Project Based Learning
~Questioning, summarizing, check for understanding

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Stein provides a variety of ways for parents and guardians to be active in their student's education.

The opportunities range from:
~Onboarding (intake) process
~Serving on School Site Council
~Safety Committee
~Western Association of Schools and Colleges (WASC) accreditation group
~Model Schools committee
~fundraisers
~volunteer in school events
~Alternative Education Parent Workshops with the principal
~College and Career Speakers
~Weekly Academic Progress Reports
~Individualized Education Plan Meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

~School Site Council
~Site and District ELAC
~Parent/teacher conferences
~Quarterly Meetings with administrator

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

~Edgenuity MyPath
~Refreshments for Alternative Education Parent Workshops
~Project Based Learning
~Parent Newsletters

Fiscal support (EPC)

Local Control Funding Formula (LCFF)
LCFF Supplemental

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stein works together to create a SPSA that is representative of overall goals, instruction and growth. Teachers, administrators, para-educators and members of School Site Council conducts needs assessment to evaluate data, such as SBAC/graduation rates and listen to student feedback to inform decisions. During Professional Learning Communities, teachers evaluate data to inform instruction. Data collected from SBAC scores, the California Dashboard (DASS) discussed in small groups during Professional Learning Communities and school site council, reporting out where all educational partners have an opportunity to provide insight.

~School Site Council Meetings, ELAC and Alternative Education Parent Workshops held consecutively, every quarter.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Stein serves students who are 11th-12th graders, credit deficient and not on track to graduate. Attendance, tardiness and lack of motivation prevents the students from being successful in school. Currently the two largest subgroups at Stein are the Hispanic at 78.4% and 71.6% Socioeconomically Disadvantaged students. After reviewing the responses to needs assessment there is a high interest in real-life experiences and opportunities, a need for more activities on campus to increase student motivation, and multi-tiered mental health services.

~Increase parent engagement with our largest subgroup of students. There is a need for a full time Bi-lingual parent liasion.
~We have a high percentage of long-term English Learners.
~A need to analyze and monitor their academic language growth supporting the ability to reclassify as English Proficient.
~Additional support, strategies and engaging reading support, allowing access to grade level content.
~College and Career Readiness planning that is useful for students post-graduation.
~Career planning opportunities/activities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 11	23	25	16
Grade 12	87	82	100
Total Enrollment	110	107	116

Conclusions based on this data:

1. Increase in student enrollment

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	32	27	33	29.1%	25.2%	28.4%
Fluent English Proficient (FEP)	20	21	32	18.2%	19.6%	27.6%
Reclassified Fluent English Proficient (RFEP)	0	0	8	0.0%	0.0%	29.6%

Conclusions based on this data:

1. Increase our percentage of EL reclassifications
2. Yearly increase of EL population

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 11	62	54	51	57	54	30	57	53	30	91.9	100	58.8
All Grades	62	54	51	57	54	30	57	53	30	91.9	100	58.8

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 11	2394.	2473.	2461.	0.00	1.89	0.00	0.00	9.43	0.00	8.77	28.30	36.67	91.23	60.38	63.33
All Grades	N/A	N/A	N/A	0.00	1.89	0.00	0.00	9.43	0.00	8.77	28.30	36.67	91.23	60.38	63.33

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	0.00	1.89	0.00	19.30	32.08	50.00	80.70	66.04	50.00
All Grades	0.00	1.89	0.00	19.30	32.08	50.00	80.70	66.04	50.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	0.00	1.89	0.00	7.02	22.64	30.00	92.98	75.47	70.00
All Grades	0.00	1.89	0.00	7.02	22.64	30.00	92.98	75.47	70.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.89	3.33	15.79	64.15	73.33	84.21	33.96	23.33
All Grades	0.00	1.89	3.33	15.79	64.15	73.33	84.21	33.96	23.33

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	0.00	1.89	0.00	14.04	41.51	63.33	85.96	56.60	36.67
All Grades	0.00	1.89	0.00	14.04	41.51	63.33	85.96	56.60	36.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Decline in students tested
2. Decline in growth of students meeting grade level standards

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 11	63	56	52	57	55	22	57	55	22	90.5	98.2	42.3
All Grades	63	56	52	57	55	22	57	55	22	90.5	98.2	42.3

* 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 11	2416.	2430.	2447.	0.00	0.00	0.00	0.00	0.00	0.00	3.51	5.45	9.09	96.49	94.55	90.91
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.51	5.45	9.09	96.49	94.55	90.91

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*
All Grades	0.00	0.00	*	0.00	0.00	*	100.0	100.0	*

2019-20 Data:
Executive Order N-30-20 was issued 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 11	0.00	0.00	*	10.53	24.07	*	89.47	75.93	*
All Grades	0.00	0.00	*	10.53	24.07	*	89.47	75.93	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	0.00	0.00	*	19.30	35.19	*	80.70	64.81	*
All Grades	0.00	0.00	*	19.30	35.19	*	80.70	64.81	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 55.9% decline in total number of students tested

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
11	*	*	1555.4	*	*	1554.2	*	*	1556.2	*	9	11
12	1582.5	1562.0	1536.4	1567.4	1563.0	1539.1	1597.1	1560.4	1533.4	17	28	18
All Grades										26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	9.09	*	*	54.55		*	27.27	*	*	9.09	*	*	11
12	*	14.29	5.56	*	32.14	33.33	*	46.43	50.00		7.14	11.11	17	28	18
All Grades	50.00	13.51	6.90	*	37.84	41.38	*	40.54	41.38	*	8.11	10.34	26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	27.27	*	*	45.45		*	18.18	*	*	9.09	*	*	11
12	64.71	17.86	22.22	*	64.29	38.89	*	17.86	33.33		0.00	5.56	17	28	18
All Grades	61.54	18.92	24.14	*	62.16	41.38	*	13.51	27.59	*	5.41	6.90	26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	0.00	*	*	27.27	*	*	36.36		*	36.36	*	*	11
12	*	3.57	0.00	*	17.86	0.00	*	46.43	44.44	*	32.14	55.56	17	28	18
All Grades	*	2.70	0.00	*	29.73	10.34	*	43.24	41.38	*	24.32	48.28	26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	0.00	*	*	81.82		*	18.18	*	*	11
12	*	3.57	5.56	*	60.71	55.56		35.71	38.89	17	28	18
All Grades	50.00	5.41	3.45	50.00	62.16	65.52		32.43	31.03	26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	72.73	*	*	27.27	*	*	0.00	*	*	11
12	88.24	89.29	72.22	*	10.71	22.22		0.00	5.56	17	28	18
All Grades	80.77	81.08	72.41	*	18.92	24.14	*	0.00	3.45	26	37	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
11	*	*	0.00	*	*	50.00	*	*	50.00	*	*	10
12	*	10.71	0.00	*	50.00	33.33	*	39.29	66.67	17	28	18
All Grades	*	10.81	0.00	57.69	54.05	39.29	*	35.14	60.71	26	37	28

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing 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
11	*	*	10.00	*	*	80.00		*	10.00	*	*	10
12	*	0.00	5.56	*	96.43	83.33		3.57	11.11	17	28	18
All Grades	53.85	5.41	7.14	46.15	91.89	82.14		2.70	10.71	26	37	28

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Decline in students meeting grade level content

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**
116	**71.6**	**28.4**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	28.4
Foster Youth	1	0.9
Homeless	3	2.6
Socioeconomically Disadvantaged	83	71.6
Students with Disabilities	20	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	6.9
American Indian or Alaska Native		
Asian	6	5.2
Filipino	2	1.7
Hispanic	91	78.4
Two or More Races	2	1.7
Native Hawaiian or Pacific Islander		
White	7	6.0

Conclusions based on this data:

1. Majority of student population are socioeconomically disadvantaged

2. Majority by 70% of students are Hispanic

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Orange	**Suspension Rate** Red
Mathematics No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Graduation data impacted by distance learning
2. Career planning and college opportunities are needed

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
112.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++78.5 points	4	
19		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	131.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++47.3 points	3
	13	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 112.7 points below standard Increased Significantly 14	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	0 Students	125.1 points below standard Increased Significantly 12

Conclusions based on this data:

1. No change in data

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
187.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased Significantly ++20 points	4	
19		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	204.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++22.1 points	3
	13	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 182.4 points below standard Increased Significantly 14	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4		174.9 points below standard Increased Significantly 12

Conclusions based on this data:

1. No change in data

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.9 making progress towards English language proficiency
Number of EL Students: 32
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1		3.1	43.7

Conclusions based on this data:

1. No updated data

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	142	100
African American	8	5.6
American Indian or Alaska Native		
Asian	7	4.9
Filipino	2	1.4
Hispanic	104	73.2
Native Hawaiian or Pacific Islander		
White	20	14.1
Two or More Races	1	0.7
English Learners	39	27.5
Socioeconomically Disadvantaged	98	69
Students with Disabilities	22	15.5
Foster Youth	1	0.7
Homeless	3	2.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	0.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	1
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Need to increase CTE and CTE capstone course
2. Graduation rate does not reflect 5th year seniors

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement
Graduation Rate 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	142	75	0	52.8
English Learners	39	19	0	48.7
Foster Youth	1		0	
Homeless	3		0	
Socioeconomically Disadvantaged	98	51	0	52
Students with Disabilities	22	12	0	54.5
African American	8		0	
American Indian or Alaska Native				
Asian	7		0	
Filipino	2		0	
Hispanic	104	54	0	51.9
Native Hawaiian or Pacific Islander				
White	20	12	0	60
Two or More Races	1		0	

Conclusions based on this data:

1. 5th year graduates under AB104 not reflected in total
2. about half of our Hispanic and Socioeconomically Disadvantaged seniors graduated on time

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
21	24.5	Less than 11 Students - Data Not
Increased +2	Increased +17	2
195	53	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
Less than 11 Students - Data Not	23.9	30
2	Increased +8.4	Increased +9.4
	138	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 9	Less than 11 Students - Data 1	Less than 11 Students - Data 3	Less than 11 Students - Data 7
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		No Performance Color
21.6	Less than 11 Students - Data 4		17.4
Increased +4.7			Declined -4.8
148			23

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	19	21

Conclusions based on this data:

1. Data does not reflect suspension rate from Stein

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups

Identified Need

Students need to increase their knowledge of career opportunities, basic self sufficiency skills and the academic needs to meet expectations of teachers learning targets.
1. Increase number of college/career ready students (CTE Career Exploration Labs)
2. Improve reading and math scores/grade levels (modify academic growth assessment)
3. Introduce and implement STEM activities
4. Focus on English Learners and Socially Economically Disadvantaged population
5. Professional development for teachers and support staff
6. Cross Curricular Activity Supplies/Materials
7. Counseling Services

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard College/Career Preparation	Baseline (2021-2022) 0 students college/career prepared	Prepare students for college/career: Increase the number of students college/career prepared by 2%. Master schedule changes to include CTE Exploration Labs. Master schedule Strategies for Academic Success course curriculum.
Fastbridge eReading and aMath	Upon On-boarding and/or quarterly and upon exit of program to monitor student progress.	All students improve one grade level a quarter
STEM Implementation	Baseline 2022-2023	Increase number of STEM lessons and activities incorporated in core content subjects by 5%.
Targeted EL and SES population	77% of EL's are within 1 or 2 levels of reclassification	Improve our reclassification by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Baseline - after school book club	5% of students participate in after school intervention
Staff Professional Development & Planning	Baseline 2022-2023	Provide team planning and professional development- STEM Implementation and Project Based Learning at least twice per year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

CTE Exploration Labs & Consumable Materials ($2000)
Master Schedule for CTE Exploration Labs ($0)
Master Schedule Strategies for Academic Success course curriculum (District Funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1900	LCFF - Supplemental
100	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Fastbridge Assessment upon On-boarding (enrollment), quarterly and exit ($0)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide/purchase STEM (NGSS) Activities and Materials for all students ($1250)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF
1000	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

~All EL Learners and Socioeconomically Disadvantaged Students

Strategy/Activity

Provide additional enrichment STEM related activities:
STEM Lab Field Trip ($500)
EL Workbooks and books ($500)
After School Intervention/Reading Club ($200)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development activities for staff:
~Planning days/professional development ($1000)
~Project Based Learning Exploration ($400)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF
1000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General School to support alternative education needs:
California Continuation Education Association Dues ($750)
Model Continuation High School (MCHS)/WASC: materials, supplies ($750)
Attend Alternative Education conference (4000)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Individual and/or Group Counseling (Sow-A-Seed, Community Medical Center, Child Abuse Prevention Services) ($0)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide to all classrooms general support and materials (4,730)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3230	LCFF
1500	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide substitute teachers to cover conference/site visits, etc ($2000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access for all students to attend or participate in field trips (2,000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1000	LCFF
1000	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 After School Extra Curricular Activity Supplies/Materials ($200)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 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 supplemental online programs for student use ($650)
Site Technology supplies for classroom use (projectors, programs and support materials ($3230)
Site Technology needs (such as devices ($1250)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3230	LCFF
1900	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the passing of Assembly Bill 104, LEA graduation requirements could be waived for at least half of our population. Therefore, the portfolio class was not completed by all our graduates. The Portfolio class will continue to amfor100% completion for Stein grads. During the needs assessment thre was a 90% agreement that studnts wanted access to scotent deemed relevant and provdife real world value. As a result avenue to incorporate career, technical experiences and courses are needed. Provide students with knowledge of career opportunities and for staff to have planning time to include all subject matters for cross-curricular lessons is a goal we will continue to work towards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Stein did not have any major differences between implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Portfolio class will remain on the master schedule in order to facilitate and monitor student progress with completion of the portfolio. Completion of College Next documented as part of the graduate checkout process and included in the structure of the Portfolio class. Increase participation in CTE Exploration Labs. Structured Vision coursework implemented in order to initiate goal setting discussion with students and pre/post SEL assessments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Consistent attendance and particpation is challenging for allternative education students. There is a need for positive, on campus school culture where success is acknowledge and promoted.
1. Maintain and positive School Climate (GRIT, Red Ribbon, Graduation, After School Activities and interventions)
2. Staff Training/Workshops (Focus-Student Behavior)
3. Parent Involvement - Support Materials and curriculum

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate	Student, Parent, Staff Climate Survey	25% of student participation
Staff Training/Workshops	No Baseline	Reduce student referrals
Support Materials and curriculum	No Baseline	Use Woodburn Press online and handouts for parents Increase participation by 5% Alternative Education Parent Workshops

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide/purchase:
GRIT Survey and Activities Workbook $600)
Student Awards Assemblies with incentives ($400)
Red Ribbon Week Activities ($500)

Access and participation in Intramural Sports ($2000)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3100	LCFF
400	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to Staff Conference/Training/Workshops to focus on student behavior ($2000)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support and information via:
Mental Health Services (individual and group) ($0)
Woodburn Press ($1000)
FAFSA Workshop ($200)
Technology - parent newsletter ($500)
Parent Appreciation ($250)
Alt Ed Parent Workshop ($400)
Guest Speaker Presentations ($0)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2350	LCFF
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and Socioeconomically Disadvantaged students

Strategy/Activity

Provide additional classifed staff for school business ($500)
Teacher After School extended hours ($1000)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
900	LCFF
600	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide/purchase graduation materials & supplies ($1000)
Purchase (Josten's) diplomas, diploma jackets, caps & gowns ($1500)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Stein enrolls 11th and 12th graders who do not have an opportunity to participate in structured after school activities. Administration is working with staff to increase student engagement with opportunities on campus and working at changing the culture by adding relevant electives, such as Work Experience and CTE courses to the choices for students, participation of intramural sports and lunch time activities. Increasing student engagement is a goal we will continue to work on achieving.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Master schedule modifications made to accommodate the new elective options and the assemblies.
Participation in Intramural Activities with other Alternative Education Schools.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 3

Stein will implement cross-curricular projects and introduce/implement AVID Strategy school-wide.

Identified Need

Develop and improve academic discourse, among our subgroups, such as English Learners and/or Socioeconomically Disadvantaged students in order for teachers to facilitate high levels of communication among students in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cross Curricular Materials - focus on STEM	No Baseline	Teachers will create and facilitate cross-curricular projects.
Teacher planning time WICOR - AVID strategies	Teacher/Advisor will attend training at the beginning of the school year and at least once a quarter for recalibration.	Teacher/Advisor will gain the necessary skills to lead and support their advisees implementing at least one AVID Strategies
Increase Books in Library	No Baseline	Add Graphic Novels and other reading materials of interest to students

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

Implement Cross-Curricular Projects in the classroom:
Purchase materials and supplies ($1800)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
862	LCFF
938	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Teacher Planning Time Staff Development - WICOR AVID Strategies ($1000)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase quality and quantity books in library ($1200)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	LCFF - Supplemental
400	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase materials and supplies to support alternative education site:
Materials and supplies ($88)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
88	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Instructional Media Center Charges ($300)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Pay for Service Contracts (i.e copiers) ($4700)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4700	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Pay for Riso Contract ($600)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF

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

Local Hardware Store ($500)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF

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

Postage ($600)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Substitutes for activities $1000)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Not Applicable

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between implementation and budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Not Applicable

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$49,048.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$36,722.00
LCFF - Supplemental	$12,326.00

Subtotal of state or local funds included for this school: $49,048.00

Total of federal, state, and/or local funds for this school: $49,048.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Traci L Mitchell	Principal
Teresa Garcia	Parent or Community Member
Irma Sedano	Parent or Community Member
Esmeralda Valencia	Parent or Community Member
Cynthia Gomez	Parent or Community Member
Maribel Manzo	Other School Staff
Albino Arevalo Juarez	Parent or Community Member
Alma Garcia	Parent or Community Member
Albin Arevalo	Secondary Student
Jonathan Delgado-Gomez	Secondary Student
Brandy Chavarria	Classroom Teacher
Anthony Irizarry	Classroom Teacher
Megan Dahlen	Classroom Teacher
Carolyn Riddle	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/2022.

Attested:

Principal, Traci L Mitchell on 5/10/2022

SSC Chairperson, Brandy Chavarria on 5/10/2022

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

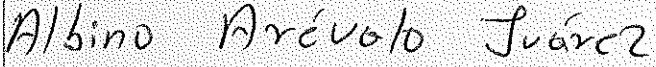
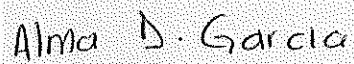
2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Secondary Students

Traci L Mitchell TMitchell. Teresa Garcia	_ Principal Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Teresa Garcia Teresa Garcia	Principal Classroom Teacher _ Other School Staff Parent or Community Member Secondary Student
Irma Sedano Irma Sedano	Principal Classroom Teacher _ Other School Staff _ Parent or Community Member Secondary Student
Esmeralda Valencia Esmeralda Valencia	Principal _ Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Cynthia Gomez Cynthia Gomez	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student

Maribel Manzo	Principal Classroom Teacher _ Other School Staff Parent or Community Member _ Secondary Student
Albino Arevalo Juarez 	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Alma Garcia 	Principal Classroom Teacher Other School Staff _ Parent or Community Member _ Secondary Student
Albin Arevalo	Principal _ Classroom Teacher Other School Staff Parent or Community Member _ Secondary Student
Jonathan Delgado-Gomez	Principal Classroom Teacher _ Other School Staff Parent or Community Member _ Secondary Student
Brandy Chavarria	Principal _ Classroom Teacher Other School Staff _ Parent or Community Member Secondary Student
Anthony Irizarry	Principal _ Classroom Teacher Other School Staff _ Parent or Community Member Secondary Student

Megan Dahlen Berg	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student
Carolyn Riddle	Principal _ Classroom Teacher Other School Staff Parent or Community Member Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tracy High School	39-75499-393800	-5/11/22	-5/24/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Non-Title I school

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-resourced student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of these students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

All site goals are aligned to the following LCAP goals:
LCAP Goal #1 Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports
LCAP Goal #2 Safe and Equitable School Climate

Within the scope of LCAP and Federal and State programs, Tracy High School aims at providing an equitable educational /learning environment to meet the needs of ALL students, including at-risk students –namely ELs, Foster/Homeless Youth and economically disadvantaged students. In addition, the Tracy High School SPSA plan aligns resources to meet the needs of all students with special reference to students with disabilities. Tracy High School will involve all stakeholders including but not limited to Students, Staff, Parents, School Site Council (SSC), and English Learner Advisory Committee (ELAC). We will use all available resources to assist in the development and implementation of our plan in order to meet the goals identified by the district and those listed in the site's current WASC plan.

It is also evident in Tracy Vision and Mission statement
Tracy High Vision Statement
Tracy High School consistently provides a safe and rigorous learning environment where our students' physical, emotional, and academic needs are met, in preparation for a future of growth, prosperity, and productive citizenship in a diverse and complex world.

Tracy High Mission Statement
It is the mission of Tracy High School to foster a positive, safe environment that prepares students to successfully navigate a global community using 21st Century skills.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

1. Tracy High School believes in ongoing parent-student-staff input and feedback, to enhance student learning, student well being and safe learning environment for all staff and students. To monitor current school climate, we conduct surveys on annual basis, which provide information regarding student safety, student-staff relationship, and ways to improve parental involvement for overall academic enhancement. Stakeholder Survey Results
a. School Climate Survey Results (California Dashboard – Local Indicator)

There will be a 75% or higher percentage of parents, staff and students responding positively to survey questions regarding school climate, instructional issues, and parent relations:
School Climate

School Climate Responses

Group	Number or Responses	% Agree 2022
Parents	1510	83.58%
Staff – Cert.	110	79.09%
Students .	8495	74.16%
Total	10115	78.94%
Met Goal (Y/N)	Y	Y

b. School Safety Survey Results

There will be a 75% or higher percentage of parents, staff, and students responding positively to survey questions regarding school safety.

School Safety

School Safety Responses

Group	Number of responses	% Agree 2021
Parents	967	87.18%
Staff	49	87.76%
Students	4975	79.70%
Total	5991	84.88%
Met Goal (Y/N)	Y	Y

Parents, staff and students consider Tracy High School very safe in terms of school safety, and gave a very positive feedback for school climate, instructional issues, and parent relations.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Administrative staff at Tracy High visit classrooms on a weekly basis. These classroom visits are informal in nature and typically consist of a 5-10 minute 'pop-in' visit in which the visitor casually observes the lesson and the associated student participation/progress. Approximately 50% of these visits are scored using a rubric provided by the International Center for Leadership in Education (ICLE). This framework and associated rubrics are referred to as Rigor, Relevance, and Engagement (RRE). The rubrics are cloud-based, through the Professional Learning Portal (PLP), and accessible by Site and District Administration. The data therein is used to provide basic feedback and a baseline set of data from which future educational and instructional decisions can be made. The informal observations continued and the emphasis on building relationships was highlighted.

In addition to the RRE rubrics, THS has developed a condensed version of the software tool for recording data during classroom visits. This tool combines the ICLE supplied rubrics and frameworks with site-based targets in such a way as to make data collection more flexible and gives an opportunity to provide more immediate, actionable feedback to our staff. The targets selected by THS allow for more focused feedback to our teachers. The targets are aimed at LCAP Goal #1: Closing the achievement gap. These targets, and other supplementary teaching techniques, directly support student achievement. The targets include an emphasis on ELA Claims of Reading, Writing, Listening, and Research/Inquiry as well as the use of AVID WICOR strategies in the classroom. Implementation of these techniques in the classroom is observed, charted, and shared with staff. To further support these endeavors, teachers and administrators from other schools have participated in this classroom visit and feedback cycle in an effort to build familiarity and understanding. This work will continue into the coming school year. 28 teachers participated during the shortened 2019-2020 school year and even fewer during the COVID closures during the 2020-21 school year. Our goal for next school year will be 30 or more of our teachers will have gone through this cycle at least one time.

Formal staff observation and evaluation occurs on a regular basis according to contract. Permanent status teachers are evaluated every 2-years, or 5-years based on years of service and other factors, using the California Standards for the Teaching Profession. Probationary staff members are evaluated every year using the same standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Tracy High School (THS) administration and teaching staff constantly uses results of State (CAASPP for ELA and Math : ELPAC scores, and Physical fitness results etc.) and local assessments (in-class tests, quizzes; chapter & unit tests, & district developed Rigorous Curriculum Design benchmark assessments etc.) to modify instruction, on an ongoing basis for overall students academic achievement and enhancement in learning. In addition, students with significant cognitive disabilities, whose current Individualized Educational Program designates, are administered CAA. These State assessments measure how well students are doing in relation to state adopted content standards. The aggregate scores are the students achievement scores and determine students progress towards college and career readiness. It should be noted that due to COVID closures CAASPP exams were given in 2021 by District discretion and are being administered during Spring of 2022.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

THS teaching staff monitors student progress on a daily basis using formative and summative assessments, checking for understanding, quizzes, class room assessments and periodic benchmark assessments. Teachers are provided with release time / month, to work collaboratively in class, and based on desegregated data analysis, the next step for instructions and program interventions are decided. PLC time is used to develop and analyze the results from Common Formative Assessments as a means of evaluating student performance and progress.

RCD units of assessment are assessed and tabulated on a regular basis in an effort to prioritize the coverage of self-identified priority standards and skills.

THS also uses an assessment suite called FastBridge Assessments. THS students were given assessments in Reading, Math, and Mental Health Awareness 2 times this year. This data will be tabulated and shared with staff to identify trends, needs, and to help us develop needed intervention strategies in the coming years.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

TUSD requires new teachers to participate in Tracy Teachers Induction Program involving 6 full days of pre-service and 4 days of follow up during the year. These new teachers receive training on classroom management, content organization and lesson design based on CSTPs. Teachers are additionally supported throughout the year by a staff development specialist. New teachers who qualify are assigned to an induction mentor who works through the modules of ILPs with these teachers.
The district offers professional development opportunities in the form of 2 full buy-back days for all teachers throughout the year. Two of these are provided during the school year and one day occurs before the start of school year.
Every Wednesday, students are released at 1:30 pm, so that teachers can engage in professional development activities. These happen on an ongoing basis, so teachers have the opportunity for site professional development activities ; district professional development activities and for collaboration time
On special occasions, professional development is also provided on needs basis especially as TUSD continues to expand the inclusion model in english and math for Special Education students and continues to implement STEAM modules in math and science.
Special teacher needs are met by allowing teachers to attend special workshops/conferences. A system is also in place to meet the needs of veteran teachers via the Peer Assistance Review program.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

THS has 86 fully credentialed teachers and 5 interns who are working towards their full credential. No teacher is teaching outside their subject of competence. State based educational material is aligned to the state adopted standards and professional development activities are geared at meeting teacher needs so they are able to use the instructional material to maximize learning

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Site and district analyze the summative data (both local and state) and disaggregates student performance data, to ascertain which area is in need of greater professional development. Then, staff development opportunities are aligned so as to meet the curricular needs for content standards, in these identified area/subjects, (with special reference to ELA, Math and Science). Site PD is targeted at methods of developing direct correlation between classroom instruction, Standards, and Site/District goals. More specific focus in provided through the use of focused Lesson Study's in Mathematics.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

TUSD implements a mentor program, in all content areas and these experts and instructional coaches visit sites on a regular basis, to offer support and instructional assistance. Other avenues of instructional assistance are provided by ICLE staff/mentors, AVID Site Team Professional development, District Program Managers, and EL-specific instructional techniques.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Every Wednesday students are released at 1:30 pm to allow teachers to participate in professional development activities, some of which are also collaborative in nature. Teachers collaborate by departments &/or subjects within the department. Teachers discuss strategies that work and analyze data from common assessments. Any modifications to summative or formative assessments are also discussed at this time.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All students have access to District adopted, standards based materials.
Teachers use pacing guides when delivering instructions. All curriculum, Instructions and instructional material (text books, projects etc.) are aligned to state content and performance standards in each content area, to maximize academic performance and achievement. All students have access to standards based instructional materials. For Students with disabilities, those grade level content standards are used that reflect the student's true abilities, as is evident through individual student's IEP. All students have access to assigned text books and instructional materials. Units of Study have been developed in ELA and Math. These units are sequenced in the pacing guides. Regular assessments are conducted and tabulated for reflection and modification.
Text book selection committee receives ongoing training related to content standards before an adoption cycle begins. Extensive review and piloting culminates in a vote by the committee, to recommend a text to the district curriculum council. Thorough review and recommendation by the site administrators ultimately send the recommendations to the school board for final adoption.
The text content fits within the curricular framework adopted by California State Board of Education. District chose its most recently adopted text books in ELA and also IB program (Environmental Science; Social studies and Theory of Education).Science is next for text book adoption, to be aligned with NGSS standards.
All subjects also come up with Common Formative Assessment/Performance Tasks at three week intervals based on the standards for their subject. These are reviewed and adjusted at the start of each semester.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The text content fits within the curricular framework adopted by California State Board of Education.
Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The text content fits within the curricular framework adopted by California State Board of Education.
Different Instructional material (for intervention) is used for subject areas like Algebra Readiness; for ELs etc.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have access to District adopted, standards based materials.
In regular core classes, teachers provide small group activities, and work closely with Sp. Ed Paras. EL paras & coordinator to provide support especially to under-performing students. Teachers use evidence based practices and reflections on an ongoing basis. Psychological and Family Liaison services like speech, language and hearing are also provided to students in need. ELA classes have begun to use an inclusive 'push-in' model where Special Education students and a Special Education partner teacher are joined with our College Prep English classes and Math classes.

Evidence-based educational practices to raise student achievement

1) Ongoing data analysis and use of instructional practices to enhance educational performance /achievement among and across departments.
2) Weekly class room visits by administrators and some teachers.
3) After school office hours, for students needing help, especially in the areas of ELA, Math, Foreign Language and Science.
4) Students can recover credits through online classes like Cyber High-- during school time or through BYU (online program accepted by T.U.S.D)
5) Students with disabilities also have a special pull-out program for extra support. This is called Tutorial Support.
6) Through PLC's , there are on-going collaborative conversations with staff to reflect on student needs and methods to help them.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Site's Monetary resources are in sync with District LCAP report and as enumerated on Site's SARC report
Parental involvement is mostly seen in the following areas:-
Workshops for Parents including grade level meetings with School Counselors and Financial aid nights
Monthly Coffee with the Counselors
Parent Café for Spanish speaking parents- monthly
College Bound etc.
Many Booster Clubs for extra curricular activities (Band booster etc)
AVID Program
Opportunities to serve on English Learner Advisory Committee (ELAC) and/or School Site Council (SSC)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At THS, Parents are involved in providing input via the SSC, ELAC committee, WASC Parent Group, and Coffee with the Counselors. They also are a broader part of the district's Anti-Bullying Committee; Cyber safety to name a few.
Classroom teachers and other staff analyze the data and provide interventions and a safe learning environment for all students..

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

EL coordinator and paras, AVID

Fiscal support (EPC)

LCFF and LCFF supplemental

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Introduction:
Tracy High School staff utilized meetings or input structures such as surveys in consultation with all Learning Partner groups including parents, students, school personnel, and management in the development of our 2022-23 Single Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and learning partners.

Tracy High School also used electronic surveys to ensure that the learning partner engagement process was inclusive. Surveys asked questions pertaining to student performance, actions ,safety, services, and programs. School staff collected over 1000 responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:
Each session began with a presentation of the role and purpose of the WASC Self-Study Process for Accreditation and the Single Plan for Student Achievement. In addition, information was included as to how funding is linked to the LCAP, the use of accountability measures, and the current goals and actions. Local benchmark/ common assessments, grade data, and state data was reviewed and highlights from this data was discussed. Participants were then asked reflective and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected and gathered as hard copy evidence/electronically.

Data collection process:
Data from all stakeholder meetings was collected. All data was documented and included with the information from various stakeholder groups. The School Site Council, a group of staff, parents, students, and administrators from the school site, met to review the data and the initial themes that emerged. The school's Leadership/Department Chair Team also met to review and discuss the data and initial themes.

Prioritization and ranking of the data collected:
The meeting information was shared with School Site Council for review and adoption.

The following is a detail of the meeting dates held with each stakeholder group.

8/6/21 - Staff Meeting to review goal categories and gathering of department goals.
8/9/21 - Department Chair Meeting to review goals, action items, discuss needed evidence and timelines, and plan for input sessions
Back--To-- School Night --A friendly meeting of stakeholders (Administrators, parents and teachers)
9/13/21- Staff Meeting with WASC focus groups looking at WASC priorities and goals
12/6/21 - Staff Meeting and Department meeting to review progress on goals
4/11/22 - Staff Meeting with WASC focus groups looking at WASC priorities and goals

1)Dept Chair meetings
8/9/21, 11/8/21, 1/31/22
2) Staff Meetings & ERMs

8/6/21, 9/13/21, 12/6/21, 4/11/22
3) Parent Conference and Back to School Night
8/22/21, 10/25/22
4) School Site Council meetings etc etc.
9/15/21, 11/17/21, 2/16/22, 5/11/22

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

1) Non availability of after school transportation for students who need tutoring or credit recovery.
2) Unavailability of credit acceleration opportunities is limited. Summer Bridge program is the only acceleration opportunity beyond paying for classes through options from outside TUSD.
3) Not all families can afford credit recovery units offered outside of TUSD.
4) Declining enrollment has led to a reduced number of course offerings. This leads to fewer choices for remediation that disproportionately affects our lower performing sub-groups.
5) Disparities in access to technology, internet access, and at-home supervision have had a detrimental affects on SED groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	511	515	486
Grade 10	481	492	517
Grade 11	552	443	465
Grade 12	455	507	426
Total Enrollment	1,999	1,957	1,894

Conclusions based on this data:

1. Tracy High School has seen a downward trend in enrollment numbers over the three year span reported. The decline since 18-19 has been over 200 students to the projected enrolment for the 2022-2023 school year. A continuing downward trend will adversely effect course offerings and staffing.
2. The African American, Asian, and Filipino sub-groups have shown no consistent trend in percent of students over the 3 year span reported. The Hispanic sub-group has risen slightly while the White sub-group has declined by a similar amount.

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	242	254	280	12.1%	13.0%	14.8%
Fluent English Proficient (FEP)	469	469	450	23.5%	24.0%	23.8%
Reclassified Fluent English Proficient (RFEP)	26	15	44	10.6%	6.2%	17.3%

Conclusions based on this data:

1. Enrollment of English Learners has increased by 38 over the 3 year span reported
2. EL students as a percent of the student population have increased slightly since 18-19. This is consistent with the increase in total Hispanic student population notes earlier.
3. From 19-20 to 20-21 the percentage of students being reclassified has almost tripled.

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 11	448	531	445	429	517	367	428	516	367	95.8	97.4	82.5
All Grades	448	531	445	429	517	367	428	516	367	95.8	97.4	82.5

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 11	2578.	2615.	2613.	22.66	29.46	28.61	30.84	33.14	35.69	20.56	24.42	21.25	25.93	12.98	14.44
All Grades	N/A	N/A	N/A	22.66	29.46	28.61	30.84	33.14	35.69	20.56	24.42	21.25	25.93	12.98	14.44

2019-20 Data:
Executive Order N-30-20 was issued 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 11	31.69	33.53	28.34	45.07	49.03	57.77	23.24	17.44	13.90
All Grades	31.69	33.53	28.34	45.07	49.03	57.77	23.24	17.44	13.90

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.71	38.21	30.25	43.29	44.64	50.95	28.00	17.15	18.80
All Grades	28.71	38.21	30.25	43.29	44.64	50.95	28.00	17.15	18.80

2019-20 Data:
Executive Order N-30-20 was issued 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 11	18.12	21.51	14.99	61.41	69.19	74.66	20.47	9.30	10.35
All Grades	18.12	21.51	14.99	61.41	69.19	74.66	20.47	9.30	10.35

2019-20 Data:
Executive Order N-30-20 was issued 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 11	30.12	38.64	31.34	44.24	48.93	59.13	25.65	12.43	9.54
All Grades	30.12	38.64	31.34	44.24	48.93	59.13	25.65	12.43	9.54

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. Testing of students was a struggle during 20-21 SY due to COVID/Distance Learning. 82.5% of eligible juniors completed ELA SBAC testing compared to 97.4 in 18-19 SY.
2. The percent of tested students that met or exceeded standards in ELA rose from 62.6% to 64.3% from 18-19 to 20-21.
3. Performance in ELA claims shows some variability. Writing and Research/Inquiry claims % above standard rose an average of 9% while Reading and Listening claim % above standard rose an average of around 2.7%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	451	529	445	430	512	362	430	511	361	95.3	96.8	81.3
All Grades	451	529	445	430	512	362	430	511	361	95.3	96.8	81.3

* 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 11	2561.	2565.	2570.	7.44	8.41	14.40	20.23	20.55	17.45	27.91	28.38	25.48	44.42	42.66	42.66
All Grades	N/A	N/A	N/A	7.44	8.41	14.40	20.23	20.55	17.45	27.91	28.38	25.48	44.42	42.66	42.66

2019-20 Data:
Executive Order N-30-20 was issued 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 11	15.81	18.40	17.17	30.23	28.96	41.27	53.95	52.64	41.55
All Grades	15.81	18.40	17.17	30.23	28.96	41.27	53.95	52.64	41.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	12.79	10.37	16.90	46.74	52.45	63.43	40.47	37.18	19.67
All Grades	12.79	10.37	16.90	46.74	52.45	63.43	40.47	37.18	19.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	12.09	14.68	13.85	56.28	54.21	65.37	31.63	31.12	20.78
All Grades	12.09	14.68	13.85	56.28	54.21	65.37	31.63	31.12	20.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Testing of students was a struggle during 20-21 SY due to COVID/Distance Learning. 81.3% of eligible juniors completed Math SBAC testing compared to 96.8% in 18-19 SY.
2. The percent of tested students that met or exceeded standards in Math rose from 28.96% in 18-19 SY to 31.85% in 20-21 SY.
3. The percentage of tested students performing Below Standard in all three Math claims declined from 18-19 to 20-21. Problem Solving & Modeling/Data Analysis showed the largest decline from 37.18% to 19.67%.

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
9	1549.4	1545.9	1536.5	1551.0	1540.4	1523.5	1547.3	1550.7	1549.0	50	71	89
10	1572.3	1572.2	1537.3	1579.4	1583.7	1524.5	1564.6	1560.2	1549.6	66	52	70
11	1555.7	1563.5	1533.4	1542.7	1556.8	1522.6	1568.2	1569.9	1543.7	31	62	40
12	1575.6	1534.9	*	1568.7	1528.0	*	1581.9	1541.3	*	39	27	7
All Grades										186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	28.00	12.68	11.24	38.00	45.07	32.58	24.00	26.76	35.96	*	15.49	20.22	50	71	89
10	45.45	30.77	12.86	30.30	34.62	28.57	*	23.08	38.57	*	11.54	20.00	66	52	70
11	*	19.35	10.00	*	35.48	32.50	*	25.81	35.00	*	19.35	22.50	31	62	40
12	38.46	11.11	*	46.15	14.81	*	*	51.85	*	*	22.22	*	39	27	*
All Grades	36.56	18.87	11.17	36.02	35.85	30.10	15.59	28.77	36.41	11.83	16.51	22.33	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	46.00	25.35	19.10	36.00	45.07	41.57	*	18.31	24.72	*	11.27	14.61	50	71	89
10	54.55	48.08	24.29	27.27	30.77	27.14	*	13.46	30.00	*	7.69	18.57	66	52	70
11	48.39	27.42	22.50	35.48	38.71	45.00	*	19.35	20.00	*	14.52	12.50	31	62	40
12	64.10	18.52	*	*	22.22	*	*	40.74	*	*	18.52	*	39	27	*
All Grades	53.23	30.66	20.87	30.65	36.79	36.41	10.22	20.28	24.76	5.91	12.26	17.96	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	*	2.82	6.74	36.00	30.99	24.72	34.00	39.44	41.57	28.00	26.76	26.97	50	71	89
10	18.18	3.85	10.00	36.36	30.77	18.57	27.27	40.38	44.29	18.18	25.00	27.14	66	52	70
11	*	11.29	2.50	*	22.58	15.00	35.48	43.55	55.00	*	22.58	27.50	31	62	40
12	*	3.70	*	38.46	11.11	*	30.77	40.74	*	*	44.44	*	39	27	*
All Grades	12.37	5.66	6.80	34.95	25.94	19.90	31.18	41.04	44.17	21.51	27.36	29.13	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	44.00	7.04	10.11	40.00	77.46	73.03	*	15.49	16.85	50	71	89
10	57.58	23.08	10.00	33.33	67.31	71.43	*	9.62	18.57	66	52	70
11	*	11.29	2.50	41.94	58.06	72.50	*	30.65	25.00	31	62	40
12	46.15	3.70	*	46.15	40.74	*	*	55.56	*	39	27	*
All Grades	47.31	11.79	8.25	39.25	64.62	70.39	13.44	23.58	21.36	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	68.00	71.83	50.56	26.00	15.49	33.71	*	12.68	15.73	50	71	89
10	63.64	75.00	48.57	31.82	15.38	30.00	*	9.62	21.43	66	52	70
11	77.42	66.13	55.00	*	19.35	35.00	*	14.52	10.00	31	62	40
12	79.49	48.15	*	*	44.44	*	*	7.41	*	39	27	*
All Grades	70.43	67.92	49.51	24.19	20.28	32.04	*	11.79	18.45	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	11.27	12.36	44.00	52.11	55.06	48.00	36.62	32.58	50	71	89
10	21.21	17.31	17.14	40.91	55.77	50.00	37.88	26.92	32.86	66	52	70
11	*	14.52	5.00	*	50.00	57.50	54.84	35.48	37.50	31	62	40
12	*	7.41	*	56.41	40.74	*	28.21	51.85	*	39	27	*
All Grades	16.13	13.21	12.14	42.47	50.94	52.43	41.40	35.85	35.44	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
9	*	2.82	0.00	74.00	84.51	78.65	*	12.68	21.35	50	71	89
10	46.97	5.77	1.43	37.88	75.00	77.14	*	19.23	21.43	66	52	70
11	45.16	8.06	12.50	48.39	79.03	75.00	*	12.90	12.50	31	62	40
12	30.77	0.00	*	69.23	77.78	*		22.22	*	39	27	*
All Grades	35.48	4.72	2.91	55.91	79.72	75.24	8.60	15.57	21.84	186	212	206

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. When comparing Mean Scale scores from 18-18 SY to 20-21 SY, all grades showed a slight decline. Note:scores for 20-21 seniors are not included in the data.
2. ELPAC Summative Assessment Mean Scale Scores changed from 18-19 to 20-21 as follows; Grade 9 from 1546 to 1537, Grade 10 from 1572 to 1537, Grade 11 from 1564 to 1533.
3. Year-to year scores in subcategories is extremely variable. For example, comparing the category of Overall Language by grade level from 17-18 to 18-19 shows the following for percentage of students scoring 3 or 4; Grade 9 56% to 57.75, Grade 10 7575% to 65.39%, Grade 11 No Data to 54.83%, and Grade 12 84.61% to 25.92%. It appears that more data over a longer time period is necessary for identifying trends and/or needs.

School and Student Performance Data

Student Population

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**
1894	**39.9**	**14.8**	**0.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	280	14.8
Foster Youth	8	0.4
Homeless	58	3.1
Socioeconomically Disadvantaged	755	39.9
Students with Disabilities	202	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	95	5.0
American Indian or Alaska Native	10	0.5
Asian	188	9.9
Filipino	86	4.5
Hispanic	914	48.3
Two or More Races	75	4.0
Native Hawaiian or Pacific Islander	9	0.5
White	517	27.3

Conclusions based on this data:

1. White (27.3%) and Hispanic (48.3%) are the two largest ethnicity groups on campus.

2. English Learners (14.8%) and students with disabilities (10.7%) make up a significant percentage of the population at Tracy High School.

3. Nearly 40% of the student population is classified as Socioeconomically Disadvantaged.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. Comparing overall CAASPP scores to the previous year shows an increase for all sub-groups in ELA and Math with the exception of Hispanic Students (decline of 2.8% in Math).
2. Overall graduation rates remain high for 18-19 at 93%. Of concern is a decline in graduation rates for EL students of 6% (to 83% rate).
3. The suspension rate has declined from 10.7% to 7.2% year-to-year. All sub-groups showed a decline in suspension rates with the exception of EL and Students with Disabilities (-0.3% and -0.2% respectively). Changes in discipline policies surrounding Tardiness and additional interventions seem to be having an effect on suspension rates

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
34.1 points above standard	38 points below standard	0 Students
Increased Significantly ++36.7 points	Increased Significantly ++74.4 points	
518	96	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
29.6 points below standard	4.7 points below standard	49.1 points below standard
14	Increased Significantly ++35.1 points	Increased Significantly ++56.5 points
	217	44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
22.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	102.9 points above standard	80.5 points above standard
Increased Significantly ++76.9 points	4	Increased Significantly ++55 points	Increased Significantly ++72.3 points
20		51	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
1.8 points below standard	33.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	60.3 points above standard
Increased Significantly ++30 points	Declined -5.7 points	1	Increased Significantly ++43.3 points
243	16		155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.7 points below standard	2 points below standard	52.8 points above standard
Increased Significantly ++66.5 points	Increased Significantly ++85.4 points	Increased Significantly ++47.3 points
56	40	310

Conclusions based on this data:

1. Overall all, in ELA THS is 34.1 points above standard, which increased 36.7 points from the previous year.
2. Of greatest concern are Students with Disabilities subgroup. While showing an increase over previous year of 56.5 points, they remain 49.1 points below standard.
3. CA Dashboard data was not updated this year. Data and comments reflect most recently available data from 18-19 SY

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	
59 points below standard	131.2 points below standard	
Increased ++6 points	Increased Significantly ++37.5 points	
511	96	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
135.1 points below standard	100.1 points below standard	124.8 points below standard
14	Increased ++4 points	Increased Significantly ++22.6 points
	212	41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
83.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	30.8 points above standard	10.6 points below standard
Increased Significantly ++16.8 points	4	Increased Significantly ++33.4 points	Increased Significantly ++55.5 points
19		50	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
98.2 points below standard	15.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	38.4 points below standard
Maintained -2.8 points	Increased ++11.9 points	1	Increased ++9 points
239	15		155

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
139.9 points below standard	118.9 points below standard	40.5 points below standard
Increased Significantly ++51.6 points	Increased Significantly ++16.3 points	Increased ++13.6 points
56	40	306

Conclusions based on this data:

1. Overall, THS is 59 points below standard with an increase of 6 points
2. The Asian subgroup is performing above standard while all other ethnic subgroups are performing below standard.
3. At risk students are performing at levels far lower than their counterparts. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities are performing 131.2, 100.1, and 124.8 points below standard respectively.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.1 making progress towards English language proficiency
Number of EL Students: 191
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.9	31.9	6.8	39.2

Conclusions based on this data:

1. A vast majority (78%) of English Learners at THS, based on the ELPAC, have maintained or improved at least one ELPI level.
2. THS has been ranked in the medium category for EL Progress with a score of 46.1% of students making progress towards the highest ELPI level.
3. Data and comments reflectt most recently available data from dashboard. SY 18-19

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	424	100
African American	21	5
American Indian or Alaska Native		
Asian	47	11.1
Filipino	26	6.1
Hispanic	187	44.1
Native Hawaiian or Pacific Islander	3	0.7
White	131	30.9
Two or More Races	9	2.1
English Learners	58	13.7
Socioeconomically Disadvantaged	205	48.3
Students with Disabilities	49	11.6
Foster Youth	2	0.5
Homeless	18	4.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	5	1.2
African American	0	0
American Indian or Alaska Native		
Asian	3	6.5
Filipino	0	0
Hispanic	1	0.5
Native Hawaiian or Pacific Islander		
White	1	0.8
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	52	12.3
African American	0	0
American Indian or Alaska Native		
Asian	21	45.7
Filipino	11	42.3
Hispanic	10	5.3
Native Hawaiian or Pacific Islander		
White	10	7.6
Two or More Races		
English Learners	1	1.8
Socioeconomically Disadvantaged	17	8.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	49	11.6
African American	2	9.5
American Indian or Alaska Native		
Asian	3	6.4
Filipino	1	3.8
Hispanic	25	13.4
Native Hawaiian or Pacific Islander		
White	16	12.2
Two or More Races		
English Learners	4	6.9
Socioeconomically Disadvantaged	28	13.7
Students with Disabilities	8	16.3
Foster Youth		
Homeless	3	16.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	163	38.4
African American	5	23.8
American Indian or Alaska Native		
Asian	32	68.1
Filipino	18	69.2
Hispanic	43	23
Native Hawaiian or Pacific Islander		
White	62	47.3
Two or More Races		
English Learners	3	5.2
Socioeconomically Disadvantaged	49	23.9
Students with Disabilities	0	0
Foster Youth		
Homeless	3	16.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	6	1.4
African American	0	0
American Indian or Alaska Native		
Asian	1	2.1
Filipino	0	0
Hispanic	3	1.6
Native Hawaiian or Pacific Islander		
White	2	1.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	4	2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	1	0.2
African American	0	0
American Indian or Alaska Native		
Asian	1	2.1
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	1	1.7
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	67	15.8
African American	2	9.5
American Indian or Alaska Native		
Asian	14	29.8
Filipino	6	23.1
Hispanic	33	17.6
Native Hawaiian or Pacific Islander		
White	12	9.2
Two or More Races		
English Learners	6	10.3
Socioeconomically Disadvantaged	31	15.1
Students with Disabilities	0	0
Foster Youth		
Homeless	2	11.1

* 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. 12.3% of students at THS took 1 or more IB exams
2. 11.6% of students completed one or more CTE classes. 38.4% of students completed A-G requirements.
3. 15.8% of THS students achieved the Seal of Biliteracy.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Covid related school closures and a lack of CA Dashboard data make drawing conclusions difficult

School and Student Performance Data

Academic Engagement
Graduation Rate 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	424	358	1	84.4
English Learners	58	40	1	69
Foster Youth	2		0	
Homeless	18	14	0	77.8
Socioeconomically Disadvantaged	205	162	1	79
Students with Disabilities	49	34	0	69.4
African American	21	17	0	81
American Indian or Alaska Native				
Asian	47	43	1	91.5
Filipino	26	23	0	88.5
Hispanic	187	149	0	79.7
Native Hawaiian or Pacific Islander	3		0	
White	131	115	0	87.8
Two or More Races	9		0	

Conclusions based on this data:

1. THS Graduation rate was 84.4% in 2021
2. Of greatest concern is students with disabilities graduating in four years. Only 69.4% of these students met that mark.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	2	3	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
7.2	13.7	Less than 11 Students - Data Not 9
Declined Significantly -3.4	Increased +0.3	
2076	249	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Yellow	Red
17.5	10.7	18
Declined -4.7	Declined Significantly -3.8	Maintained -0.2
57	875	233

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	Blue
17.9	9.1	5.1	0
Declined -3.7	11	Maintained +0.1	Declined -2.8
106		197	96
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
8.5	4.5	Less than 11 Students - Data	5.6
Declined Significantly -4.5	Declined -3.9	8	Declined Significantly -2.8
951	67		640

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	10.7	7.2

Conclusions based on this data:

1. Overall the school saw a significant decline (3.5 %) in suspensions rates from the previous year.
2. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.8%. However, English Learners suspension rates increased .3%.
3. Data shown is from 18-19 SY

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports

Goal 1

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups

Identified Need

Create a collaborative team of highly engaged staff that supports the academic, social and emotional success of all students for college and career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Annual SBAC ELA and Math results. B. Semester course grades: D and F list. C. Chronic absentee data. D. Quarterly, Semester, and annual suspension data. E. College and Career Readiness data: a-g completion and CTE pathway completion. F. Stakeholder Survey data . G Formative and Summative assessment data. H. Instructional Rounds Feedback via PLP and site specific feedback. I. FastBridge Assessments in Math and Reading at all grade levels.	A. 2021, the most recent data available, SBAC ELA & Math data: 64.3% of students overall met or exceeded ELA standards; 31.85% of students overall met or exceeded Math standards. B. First semester D and F grade data comparing the 20-21 and 21-22 school years was collected and shared with site staff and District Administration. 1st Semester 20-21 19.67% of students received at least one D or F 1st Semester 21-22 16.97% of students received at least one D or F C. Attendance data was monitored by Assistant Principals and regular Pre-SARB meetings were held with families in an effort to reduce Chronic absenteeism. Additionally, home visits were conducted to assist families	1. a) Increase overall SBAC ELA score by 3% points and overall SBAC Math score by 3% points based on improvements with student subgroups.. b) Annual data specific to grade level cohort. Use data to measure improvement or decline in addressing subgroup achievement gaps 2. Share letter grade data with content specific teachers so that staff can analyze the percentage of D's and F's from achievement gap subgroups compared to total student population to establish baseline data. 3 Will maintain or improve Chronic Absenteeism Rate for Hispanic and African American students and will improve Chronic Absenteeism Rate for students of 2 or more races to equal or less than the overall rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
J. Student involvement in school activities as measured by 5-Star Students. K. Teacher feedback regarding STEM unit implementation and CAST results.	with the challenges of readjusting to full-time in-person schooling. For the 20-21 school year the school had an over all 98.88% attendance rate. This dropped in 21-22 to 93%. D. Most recent data (2019 CA Dashboard) show that the school saw a significant decline (3.4 %) in suspensions rates from the previous year. African American Students suspensions rates decreased 3.7%. Homeless students suspensions decreased 4.7%. Socioeconomically Disadvantaged decreased 3.81%. However, English Learners suspension rates increased .3%. E. According to the Fall 2019 California School Dashboard, overall THS student College and Career Readiness significantly decline while the A-G completion rate stayed relatively the same. The class of 2019 did not meet other state criteria. Note: CA Dashboard reporting has been suspended due to COVID-19. F. The English and Math teachers continued to assess students using standards-aligned RCD units. Data was uploaded and shared during site PLC's and at District level meetings. G. Continue with at least 30% teacher observation on a	for all students. 4. a) Continue to focus on lowering the suspension rate for all students. Look to implement intervention activities to create a permanent behavior change b) Develop new programs/strategies to address minor discipline issues on site. These include utilizing the additional counseling position to expand mental health services for students. 5. Improve by 3% points (relative to last most recent data) for noted subgroups/overall, in College and Career Readiness on the 2022 update of the California School Dashboard. 6.. Analysis of 2021-22 Stakeholder Survey results to show a 1% increase in all stakeholder categories. 7. Increase in weekly instructional rounds by 1% of the districts' expected 30% and at least 10% of the feedback to be communicated on PLP. Development of site-specific feedback tool to be started. 8. It is expected that the 5-star program will be implemented schoolwide in 2022-21. The development and application of its use will evolve quickly to meet the needs of the school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	weekly basis, and input on / feedback via PLP and site specific forms. H, Baseline data was collected (3 times 21-22 SY) in English and Math performance using the FastBridge assessment suite. This data will continue to be expanded every year. It will be used as a formative assessment tool for these core subjects. Data will be used to identify remediation needs and will serve as an indicator for tier-1 and tier-2 interventions. I. 5-star has been integrated into school activities. It is used to register, track, incentivize, and expand student activities at THS. K. STEM units are being implemented and results for 2021-22 are accumulating. 90+% of eligible teachers have implemented STEM units. Elements of Rigor rubric to be practiced, reviewed, and refined.	9. 100% of eligible teachers will implement district adopted STEM units. One unit during first semester and one in second semester. Science achievement data as measure by CAST scores will increase, year-over-year, by 3 percent when comparing 2021-22 SY to 2022-23 SY. 10. Scores collected through informal walkthroughs will show an increase in average score within Rigor rubric from August 22 to May 23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All staff to actively implement and focus on RRR-Rigor, Relevance, Engagement framework, to build a common language across all content areas that empowers the staff to improve learning for every student.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities

Strategy/Activity

All staff will review, analyze, and discuss the quarterly D and F list in their content area to best understand and identify achievement gaps, instructional needs, and possible interventions. Use of the D and F list will particularly be used during departmental PLC time. The Special Education Department will focus on the D and F list to best understand needed supports for students within the inclusion model.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

All departments will engage in regular staff / Department Meeting data discussions, with reference to departmental goals, site goals, and LCAP goals, using formative assessment data. Administration will work with departments to provide requested data in desired format and will facilitate data discussions with protocols and attendance from additional district colleagues as needed. ELA and Math will focus on RCD/benchmark assessments while other departments will focus on developing and collaborating on analyzing data from formative assessments developed in their PLC.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

All staff will participate in WASC Focus Group Meetings throughout the year to collect and analyze evidence related to their focus area in order to prepare for the 6-year WASC Self-Study scheduled for the 2022-23 school year. This process will allow THS to identify areas of strength and areas of critical need for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Plan and conduct three or more benchmark assessments in English Language Arts, Mathematics, and unit/ formative assessment in Science, Social Science, and World Language. Benchmarks will be completed on a quarterly basis, with autonomy for teachers to determine or create the common assessment and when in the quarter it will be given. All benchmark data will be entered into the District data tabulation program (currently IlluminateDNA) during the interval specified by the districts' department of curriculum and continuous improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Continue to expand implementation of inclusive Special Education model with push-in support from resource teachers and instructional aides. Increase collaborative work between core content area departments and the Special Education department in order to identify student needs and opportunities for further instruction, growth, and/or accommodations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Continue to expand the implementation of the FastBridge suite of assessments to identify trends/needs in the areas of Math, Reading, and mental health awareness. Assessments will be given multiple times a year on a schedule determined by the office of Continuous Improvement. Staff will analyze the resulting data and brainstorm intervention strategies on the class, department, and site levels. Additionally, this process will include SBAC data during the 2022-23 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Assistant Principal(s) will review weekly, monthly and/or quarterly attendance reports and meet with students noted as being chronically absent throughout the year based on 10% absence at any time of year causing the student to be chronically absent. Assistant Principals will work with students and their families to ensure and address any possible barriers to student attendance, including possibly referral of students and families to the School Attendance Review Board (SARB).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD) and at-risk students

Strategy/Activity

Provide consumable classroom supplies to support the THS Bridge Program for the identified incoming 9th grade students. Working in conjunction with AVID program, and with a follow up in the 10th grade, to provide curriculum around career exploration, educational planning and creating a 4 Year plan for each student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Teacher, Department and Class Supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
134,214.00	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

THS will continue to offer free Yearly Career Fair and Career Speaker Series events during school time as a lunch time event, or during regular class Period, to offer a diverse range of careers for student learning and encourage career exploration for student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special reference to Students with Disabilities (SWD)

Strategy/Activity

Review IEP and 504 Plan data as needed or at least annually, to evaluate trends in identification and new plans, overall number of students and subgroups possibly being over-identified. Assistant Principal, along with the counselors, to take over administrative responsibility of 504 Plans specifically, to improve communication and educational review to strengthen process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support for Comprehensive Educational Opportunities for All Students field trips, sub coverage, classroom supplies, digital technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,429	LCFF

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELD students

Strategy/Activity

Support students who are ELD close the achievement gap:

Salaries, coordinator and 1 Para Ed Position to support students in EL classes
Additional Hours as needed for EL Coordinator to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal

Additional Hours as needed for EL Para's to support parents and students during Parent Conferences/ELPAC Testing/Registration or as deemed necessary by site principal
Planners for ELD Students to support student success
Conferences and Training for Teachers to Meet the needs of EL students
EL Field Trips
Continue with use of the Visions Textbook
Provide students with outside workshops/training and support relating to college awareness and improving student achievement
Review identification and re-designation procedures to ensure all students are receiving eligible services as needed
Before school, lunch time, and after school lab available for homework assistance
Instructional support materials
Student recognition for student achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
83,400	LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Application Based, SES (AVID)

Strategy/Activity

Support students with courses to support college and care readiness:
5 AVID teacher sub 3 days
AVID Supplies
AVID Subscription
AVID Tutors & Student Helpers
AVID Summer Institute
AVID Membership
AVID Copies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,741	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

.All Students

Strategy/Activity

Utilize site ERW time to train, review, and refine instructional practices that support Rigor (as defined by RRE frameworks) in the classroom, specifically in STEM classrooms. ILT and Administrative team will support this endeavor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1) THS has continued to use the ICLE Rigor, Relevance, and Engagement Rubrics to guide instructional processes in our classrooms. Begun in the 18-19 SY, we have developed a strategy to involve teachers in using the rubric during informal walkthroughs in an effort to familiarize them with its contents and its application to there own instruction. Feedback is shared with teachers after a visit. 32 visits were conducted during 18-19 SY and 24 during 19-20 SY.
2) D and F lists were shared with staff after first semester. Ideas and strategies were discussed amongst departments. Teachers have adjusted due date requirements in an effort to assist students in reacclimating to a full-time schedule.
3) PLC work and department meetings were held on site ERM days per district calendar. PLC work facilitated the creation of Common Formative Assessments for the 21-22 SY.
4) WASC visit is scheduled for Spring 2023 at THS. Focus groups have been meeting to begin the writing process.
5) Common Formative Assessments (CFA) have been created by each department. Informal results of these assessments are used to inform instruction.
6) THS has supported Special Education teachers that work as support teachers in the push-in inclusion model. English and Math (Algebra) classes are available this year with these teachers present.
7) FastBridge Assessments were administered three times in 21-22 SY. Efforts to utilize this data in an efficient, effective manner are ongoing.
8) SARB process has proceeded as planned. Assistant Principal's met with students through the Pre-SARB process as part of the District approved SARB process. 82 students progressed through level 2 of the process. Site also conducted 3 home visits due to attendance.

9) 31 students completed the Summer Bridge program in June of 2021. These students have received tutoring/Homework help on Fridays throughout this school year.
10) Departments received allocated funds for supplies.
11) THS hosted a College and Career Fair in March 2022. Hundreds of students were able to speak to local universities and employers.
12) IEP and 504 meetings were carried out as required.
13) Support for comprehensive educational opportunities was granted as needed.
14) Administration worked closely with EL coordinator to implement and support policies for serving our EL population. ELD teachers assisted with administering the ELPAC this year which reduced the strain on the program.
15) AVID program continues to support students at THS. AVID teachers were granted the budgeted 3 sub days for collaboration.
16) Professional Development schedule for 22-23 includes time to train, review, and refine instructional practices that support RRE in the classroom. Additionally, this will support the TUSD STEM efforts at our school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Major/Notable differences shown;
1) Sub shortages made it extremely difficult to invite teachers to participate during their prep periods.
6) Inclusion model will be expanded in 22-23 SY.
7) Utilizing the results of the FastBridge Assessments has not been consistent. Teacher training for accessing the data has not been well attended.
9), 15)Bridge and some AVID students were able to attend a college visit in May 2022. UC Merced hosted our students over 2-days.
11) College and Career Fair was greatly expanded for 21-22 SY.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- teacher accompanied informal walkthroughs (Strategy 1) will return. These efforts will be supported with the implementation of a informal walkthrough feedback tool to communicate findings to staff.
- Special Education teachers will be included in some English 3 classes next school year thereby expanding supports for these students. (strategy 6)

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

Safe and Equitable School Climate

Identified Need

THS continues to focus on cultivating and maintaining a positive school culture that best supports students academic/emotional/social success. The school promotes a sense of belonging and connectedness to the school in order for students to feel safe and have positive relationships. The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for SpEd students and low SES students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Chronic Absenteeism data-Aeries B. Overall Suspension Data-Aeries C. Student Expulsion Rate D. Climate and Safety Surveys from Stake Holders E. Student/Staff participation rates as tracked by 5-Star Students F. Develop and utilize a Coordination of Services Team (COST) to serve at-risk students.	A. 21-22 has been a year of adjustment for students returning from a year of distance Learning and Hybrid learning. Data indicate that 21.7% of students were categorized as Chronically Absent during 21-22 SY. B. THS has processed a total of 86 suspension incidents for SY 21-22 as of 5-3-22. C. Student Expulsion Rate: < 1% D. Climate 75% positive rating Safety 88% positive rating E. Participation rate due to Covid-19 restrictions was down.	A. Decrease Chronic Absenteeism by 3% for SY 22-23. B. THS will reduce the number of suspensions for 22-33 by 5%. C. Maintain low student expulsion rate, if possible. D. Maintain a 75% positive outcomes on climate and safety E. A student participation rate of 80% or greater for the 2022-23 school year as measured by 5-Star Students data. F. COST referral process to be shared with staff. Expected to serve 50 students through process next year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	F. Monthly meetings with COST have been ongoing during 2nd semester of 21-22 SY	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All stakeholder groups (parents, students, classified and certificated staff).

Strategy/Activity

1a. Survey all stakeholders, with reference to school climate, safety in school and positive student-teacher relationship.
1b. Student / Teacher Forums to obtain Stakeholder input on student-teacher relationships, safety and overall school culture.
1c. Schedule administration of surveys in such a way that results in maximum participation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with special emphasis on students with disabilities and low SES

Strategy/Activity

Maintain or reduce number of suspensions by continuing to expand the implementation of MTSS programs at THS. Current and future interventions within this structure include an Intervention Room to take the place of In-House suspension and the addition of a counselor to reduce caseloads and expend opportunities for behavioral interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reduce number of chronically absent students through positive reinforcement and SARB process. COST process to be used as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide opportunities for credit recovery to fulfill graduation requirements. TUSD will continue to use the Edgenuity online credit recovery program for credit recovery and possible acceleration. Counselors will continue to meet one-on-one with students to present opportunities for remediation and credit recovery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with IEP and 504

Strategy/Activity

Assistant Principal to coordinate closely with relevant staff to strengthen the 504 and IEP processes at THS. These actions will allow THS to more efficiently and more successfully identify and appropriately serve students in need of academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Hold Rallies and athletic activities/ceremonies for positive recognition of students .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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)
	General Fund

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. THS will continue to administer all the listed activities. THS will administer Stakeholder survey more effectively in order to increase the number of stakeholder responses. Increased responses will provide a better idea of how the various stakeholders feel about the school .
2.TUSD/THS will look at tardy policy in school year 2022-2023 school year as the number of tardies has grown significantly. Students are not being suspended for tardies, which has resulted in significant reduced suspensions during the intervening school years. Efforts, like intervention and more counseling,. are in place to target students, and student sub-groups, who still have relatively high suspension rates.
3 Attendance slipped this year due to COVID we dropped from out usual 95+% to 93%. Efforts are in place to continue with Perfect attendance strategies.
4.Cronic absenteeism also saw a spike this year. AERIES data will continue to be used to analyze for chronic absenteeism in order to make informed decisions for student placement , credit recovery and improving graduation rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Implementation of Special. Education inclusion model continues to be expanded by grade levels and subjects. Student needing Algebra Readiness in the coming school year also will be required to take Algebra 1 needing additional scheduling modification and staff training on collaborating.

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.

While many programs and traditions remain unchanged, THS has adopted, and continues to improve, a new program of monitoring student involvement called 5-Start Students. This program will play a very large role in developing new traditions and tracking student involvement various school events and activities. The degree that this program will affect school culture is, at the time of writing, uncertain. As staff and students become more familiar with this program and its use, it is expected that significant changes to our Community Involvement/Activities programs will follow.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Stakeholder Engagement

Goal 3

Parent Engagement ---All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

THS recognizes the importance and need for family engagement in school to improve overall student achievement, reduce absenteeism, and restores parents' confidence in their children's education. The greatest need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Parent Education Programs e.g. ; Coffee with the counselors, Class information nights, B. Percentage of parents that attend Back to school night C. Percentage of parents who attended parent teacher conferences. D. Percentage of student body who engage in Community Service opportunities E. Number of Parent Volunteers .	1. Number of parents showing up to coffee with the counselors and parent information nights. This year numbers were impacted by COVID 19 and not allowing parent volunteers and large group meetings 2. No data for Percentage of parents that attend Back to school night for 21-22 3. No data Percentage of parents who attended parent teacher conferences for 21-22 4. Did not have parent volunteers due to COVID restrictions	1. At least 10 parents participating in coffee with the counselors and 60% of parents showing up to information nights as measured by attendance logs 2. achieve 85% parent participation at annual Back to School Night 3 achieve 35% of parents who attended parent teacher conferences. 4. at least 50 parent volunteers participation at all events as measured by volunteer applications and one time chaperone events through Leadership.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Education Programs like Coffee With the Counselors; Junior Night, and Senior Night. For Coffee with the Counselors, all Parents are invited monthly (information given out through social media), to gain knowledge in the areas of college and career exploration, A-G requirements, and scholarships & grants. Junior and Senior Nights are targeted for more in-depth knowledge for the particular grade level..

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By utilizing voice dialer system, social media outlets, parent liaison contacts, and hard copy flyers sent home to achieve 85% parent participation at annual Back to School Night and achieve 35% of parents who attended parent teacher conferences.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase parent participation as chaperones at Dances; at Co-Curricular activities like Drama; Choir; Band Booster, Athletic Booster and at academic events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1.Coffee with the counselors continued to be a successful outreach avenue however, the program was converted to a digital interaction due to Covid restrictions. Participation rates for Back to School Night and Parent conferences was decreased relative to 2018-19 due to Covid restrictions. Parent Liaison's translation at IEPs, 504's, and other related meetings increased parents comfort level, resulting in greater parent involvement in these and other areas.
2.Positive phone calls to parents also instituted a more involved parent, creating a Parent-Teacher team that worked in the best interest of the student.
3.The enrollment verification process in Aeries has been useful in keeping steady lines of communication open.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None at this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

1. Monthly logs (instead of Quarterly) will be kept for Coffee with the counselors, to see which month has highest and lowest footage; as are monthly positive communication logs to parents, and results discussed at monthly department meetings.
2. Volunteer activities will be advertised early in the year, to allow for maximum participation especially by working parents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

LCAP Goal 1 Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all sub groups

Goal 4

All students will demonstrate 21st century skills through technology use, across all content areas.

Identified Need

Growth and improvement in the use and implementation of technology is a critical area based on THS Mission and Vision statement. We have continued to increase our number of student devices on campus and our training around technology, but a need persists to continue a focus on student learning, access and equity, and 21st century skill acquisition for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A. Staff Technology Surveys on training needs B. Provide student instruction on use of College Next for grades 11-12 C. Proficient use of IlluminateDNA to better access data and inform instruction based upon formative assessment results. D. Student uses of devices	1.. Fall 2022 survey will provide baseline data 2. . 100% of 11th and 12th grade students have received some training on use of College/Career software program for career exploration and college application ... 3. Fall 2022 survey will provide baseline data 4. 100% of students have access to digital learning platform-Microsoft Teams- and a support software suite- Office 365. .	1. . Complete Fall 2022 and Spring 2023 Staff Technology needs survey . 2. Continue to expand implementation on the use of College Next for 11th and 12th grades. Support students in use of College Next for career exploration and college applications 3.. Increase overall staff confidence in using IlluminateDNA/FastBridge through targeted training. 90% of staff should be able to confidently access student data using FastBridge 4. 100% of teachers and students will be proficient in using Microsoft Teams at least weekly for instruction

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

Administer Fall 2022 and Spring 2023 Staff Technology surveys, to measure growth and collect feedback regarding areas of need regarding technology training and access.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counselors to provide student instructions, for students in grades 11 and 12, on use of College Next in order to access and complete career exploration activities, college searches, scholarship searches, college applications, and scholarship applications.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, SWD, SED.

Strategy/Activity

Provide continued and targeted training to staff on the use of Illuminate DNA and FastBridge Assessment in order to create assessments, record assessment data, access data, analyze data, and inform instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Utilize the Technology Support Advisor (TSA) position to develop a robust Professional development program designed to build staff competencies in using computers and associated digital platforms in supplementing classroom instruction. Special emphasis on providing training to help staff present students with multiple opportunities develop and master 21-st century digital skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Staff has greatly expanded their proficiency using digital learning platforms like Microsoft Teams. Many staff members have moved beyond this basic platform and have begun to develop new instructional practices using supplemental digital tools like Nearpod and Padlet. 100% of students have a district device. Teachers continue to find ways to utilize more technology in the classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

THS and TUSD came back from a full distance learning for the majority of the 2020-21 school year and looked to continuing using technology while students were present on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teacher input will be obtained on " How to measure use of technology, especially use of 21st century skills in the class room" and subsequent staff implementation.

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	$262,984.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$262,984.00

Subtotal of state or local funds included for this school: $262,984.00

Total of federal, state, and/or local funds for this school: $262,984.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jason Noll	Principal
Patty Adame	Other School Staff
Jay Fishburn	Classroom Teacher
Brandon Red	Classroom Teacher
Curtis Campbell	Classroom Teacher
Bailey Gualco	Secondary Student
Katelyn Fredricks	Secondary Student
Julie Van Os	Parent or Community Member
Fatima Munoz	Parent or Community Member
Sheri Lanning	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 11, 2022.

Attested:

	Principal, Jason Noll on 5/11/22
	SSC Chairperson, Jay Fishburn on 5/11/22

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Louis J. Villalovoz	39-75499-6106488	May 6, 2021	May 24, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Villalovoz Elementary School's SPSA has been created with input from all appropriate stakeholder groups. We engaged with School Site Council (our ELAC is embedded in our School Site Council group where EL parents are present), Parent Faculty Club, Instructional Leadership Team, and staff meetings. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input. The goals in our Single Plan for Student Achievement are linked to the Tracy Unified School District LCAP goals. The LCAP goals support the ESSA requirements.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP Stakeholder Survey Results: 2021 - 2022
Villa's School Climate

Parents - Climate
Str Agr Agree Total Percent
Q8 19.00 39.00 62.00 93.55% This school's staff motivates students to learn
Q14 21.00 32.00 55.00 96.36% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q26 12.00 33.00 52.00 86.54% The buildings and grounds at this school are clean and well maintained
Q30 16.00 27.00 47.00 91.49% This school communicates the importance of respecting all cultural beliefs and practices
Q34 27.00 20.00 47.00 100.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q34 15.00 22.00 43.00 86.05% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q34 15.00 23.00 43.00 88.37% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q34 8.00 20.00 32.00 87.50% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q35 9.00 22.00 32.00 96.88% The school staff responds to me in a timely manner
Q36 10.00 16.00 32.00 81.25% The school office staff is friendly and professional
152.00 254.00 445.00 91.24%

Students - Climate
Str Agr Agree Total Percent
Q6 15.00 17.00 37.00 86.49% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q30 15.00 17.00 34.00 94.12% This school communicates the importance of respecting all cultural beliefs and practices
Q33 13.00 20.00 34.00 97.06% My teachers recognize the good work I am doing and provide timely feedback
Q34 18.00 14.00 34.00 94.12% This school motivates students to learn
Q35 6.00 17.00 34.00 67.65% The buildings and grounds at this school are clean and well maintained
Q42 16.00 2.00 16.00 112.50% I feel comfortable working with classmates and participating in class
Q43 16.00 15.00 34.00 91.18% I feel safe, secure and supported at this school
99.00 102.00 223.00 90.13%

Staff - Climate
Str Agr Agree Total Percent
Q6 18.00 11.00 29.00 100.00% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.
Q18 15.00 11.00 27.00 96.30% Members of the school/department collaborate to achieve our school goals
Q21 5.00 16.00 27.00 77.78% The buildings and grounds at this school are clean and well maintained
Q22 12.00 14.00 26.00 100.00% This school/department communicates the importance of respecting all cultural beliefs and practices
Q23 16.00 10.00 26.00 100.00% I am treated with respect by my colleagues at work
Q24 11.00 15.00 26.00 100.00% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q25 4.00 17.00 25.00 84.00% Our district ensures effective communication across the organization
81.00 94.00 186.00 94.09%

LCAP Stakeholder Survey Results: 2021 - 2022
Villas School Safety

Parents - Safety
Str Agr Agree Total Percent
Q26 9.00 18.00 32.00 84.38% The buildings and grounds at this school are well maintained
Q28 10.00 21.00 31.00 100.00% My child is safe on school grounds before school
Q28 9.00 19.00 30.00 93.33% My child is safe on school grounds during the day
Q28 11.00 16.00 29.00 93.10% My child is safe on school grounds in the classroom
Q28 8.00 18.00 27.00 96.30% My child is safe on school grounds after school
Q29 10.00 16.00 26.00 100.00% The rules of this school are clearly communicated to parents
57.00 108.00 175.00 94.29%

Students - Safety
Str Agr Agree Total
Q35 6.00 17.00 34.00 67.65% The buildings and grounds at this school are clean and well maintained
Q38 19.00 12.00 34.00 91.18% I feel safe while attending class
Q39 11.00 15.00 31.00 83.87% I feel safe from gang activity and gang violence at school
Q41 16.00 15.00 31.00 100.00% I know the school rules
52.00 59.00 130.00 85.38%

Staff - Safety
Str Agr Agree Total
Q19 20.00 10.00 30.00 100.00% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
Q20 15.00 13.00 30.00 93.33% My workplace is safe
Q21 5.00 19.00 30.00 80.00% The buildings and grounds at this school are well maintained
40.00 42.00 90.00 91.11%

Our feedback from parents, students, and staff averages 92% regarding school climate. Our staff had the highest overall rating with 94.09% for school climate. The feedback from parents, students, and staff averages 90% regarding school safety. Our students had the highest overall rating with 94.29% for school safety. A schoolwide safety concern is not having working bells, intercom system, or fire alarm system for the majority of the year. In order to compensate for this, all classrooms have been equipped with a radio for emergency notifications.

Teacher Self Assessment on ICLE Rigor Rubrics for Instructional Design
19 teachers submitted responses to the self-assessment

Thoughtful work
Beginning 0
Emerging 7
Developed 12
Well Developed 0

High-Level Questioning
Beginning 1
Emerging 8
Developed 10
Well Developed 0

Academic Discussion
Beginning 0
Emerging 13
Developed 6
Well Developed 0

Teacher Self Assessment on ICLE Learner Engagement for Instructional Design
19 teachers submitted responses to the self-assessment

Active Participation
Beginning 0
Emerging 3
Developed 16
Well Developed 0

Learner Environment
Beginning 0
Emerging 1
Developed 8
Well Developed 10

Formative Processes and Tools
Beginning 0
Emerging 7
Developed 11
Well Developed 1

The teacher self-assessments on instructional design on the Rigor rubric show the highest self-rated area is Thoughtful Work with 63% developed. High-Level Questioning was 53% developed and 42% Emerging, while the Academic Discussion ratings were 32% developed and 68% emerging.
The teacher self-assessments on instructional design on the Learner Engagement rubric show the highest self-rated area is Learning Environment with 95% developed/well developed, 84% of the teachers rated Active Participation as developed. In the area of Formative Processes and Tools only 63% of teachers rated themselves as developed/well developed.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed through the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The principal has done informal walkthroughs in many classrooms every month. In addition to and formal and informal classroom observations, class observations include; informal walk through observations with the Instructional Leadership Team, the ICLE coach, and teachers who volunteer. With the ICLE rubrics we collected data on classroom visits with a focus on Rigor. Our Instructional Leadership Team (ILT) used the rubrics with a STEM focus followed by discussions with staff during ERM trainings. Our walk throughs indicate there are many positive teaching practices taking place and some areas where we can still improve upon. From March - May, the principal completed three AdvanceSTEM walkthroughs per teacher using the Rigor rubric. Throughout the year, Villalovoz had an ICLE leadership/academic coach on site. Four days; 9/14/21. 11/18/21, 1/10/22, and 3/9/22 were used for leadership coaching with the administrative team. On these days, administration would engage in classroom visits using both the Rigor rubric and the ICLE Rigor Verb lists. Teachers were provided immediate feedback and this information was used during ERM staff trainings. In the Fall, the CIR rubrics for Rigor showed ratings of Emerging and Developed for Thoughtful Work and High Level Questioning, and for Academic Discussion, Emerging and Developed along with a significant percentage of Beginning ratings. These ratings were due to students needing to re-learn classroom rules and routines, and teacher openly stating they were concerned about letting students talk without the structures in place. It was evident that during Distance Learning, students and teachers had lost the comfort in partner and group discussions as well has cooperative learning opportunities with open ended solutions. During Distance Learning in 2020 -2021, students received 1/2 day instruction and that was focused on the basics. The remaining four days; 12/15/21, 2/7/22, 3/11/22, and 4/12/22 our ICLE Coach worked with the teachers. On these days grade level teams would be coached on understanding the Rigor Rubric and the Rigor Verb list and how to intentionally build rigor into lessons. Grade level teams also had the opportunity to do walkthroughs with the ICLE coach using the Rigor Verb list for a deeper understanding of the tool. In the Spring, the growth on the rubrics was significant. During instructional rounds for the AdvancedSTEM grant 90% of classrooms rated Developed or Well Developed with only 10% of classrooms rating Emerging in Thoughtful Work and Higher Level Questioning. For Academic Discussion, 86% of classrooms rated at Developed or Well Developed with 14% rating at Emerging. This increase showed that because the ICLE Coach, Instructional Leadership Team and the administrative team worked to show examples of bumping up lessons and interpreting the Rigor Rubric and ICLE Rigor verb list, teachers became

more confident with intentionally planning more rigorous opportunities into their lessons. Teachers received immediate feedback and the majority of them implemented suggestions that were provided.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers meet throughout the year on designated ERMs for grade level collaboration time to plan units and analyze student data. Villalovoz teachers use formative and summative assessments to determine the needs of students. We have engaged in professional development with our ICLE coach as a staff and by grade level teams to modify instruction to meet the needs of students. We use assessment results from CAASPP, ELPAC, FastBridge, benchmark results, and local standard based assessments and have implemented intervention groups. We have aligned our STEM/ELA units of study in ELA and Math, through the RCD process.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- RCD end of unit summative assessments
- Common formative assessments
- SBAC data to monitor student progress

* FastBridge assessments
* ELPAC data to monitor student progress
    - Teachers used SBAC interim assessments data to monitor student progress
* Corrective Reading assessment to place students in appropriate intervention levels and monitor progress

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

* We have 22 credentialed teachers and one teacher working on credentials. We also have a 0.5 FTE credentialed Teacher Librarian and 0.33 Music teacher and Physical Education Teacher

* New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
* Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Villalovoz Elementary School, all staff have access to instructional materials that are aligned to standards. We comply with the William's Act.
We use:

- For English Language Arts, Wonders (K-5) textbook which was adopted in 2017
- For mathematics, My Math, McGraw –Hill (K-5 traditional) which was adopted in 2014
- For science, staff and students have access to California Science (K-5) which was adopted in 2008. We also use our integrated STEM/ELA Units of Study based on NGSS.
- For History/ Social Science we use My World Interactive (K-5) which was adopted in 2019.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At Villalovoz Elementary:

- Teacher collaboration
- Staff development provided by our District Staff Development team and TUSD Continuous Improvement Department
- Early Release Monday staff development
- STEM Site Implementation Team

* Advance STEM Instructional Leadership Team
* ICLE Coaching Days

- Teacher-led staff development based on district committee representation, (TSA)

Teacher-led staff development based on teacher need during ERM (TSA)
* On site support from district Teacher on Special Assignment (TOSA)

- TUSD Buy-Back days (Optional professional development)
- Collaboration on Rigor, Relevance, and Engagement rubrics
- ELD- using high -leverage strategies to support our ELs and language acquisition
- Social- Emotional Support – Second Step Curriculum to help monitor student Social –Emotional Learning (SEL) and development

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Villalovoz Elementary, we have ongoing instructional assistance and support from teachers on site, district, and instructional coaches:

- Collaborative support from ICLE coach, Dr. Jill Hackett, with a focus on the Rigor rubric
- Instructional Coaches – Teachers on Special Assignments (TOSA) (We have received support from Amanda Bailey and Anne-Marie Mason to provide targeted STEM and local assessment professional development. The focus was on high-leveraging instructional strategies to increase academic language, planning and implementing 5E lessons, science talk and sense making notebooks.
- We have received support from Maria Salazar from the district with a focus on English Language Development.
- EL Coordinator (We have received support from Maria Salazar, from the Continuous Improvement Department, to support guidance and best instructional practices aligned with language acquisition)
- Instructional Leadership Team
- Teacher- led staff development on district committee representation (We receive support from our site implementation team with a STEM focus. The STEM site implementation team participated in walk throughs using the Rigor and Engagement rubrics.
- Paraprofessionals to provide intervention
- Paraprofessionals to provide Kindergarten support
- SBAC Coordinators –provided assistance with interim assessments
- TSA –provided assistance with technology to support continued use of technology based on teacher needs. There is 30 minute time slot reserved during ERMs and a follow up training once a month.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

- PLC (Professional Learning Communities)

* 3 grade level planning days per year.

- After school planning time with other teachers
- Advance STEM classroom visits, using the Rigor rubric and debriefing afterwards- focused on rigorous learning

* ICLE classroom visits and grade level planning with ICLE coach focused on Rigor rubric, ICLE quadrant verb list, and intentional rigorous lesson design

- Instructional Leadership Team - 1 release day per month for planning and to provide teacher/grade level support

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

- Staff use district adopted and aligned material to plan and deliver curriculum which is aligned to the California's content standards, CCSS, and NGSS frameworks
- RCD Units
- Staff use common formative assessments or rigorous curriculum and instruction
- Teachers presented STEM at ERMs

* Instructional Leadership Team presented Advance STEM Modules at ERMs

- Grade level collaboration
- District pacing guides

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Villalovoz Elementary provides all the mandated instructional minutes for EL designated support.

- Designated ELD- 30 minutes of ELD instruction each day. The intent of designated ELD as a core subject area is to accelerate English learning in strategic ways and learning about how English works, through robust and contextualized instruction
- For Physical Education- students receive a total of 200 minutes of physical education instruction every 2 weeks. This is a mixture of instruction provided by the classroom teachers and the Physical Education Specialist who is on campus 2 1/2 days per week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

- Pacing guides are reviewed with grade level/ PLC team
- RCD units pacing guide
- Reconfigured intervention time to include EL push in support, push in intervention support for 1st - 5th grade classrooms, and pull out Corrective Reading support for 3rd - 5th grade

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have intervention/enrichment opportunities built into our school day with teachers and paraprofessionals to support student's needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

- Intervention during the day/RTI
- Push-in paraprofessional support

* Corrective Reading Instruction is offered 4 days per week for 35 -40 minutes for 3rd - 5th grade students who are underperforming in reading

Evidence-based educational practices to raise student achievement

- Professional Learning Communities (PLC)- analyzing common formative assessments
- RTI/ Intervention
- Social Emotional Supports- counseling
- Attendance based accountability (SARB) and incentives
- Proactive discipline practices

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parent Liaison
- Paraprofessionals
- SST, 504, IEP procedures
- Counseling services
- District Coordinator of Prevention & Intervention Services and Homeless/Foster Youth Liaison
- City of Tracy after school program- Boys and Girls Club

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- Parent Liaison (support, education, and outreach)
- Title 1 Parent Reps
- SSC/ ELAC
- DELAC Parent Reps
- PFC- Parent Faculty Club
- SST - Student Study Team
- Virtual Back to School Night
- Parent Teacher Conferences
- Boys and Girls Club

* Open House

- Book Fair

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- 7 Paraprofessionals to assist teacher led interventions
- 5 days of counseling/therapy services available
- Renaissance Learning
- Professional development
- ELPAC/EL coordinator
- Parent communication
- Translator services
- Student Study Team
- Sense making notebooks

Fiscal support (EPC)

- Title 1
- Targeted (SES/EL/FY)
- Targeted EL

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our plan has been developed by all appropriate educational partners. We engaged with School Site Council (our ELAC is embedded in our School Site Council group where EL parents are present), Parent Faculty Club, Instructional Leadership Team, and staff meetings. These groups meet regularly throughout the school year where there are opportunities to engage in dialogue and input.

SSC/ ELAC: 12/16/2021, 1/27/2022, 2/17/22, 3/24/2022, 4/28/2022, 5/6/2022
PFC: 9/16/2021, 10/28/2021, 11/18/2021, 12/16/2021, 1/6/2022, 2/17/2022, 3/24/2022, 5/3/22
Staff Meetings: Every Monday after school
Site Implementation Team/Instructional Leadership Team: 8/30/21, 9/20/2021, 10/20/2021, 11/17/2021, 12/13/2021, 1/31/22, 2/123/2022, 3/30/22, 4/29/2022, 5/17/2022

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

After reviewing SBAC data, it was observed that overall achievement in English Language Arts is significantly lower in 3rd grade than in 4th and 5th grade. This same inequity is shown in the sub categories of reading and writing under English Language Arts. The percentage of English Learners who have reclassified has dropped from at least 14.4% in 2018-2019 and 14.1% in 2019-2020 to 12% in 2020-2021

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	64	65	57
Grade 1	82	75	62
Grade 2	84	80	78
Grade3	86	73	79
Grade 4	90	80	79
Grade 5	101	89	81
Total Enrollment	507	462	436

Conclusions based on this data:

1. Student enrollment increased from 2019 - 2020 to 2020 - 2021 for the ,subgroups Asian and American Indian. The Filipino subgroup has stayed the same. Subgroups African American, Hispanic/ Latino, Pacific Islander, and White decreased.
2. Student enrollment decreased from 2018-2019 -2019 - 2020 by 45 students and decreased again in 2019-2020 by and additional 26 students.
3. Our largest subgroup is Hispanic/Latino students followed by White and Asian.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	192	149	145	37.9%	32.3%	33.3%
Fluent English Proficient (FEP)	31	44	47	6.1%	9.5%	10.8%
Reclassified Fluent English Proficient (RFEP)	28	27	18	14.4%	14.1%	12.1%

Conclusions based on this data:

1. 2020-2021
Number of English Learners was 145 students, 18 students were reclassified

Our number of English Learners has decreased by 47 students over the last three years. 33.3% of our students are English Learners.

2. Our number of FEP (Fluent English Proficient) increased in 2019-2020 and 2020-2021

3. Our RFEP (Reclassified Fluent English Proficient) decreased from 2019-2020 to 2020-2021 by 2%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	86	71	83	86	70	83	86	70	100	100	98.6
Grade 4	101	90	80	101	88	80	101	88	80	100	97.8	100.0
Grade 5	95	106	81	95	106	80	95	106	80	100	100	98.8
All Grades	279	282	232	279	280	230	279	280	230	100	99.3	99.1

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	2418.	2425.	2373.	26.51	24.42	8.57	20.48	26.74	10.00	22.89	27.91	32.86	30.12	20.93	48.57
Grade 4	2441.	2470.	2438.	19.80	23.86	16.25	19.80	28.41	21.25	18.81	21.59	28.75	41.58	26.14	33.75
Grade 5	2478.	2457.	2466.	11.58	9.43	10.00	29.47	22.64	25.00	25.26	26.42	22.50	33.68	41.51	42.50
All Grades	N/A	N/A	N/A	19.00	18.57	11.74	23.30	25.71	19.13	22.22	25.36	27.83	35.48	30.36	41.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.30	23.26	4.29	42.17	46.51	50.00	32.53	30.23	45.71
Grade 4	14.85	20.45	16.25	49.50	51.14	62.50	35.64	28.41	21.25
Grade 5	13.68	11.32	11.25	47.37	48.11	61.25	38.95	40.57	27.50
All Grades	17.56	17.86	10.87	46.59	48.57	58.26	35.84	33.57	30.87

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.

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	25.30	29.41	1.43	37.35	50.59	55.71	37.35	20.00	42.86
Grade 4	23.76	22.73	10.00	38.61	55.68	63.75	37.62	21.59	26.25
Grade 5	22.11	16.04	13.75	45.26	44.34	57.50	32.63	39.62	28.75
All Grades	23.66	22.22	8.70	40.50	49.82	59.13	35.84	27.96	32.17

2019-20 Data:
Executive Order N-30-20 was issued 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	14.46	6.98	5.71	60.24	72.09	71.43	25.30	20.93	22.86
Grade 4	13.86	17.05	5.00	65.35	61.36	73.75	20.79	21.59	21.25
Grade 5	11.58	4.72	6.25	62.11	52.83	75.00	26.32	42.45	18.75
All Grades	13.26	9.29	5.65	62.72	61.43	73.48	24.01	29.29	20.87

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.12	23.53	8.57	43.37	56.47	62.86	26.51	20.00	28.57
Grade 4	18.81	23.86	17.50	48.51	51.14	60.00	32.67	25.00	22.50
Grade 5	27.37	15.09	11.25	46.32	44.34	60.00	26.32	40.57	28.75
All Grades	25.09	20.43	12.61	46.24	50.18	60.87	28.67	29.39	26.52

2019-20 Data:
Executive Order N-30-20 was issued 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 was no 2019-2020 data available.

   With the exception of students enrolled in Special Day classes, general education students who came to school in the hybrid model were physically on campus for 18 half days. The remainder of their instruction was done through Distance Learning.

   K - 5th grade students at Villalovoz did not receive devices for distance learning until the end of October.

   Third grade showed an overall decrease of 26.33% in meeting or exceeding the standard from 2018-2019 to 2020-2021

Fourth grade showed an overall decrease of 15.77% in meeting or exceeding the standard from 2018-2019 to 2020-2021
Fifth grade showed an overall decrease of 2.93% in meeting or exceeding the standard from 2018-2019 to 2020-2021

2. In 2018-2019 44.28% of the students scored meeting or exceeding the overall standards. In 2020-2021 30.87% of the students scored meeting or exceeding the overall standards. This was a 13.41% decrease over the two years.

3. 5th grade showed decreases in % of students scoring Below Standard in writing, listening, and research/inquiry compared to 2018-2019

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	84	86	71	83	85	70	83	85	70	98.8	98.8	98.6
Grade 4	101	90	80	101	90	80	101	90	80	100	100	100.0
Grade 5	94	105	81	94	105	80	94	105	80	100	100	98.8
All Grades	279	281	232	278	280	230	278	280	230	99.6	99.6	99.1

* 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	2435.	2438.	2383.	22.89	30.59	11.43	32.53	23.53	15.71	15.66	20.00	25.71	28.92	25.88	47.14
Grade 4	2462.	2485.	2427.	15.84	28.89	5.00	23.76	23.33	16.25	28.71	24.44	42.50	31.68	23.33	36.25
Grade 5	2474.	2467.	2442.	14.89	11.43	6.25	12.77	20.95	12.50	28.72	23.81	25.00	43.62	43.81	56.25
All Grades	N/A	N/A	N/A	17.63	22.86	7.39	22.66	22.50	14.78	24.82	22.86	31.30	34.89	31.79	46.52

2019-20 Data:
Executive Order N-30-20 was issued 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	39.76	42.35	14.29	25.30	32.94	38.57	34.94	24.71	47.14
Grade 4	26.73	37.78	6.25	30.69	28.89	43.75	42.57	33.33	50.00
Grade 5	17.02	18.10	6.25	23.40	32.38	36.25	59.57	49.52	57.50
All Grades	27.34	31.79	8.70	26.62	31.43	39.57	46.04	36.79	51.74

2019-20 Data:
Executive Order N-30-20 was issued 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	28.92	31.76	14.29	34.94	37.65	34.29	36.14	30.59	51.43
Grade 4	16.83	32.22	6.25	42.57	38.89	55.00	40.59	28.89	38.75
Grade 5	15.96	12.38	5.00	37.23	47.62	46.25	46.81	40.00	48.75
All Grades	20.14	24.64	8.26	38.49	41.79	45.65	41.37	33.57	46.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	36.14	30.59	12.86	39.76	44.71	61.43	24.10	24.71	25.71
Grade 4	24.75	34.44	5.00	37.62	41.11	67.50	37.62	24.44	27.50
Grade 5	12.77	9.52	2.50	41.49	43.81	62.50	45.74	46.67	35.00
All Grades	24.10	23.93	6.52	39.57	43.21	63.91	36.33	32.86	29.57

2019-20 Data:
Executive Order N-30-20 was issued 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 current 2020-2021 data available, therefore this data reflects 2018-2019.

   K - 5th grade students at Villalovoz did not receive devices for distance learning until the end of October.

   Third grade showed an overall decrease of 33.51% in meeting or exceeding the standard from 2018-2019 to 2020-2021
   Fourth grade showed an overall decrease of 10.97% in meeting or exceeding the standard from 2018-2019 to 2020- 2021
   Fifth grade showed an overall decrease of 13.63% in meeting or exceeding the standard from 2018-2019 to 2020-2021

2. In 2016-2017 30.82% of the students scored meeting or exceeding the overall standards. In 2018-2019 45.36% of the students scored meeting or exceeding the overall standards. This was a 14.54% increase over the two years.

3. With the exception of students enrolled in Special Day classes, general education students who came to school in the hybrid model were physically on campus for 18 half days. The remainder of their instruction was done through Distance Learning. Not being on campus for in person learning and being able to use and explore manipulatives and engage in math talks had a significant effect on math scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1435.1	1422.1	1371.1	1434.0	1426.0	1391.4	1437.6	1413.0	1323.9	26	25	16
1	1456.8	1459.0	1422.2	1451.6	1456.8	1437.6	1461.4	1461.1	1406.3	40	26	18
2	1476.2	1471.6	1461.8	1471.4	1468.0	1462.0	1480.5	1474.8	1461.1	21	30	27
3	1493.3	1489.1	1463.3	1482.3	1477.4	1463.8	1503.8	1500.5	1462.2	27	24	23
4	1490.3	1520.5	1503.3	1480.1	1508.7	1513.2	1499.9	1531.7	1492.9	39	29	26
5	1509.4	1523.1	1526.3	1503.4	1524.1	1531.8	1515.0	1521.7	1520.3	35	42	26
All Grades										188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.31	4.00	0.00	*	44.00	6.25	*	36.00	62.50	*	16.00	31.25	26	25	16
1	42.50	7.69	5.56	30.00	46.15	22.22	*	30.77	38.89	*	15.38	33.33	40	26	18
2	*	13.33	0.00	52.38	40.00	48.15	*	36.67	44.44	*	10.00	7.41	21	30	27
3	*	4.17	4.35	51.85	50.00	13.04	*	41.67	52.17	*	4.17	30.43	27	24	23
4	*	41.38	19.23	33.33	24.14	38.46	38.46	20.69	23.08	*	13.79	19.23	39	29	26
5	*	23.81	23.08	51.43	35.71	38.46	*	33.33	30.77	*	7.14	7.69	35	42	26
All Grades	26.06	17.05	9.56	40.96	39.20	30.15	21.28	32.95	40.44	11.70	10.80	19.85	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.00	6.25	46.15	44.00	25.00	*	32.00	37.50	*	20.00	31.25	26	25	16
1	42.50	19.23	11.11	32.50	23.08	27.78	*	46.15	38.89	*	11.54	22.22	40	26	18
2	52.38	20.00	3.70	*	50.00	70.37	*	20.00	18.52	*	10.00	7.41	21	30	27
3	*	20.83	17.39	*	50.00	34.78	*	12.50	21.74	*	16.67	26.09	27	24	23
4	*	48.28	46.15	43.59	20.69	26.92	*	20.69	15.38	*	10.34	11.54	39	29	26
5	*	38.10	53.85	60.00	45.24	34.62	*	11.90	7.69	*	4.76	3.85	35	42	26
All Grades	31.91	26.70	25.00	41.49	39.20	38.24	13.83	22.73	21.32	12.77	11.36	15.44	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.15	8.00	0.00	*	36.00	6.25	46.15	52.00	25.00	*	4.00	68.75	26	25	16
1	42.50	7.69	0.00	32.50	30.77	27.78	*	50.00	38.89	*	11.54	33.33	40	26	18
2	*	10.00	7.41	*	40.00	33.33	*	20.00	33.33		30.00	25.93	21	30	27
3	*	4.17	0.00	*	25.00	13.04	44.44	70.83	43.48	*	0.00	43.48	27	24	23
4		17.24	3.85	28.21	41.38	26.92	38.46	24.14	30.77	33.33	17.24	38.46	39	29	26
5	*	4.76	7.69	48.57	21.43	11.54	*	47.62	50.00	*	26.19	30.77	35	42	26
All Grades	20.74	8.52	3.68	31.38	31.82	20.59	29.26	43.18	37.50	18.62	16.48	38.24	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	69.23	16.00	0.00	*	80.00	75.00	*	4.00	25.00	26	25	16
1	62.50	50.00	33.33	27.50	38.46	44.44	*	11.54	22.22	40	26	18
2	*	30.00	11.11	*	60.00	77.78	*	10.00	11.11	21	30	27
3	*	8.33	0.00	62.96	75.00	73.91	*	16.67	26.09	27	24	23
4	*	34.48	38.46	64.10	51.72	50.00	*	13.79	11.54	39	29	26
5	40.00	16.67	15.38	57.14	76.19	76.92	*	7.14	7.69	35	42	26
All Grades	43.09	25.57	16.91	47.87	64.20	66.91	9.04	10.23	16.18	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	4.00	6.25	61.54	68.00	50.00	*	28.00	43.75	26	25	16
1	32.50	7.69	5.56	50.00	65.38	50.00	*	26.92	44.44	40	26	18
2	57.14	26.67	14.81	*	56.67	74.07	*	16.67	11.11	21	30	27
3	51.85	58.33	40.91	*	33.33	31.82	*	8.33	27.27	27	24	22
4	30.77	55.17	57.69	56.41	27.59	30.77	*	17.24	11.54	39	29	26
5	45.71	64.29	73.08	45.71	30.95	23.08	*	4.76	3.85	35	42	26
All Grades	38.83	38.64	36.30	45.74	45.45	42.96	15.43	15.91	20.74	188	176	135

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	46.15	4.00	0.00	50.00	96.00	56.25	*	0.00	43.75	26	25	16
1	50.00	7.69	5.56	30.00	73.08	44.44	*	19.23	50.00	40	26	18
2	*	10.00	7.41	66.67	60.00	59.26	*	30.00	33.33	21	30	27
3	*	0.00	0.00	70.37	70.83	26.09	*	29.17	73.91	27	24	23
4	*	10.34	7.69	51.28	62.07	53.85	46.15	27.59	38.46	39	29	26
5	*	4.76	11.54	68.57	59.52	57.69	*	35.71	30.77	35	42	26
All Grades	22.87	6.25	5.88	54.26	68.75	50.00	22.87	25.00	44.12	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	65.38	52.00	6.25	*	40.00	31.25	*	8.00	62.50	26	25	16
1	42.50	15.38	0.00	42.50	73.08	77.78	*	11.54	22.22	40	26	18
2	*	20.00	14.81	76.19	63.33	62.96		16.67	22.22	21	30	27
3	*	25.00	0.00	81.48	75.00	69.57	*	0.00	30.43	27	24	23
4	*	27.59	7.69	66.67	62.07	65.38	*	10.34	26.92	39	29	26
5	42.86	14.29	0.00	45.71	76.19	88.46	*	9.52	11.54	35	42	26
All Grades	35.64	24.43	5.15	55.85	65.91	67.65	8.51	9.66	27.21	188	176	136

2019-20 Data:
Executive Order N-30-20 was issued 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 current 2020-2021 data available, therefore this data reflects 2018-2019.

   Overall, we had the highest number of EL students performing at Level 2 with 40.44% for the 2020-2021 school year compared to Level 3 with 39.20% for the 2018-2019 school year.

2. For Oral Language we had the highest percentage of EL students performing at level 3 with 38.24% for the 2020-2021 school year.
   For Written Language we had the highest percentage of EL students performing at Level 1 with 38.24% for the 2020-2021school year.
   For Listening Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 66.91% for the 2020-2021 school year.

For Speaking Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 42.96% for the 2020-2021 school year.
For Reading Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 50.00% for the 2020-2021 school year.
For Writing Domain we had the highest percentage of EL students performing at Somewhat/ Moderately with 67.65% for the 2020-2021 school year.

3. Level 1 had the most amount of students in Writing with 38.24% for the 2020-2021 school year, which is an increase of 21.86%

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**
436	**69.0**	**33.3**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	145	33.3
Foster Youth		
Homeless	45	10.3
Socioeconomically Disadvantaged	301	69.0
Students with Disabilities	83	19.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.9
American Indian or Alaska Native	1	0.2
Asian	27	6.2
Filipino	18	4.1
Hispanic	288	66.1
Two or More Races	14	3.2
Native Hawaiian or Pacific Islander	1	0.2
White	70	16.1

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2018-2019.

Our socioeconomically disadvantaged students comprise 69.0% of our student population. We need to use the resources we have to meet the needs of these students.

2. Our English Learners comprise 33.3% of our student population.

3. For Race/ Ethnicity student group, Hispanic, has the highest percentage at 66.1%.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.

   In 2019, overall, our Mathematics scores were in the green range and our English Language Arts scores are in the yellow range, for the Academic Performance category.

2. In 2020-2021, Chronic Absenteeism was 4.6%. This was due to the fact that students in Distance Learning for the majority of the year, and were marked as present if they logged in for Distance Learning, even if they did not engage in the lessons. However in 2019, overall, our Chronic Absenteeism was in the orange range at 7.3% for the Academic Engagement category.

3. In 2020-2021 the Suspension rate for Villalovoz was 0% due to students not being on campus and in Distance Learning for the majority of the school year. However, in 2019 overall, our Suspension Rate was in the orange range, for the Condition and Climate category.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
16 points below standard	32.6 points below standard	0 Students
Increased ++6 points	Increased ++10.3 points	
267	119	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
52.1 points below standard	29.3 points below standard	98.9 points below standard
Maintained ++2 points	Increased ++7.3 points	Maintained ++1.1 points
20	190	54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	Declined -3.6 points	9
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
21.9 points below standard	6.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	8.5 points above standard
Increased ++8.7 points	Increased ++7.9 points	1	Increased ++3.7 points
180	11		46

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64.5 points below standard	47.2 points above standard	2.6 points below standard
Increased ++6.3 points	Declined -11.7 points	Maintained ++1.1 points
85	34	148

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.

   In 2019, all of our student groups improved or maintained their scores from the previous year; with English Learners demonstrating the most growth.

2. In 2019, our Hispanic student group performed below standard but increased 8.7 points from the previous year. Our White student group performed above standard and increased 3.7 points from the previous year.

3. In 2019, our Reclassification English Learners declined by 11.7 points from the prior year but are still above standard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	
19.8 points below standard	38.5 points below standard	
Increased ++5.3 points	Increased ++8.6 points	
265	117	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
50.9 points below standard	31.8 points below standard	107.6 points below standard
Declined Significantly -19.1 points	Increased ++5.1 points	Declined -12.3 points
20	188	54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7	1	Increased ++8.1 points	9
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
27.3 points below standard	2.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	7.3 points below standard
Increased ++8.8 points	Increased ++3.9 points	1	Declined -13.5 points
178	11		46

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.5 points below standard	27.4 points above standard	5.1 points below standard
Increased ++6 points	Declined -14.7 points	Maintained ++1.5 points
83	34	148

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.

   In 2019, student groups for English Learners and Socioeconomically Disadvantaged are in the yellow and increased from the prior year. Students with Disabilities are in the red and declined from the prior year. Homeless also declined.

2. In 2019, performance by Race/ Ethnicity, Hispanic scored in the yellow with an increase from the prior year and White is also in the yellow but had a decline from the prior year.

3. In 2019, current English Learners demonstrated the greatest increase in their mathematics scores from the previous year but are still below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
52.8 making progress towards English language proficiency
Number of EL Students: 144
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.4	36.8	3.4	49.3

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.

   In 2019, 52.8% of our English Learners were making progress towards English language proficiency from the previous year.

2. In 2019, 5% of our English Learners maintained ELPI Level 4 and 71% progressed at least one ELPI level from the previous year.

3. In 2019, 15% decreased one ELPI level from the previous year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Green	No Performance Color
7.3	4.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.7	Declined -0.6	2
545	210	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Yellow
12.3	8.5	9
Increased +1.2	Increased +2.2	Maintained -0.1
73	412	111

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
30.4	Less than 11 Students - Data Not Displayed for Privacy	5.6	0
Increased +22.1	1	Declined -3.5	Maintained 0
23		36	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
6.2	4.5	Less than 11 Students - Data Not Displayed for Privacy	9.1
Increased +0.8	Increased +4.5	1	Increased +1.9
356	22		88

Conclusions based on this data:

1. Due to COVID 19 and the pandemic there is no current 2020-2021 data available, therefore this data reflects 2019.

   In 2019, overall, our school was at the orange performance levels for Chronic Absenteeism. With Student Groups Homeless and Socioeconomically Disadvantaged in the orange, Students with Disabilities in the yellow, and English Learners in the green.

2. In 2019, homeless and Socioeconomically Disadvantaged student groups increased their chronic absenteeism. Students with Disabilities maintained their chronic absenteeism. English Learners decreased their chronic absenteeism.

3. In 2019, African Americans, Hispanic, Two or More Races, and White Race/ Ethnicity groups all increased their chronic absenteeism from the prior year. African Americans increased the most by 22.1%. Filipino maintained and Asian declined their chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate 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. Louis J. Villalovoz Elementary School is a pre-school -5th grade school, therefore there is no data for the Academic Graduation Rate category.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	3	0	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3.8	1.4	Less than 11 Students - Data Not
Increased +2	Increased +1	2
550	212	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Red	Red
5.3	3.8	7.1
Increased +3.6	Increased Significantly +2.3	Increased +5
75	417	112

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
8.3	Less than 11 Students - Data 1	0	5.6
Increased +8.3		Maintained 0	Increased +5.6
24		36	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
2.8	9.1	Less than 11 Students - Data 1	6.8
Increased +1.1	Increased +5.5		Increased +4.5
360	22		88

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.8	3.8

Conclusions based on this data:

1. There were zero suspensions for the 2020-2021 school year.

   The data below reflects 2018-2019.

   In 2019 our suspension rate increased 2% from 2018 to 2019.

2. In 2019, English Learners and Homeless were in the orange range. Socioeconomically Disadvantaged and Students with Disabilities are in the red range for suspension rates.

3. In 2019, American, Filipino, Hispanic, Two or More Races, and White increased their suspension rates from the previous year. Asian maintained their suspension rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 1

Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Identified Need

Students' Mathematics and English Language Arts scores on the CAASPP assessment are below grade level standard across grade levels 3-5. In addition, students in third grade showed an overall decrease of 26.33% in meeting or exceeding the standard from 2018-2019 to 2020-2021. The number of students who have reclassified has dropped from at least 14% in 2018-2019 and 2019-2020 to 12.1% in 2019-2020.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the % of Standard Exceeded and Standard Met on Overall ELA achievement for all grades by at least 5% on SBAC	30.87% of students exceeded or met ELA standards on SBAC	35.87% of students will exceed or meet ELA standards on SBAC
Increase the % of Standard Exceeded and Standard Met on Overall Math achievement for all grades by at least 5% on SBAC	22.17% of students exceeded or met Math standards on SBAC	27.17% of students will exceed or meet Math standards on SBAC
Reclassification of EL students	18 students reclassified	25 students will reclassify
Corrective Reading	Corrective Reading Intervention for 3rd - 5th grade was offered 4 time per week for 5 months	Corrective Reading Intervention for 3rd - 5th Grade will be offered for 9 months.
ICLE Rigor Rubric	Based on teacher self assessment, 32% of teachers rated themselves as Developed or Well Developed for Academic Discussion on the Rigor Rubric	There will be a 10% increase in teachers rating themselves as Developed or Well Developed for Academic Language on the Rigor Rubric
ICLE Learner Engagement Rubric	Based on teacher self assessment, 63% of teachers	There will be a 5% increase in teachers rating themselves as

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	rated themselves as Developed or Well Developed for Formative Processes and Tools on the Learner Engagement Rubric	Developed or Well Developed for Formative Processes and Tools on the Learner Engagement Rubric

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

NGSS/ STEM supplies / Sense making notebooks. Sense making notebooks will be purchased for all students at Villalovoz. Teachers will continue to use these notebooks for scientific drawings, labeling, line of learning and CER (Claims, Evidence, and Reasoning) notes during science. While STEM supplies are provided for the specific grade level STEM RCD units, teacher are also embedding STEM lessons into their science instruction when there is not a STEM unit planned. The extra STEM supplies can be used by teachers to supplement the current units of instruction and to keep the STEM lab supplied with consumable items as the classes use them during exploration and design challenges.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100	Title I
400	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Renaissance Learning Subscription (AR) Teachers will use the Renaissance Learning Subscription to assess reading levels through STAR reading and analyze the data each trimester as one of many multiple measures to determine intervention and enrichment needs of students. The AR quizzes will be used with incentives to encourage reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development Opportunities for Teachers /Administrators - Now that COVID protocols have loosened, teachers and the administrative team will be able to take advantage of professional learning opportunities outside of the school district to improve instructional strategies to meet the needs of all students. Teachers/admin that attend trainings will share the information learned at staff meetings and with grade level colleagues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,600	Title I
500	LCFF - Supplemental
1,500	Title I
500	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Timesheets for Book Fair/ Library supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF
450	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase PE and recess supplies / music supplies PE and music supplies are utilized by all students on the campus. This funding will allow for the replacement of worn or broken equipment and for new supplies as the programs change and improve.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF
300	LCFF
300	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th and 5th graders

Strategy/Activity

4th and 5th grade agendas and VES folders - All students in 4th and 5th grade are provided with an agenda to teach organizational skills and time management. All students on the campus are provided with a VES folder which has the school handbook printed on it. This folder is used to send home corrected work and for communication between school and home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF

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

WOW Science to provide on site NGSS lessons - WOW Science/STEM lessons are provided to each grade level as an additional hands on, inquiry based scientific experience for all students in

our STEM lab to increase science literacy. WOW ties together the science and careers to increase relevance with students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Paraprofessionals to support intervention / ELD- Two 3 hour paraprofessionals will support classrooms with English Learners who are at the beginning or intermediate level. These paraprofessional can provide additional English Language Development outside of the designated ELD time, as well as preview/review lessons, or just in time extra support in class content.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
31,430	LCFF - Supplemental
10,999	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Boys and Girls Club to Support SEL Interventions - The Boys and Girls Club will be on campus during lunch recess three times per week during the 2021 - 2022 school year. They will offer organized activities and games for students. Some of these activities will require additional supplies. This program will support the SEL needs of our students as they continue to learn how to appropriately interact with one another.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
598	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

STEM Read Aloud Books to support GLAD strategies for English Learners - In January 2021 the district EL Coordinator provided professional development to K-5 teachers during a Buy Back Day on Read aloud strategies to support English Learners. Our teacher librarian collaborated with the district TOSAs to create a list of STEM read aloud titles that would support the STEM RCD units at every grade level. We will begin to build the STEM read aloud library for grade levels in the 2022-2023 school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
445	LCFF - Supplemental

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Subs for PD/PLC meetings and professional learning for targeted MTSS planning for intervention and support for at risk and EL students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000	Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

El / at risk students

Strategy/Activity

Three, three hour paraprofessionals to assist teacher lead intervention for at risk and ELD students. These three paraprofessionals worked in the kindergarten rooms for the 2021-2022 school year. If any of the three choose to apply for the district funded four hour kindergarten positions, that positions will be abolished, as it will no longer be needed. Any of the paraprofessional that choose to remain in the three hour positions will be utilized in different grade levels to support at risk students in a variety of content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,506	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Subs for SST/ 504 meetings to support students and provide parent communication and student progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,600	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention for at risk students - Teachers will be paid to provide before and after school interventions for students. They will determine these interventions based on analyzing data from multiple measures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,272	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Counseling - Villalovoz will have 5 days of services provided through VCC available to students. A counselor will be on site 3 days per week, and a therapist will be on site 2 days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology support / Technology/ purchase toner for group printers - The TSA teachers will have 2 sub release days to support teaches with technology. As technology on site wears down and/or becomes obsolete, it will need to be replaced. Additional technology may need to be purchased to support the needs of classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	LCFF
3,000	LCFF
3,500	Title I
1,500	LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten- 2nd grade students

Strategy/Activity

iRead in all K-2 classrooms

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ink for glad printers glad laminator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF - Supplemental
300	LCFF - Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Salary Increase

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1689	Title I
510	LCFF - Supplemental
1540	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year the overall implementation of the strategies/activities got a slow start due to COVID protocols and personnel issues. All students received a STEM sense making notebook and teachers used these on a regular basis. Our SIT team did professional development with the staff on ways to increase the rigor in the notebooks. While Renaissance Learning was used for STAR assessment and AR tests, there was not public recognition for the students' achievement as we did not hold assemblies until Spring, and our intercom was not in working order from October until May. Teachers did provide awards to students within their own classrooms. The teacher who ran Math Olympiad retired at the end of last year, and there was not a teacher interested in continuing this. With the district providing two 8 hour paras to support interventions, we were able to serve a large number of students before and after school with targeted reading, math, and English language development instruction. Starting in January, struggling readers in 3rd - 5th grade were assessed and placed in specific Corrective Reading levels. These students received Corrective Reading for 35-40 minutes four days a week. There was significant progress shown my the majority of these students in their reading fluency and comprehension, especially those who were referred to the SST process. Last year, Villalovoz had 3 three hour paraprofessionals to support English learners. At the beginning of this year we started with 1. A second position was finally filled in January, but the third remains open. Teachers have stated that English learners receiving small group instruction from the paraprofessionals are making better progress than if they would not have received the extra support. Villalovoz also has 3 paraprofessional who serve in kindergarten classes for three hours. This year, two of these paraprofessional missed a large number of days due COVID protocols. The kindergarten paraprofessionals are instrumental in running small groups along with the teacher which allows differentiated instruction to occur on a regular basis. We were fortunate this year to have 5 days of counseling/therapy available to students. Our counselor/therapist caseloads increased dramatically and they were at capacity by April. Student receiving these services showed a decrease in behavioral issues and an increase in classroom engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID -19 some activities and planned professional development were changed to meet the immediate needs of the new learning environment. There was a staff and sub shortage and so many class lesson plans were changed as grade level peers covered classes, or administration covered classes. Many paraprofessional positions were vacant at the beginning of the year and took an exceptional amount of time to fill. Evening events were postponed due to COVID protocols. With the implementation of the Advance STEM grant in January, all professional development and planning days were geared to help teachers understand all components of the grant. With a new site principal starting the year, and a new site secretary hired in November there has been a learning curve on where and how money is spent. Classroom management and student behaviors seemed to be a barrier to learning in some cases and we used our Second Step and new Assistant Principal to help alleviate some issues. The district provided ELOG money to hire two 8 hour paraprofessionals to provide intervention before and after school, as well as during the day, in addition to paying for teachers to provide afterschool intervention. This eliminated the need for funding strategy/activity 15 for this school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the goals for the 2022-2023 school year include:
* Removing the Math Olympiad
* Increasing the number of assemblies and public recognition for AR accomplishments
* Adding professional development opportunities for teachers and administrators to support instruction for all student needs Strategy/Activity 4
* Eliminating 1 paraprofessional to support intervention/ELD as noted by the decrease in funding on Strategy/Activity 9
* Adding STEM read aloud books to support both STEM and English learners. This is the result of our Buy Back Day in January with the district English Learner Coordinator

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment for all students and staff.

Goal 2

Provide a safe and equitable learning environment for all students and staff.

Identified Need

Villalovoz Elementary School needs to work to decrease suspension rates and chronic absenteeism. Villa needs to continue to support students with mental health counseling services and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Chronic Absenteeism All students K-5	Orange 7.3% chronically absent Increased 1.7% 545 students	Yellow or higher
CA Dashboard - Suspension Rate All students K-5	Orange 3.8% suspended Increased 2% 550 students	Yellow or higher
ADA Monthly Reports	Average ADA (August 2019-March 2020) 95.90%	Increase by .5%
Second Step	100% of staff will implement Second Step	100% of staff will implement Second Step

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ricoh- copy machine lease and toner

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF
3,500	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will receive a budget of $10 per student to purchase classroom supplies and resources for students to support instruction. Classroom supplies such as crayons, scissors, glue, pencils, paper, notebooks, etc that are determined as necessary will be provided to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,250	Title I
472	LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

FedEx - Teacher copies to support communication, family outreach, and student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Postage fees for mailing parent communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Character and honor roll awards for each assembly/Provide trimester incentives for good attendance and classroom incentives for whole class attendance. Now that COVID protocols have loosened, we can focus on incentivizing positive attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF
200	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promote Student Safety (Nursing supplies)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development and support for lunch/ recess supervision. We have seen an increase in student behaviors and we have had a turnover in lunch supervision. The assistant principal will hold 5 meetings with the 4 lunch supervisors to address needs and provide training.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
360	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Translators for meetings, parent teacher conferences, and communication

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Office budget to purchase supplies to support our school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF
3,200	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase visitor stickers for identification before heading onto campus (Raptor System)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Office support to promote involvement and communication

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

FedEx (monthly newsletters, school events, and communication)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Notify parents through letters and phone calls on attendance concerns. Conduct School Attendance Review Meetings (SART) to develop a plan

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Boys and Girls Club to support SEL needs and offer organized activities during lunch recess. in 2021 - 2022 there was an increase in student discipline. The majority of referrals came as a result of issues that occurred during lunch recess. The Boys and Girls Club will be on campus for the 2022-2023 school year 3 days per week during lunch. They will provide structured activities and games to support the SEL needs of our students as they re-learn how to interact with one another.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Homeless and Foster Youth Students

Strategy/Activity

Continue to provide support from the Office of Prevention Services for Homeless and Foster Youth to match community resources with individuals' needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host a family science, math, and reading night - Families are excited to be able to come back on campus. To encourage parent involvement, we will hold one family education night each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
298	LCFF
202	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host parent group meetings such as PFC (Parent Faculty Club), SSC, ELAC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This school year, we did not hold grade level Honor Roll and Character assemblies due to COVID protocols. These were done in the classrooms. Attendance was not incentivized this year as we did not want to encourage students who could possibly have COVID symptoms to come to school. Many students were placed on quarantine, which further complicated attendance incentives. We did however, continue with the pre-SARB letter notifications and parent meetings. The principal met with lunch supervisors frequently to remind them to engage with students and be visible in an effort to prevent behavior problems before they occur. The assistant principal started professional development for lunch supervision in January. Unfortunately, with students being away from all of their peers for such a long period of time during the pandemic, proper school behaviors are still in the process of being re-learned. Due to COVID protocols many evening events and assemblies had to be cancelled or postponed. All PFC meetings this year were virtual. The SSC meetings took place both in a virtual setting, and in person when COVID protocols loosened.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As a result of the district FPM, it was determined that the three paraprofessionals that are funded through Title I funds cannot provide the kindergarten lunch supervision. 1/3 of their Title I salary was replaced with site funds and the Title I funds were placed back into the budget. With a new site principal starting the year, and a new site secretary hired in November there has been a learning curve on where and how money is spent. Due to COVID attendance protocols, attendance incentives were not implemented. Character and Honor Roll assemblies took place in the classroom and new certificates were not purchased. In an effort to decrease the number of behavioral issues that were occurring during lunch recess and support the SEL needs, Villalovoz teamed up with the Boys and Girls Club for the months of April and May to have two club employees provide organized activities, such as basketball and soccer tournaments outdoors and art activities indoors. We have seen an drastic decrease since this has started.

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.

Changes that will be made to this goal include:
* Boys and Girls Club on campus during lunch to support SEL needs and teach sportsmanship and playground etiquette, this is strategy/activity 15 and will be funded by ELAP funds
* Funds have been allocated for family Math, Science and Reading nights strategy/activity 17
*

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3

Prepare all students to meet the Next Generation Science Standards (NGSS) in the areas of life science, physical science, and earth and space science.

Identified Need

80% of our students did not met the standard in science. In Life Science 40% of the students scored near standard, in Physical Science 34.29% scored near standard, and in Earth and Space Science 46.67% scored near standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA DataQuest - CAST 5th Grade	10% of students met or exceeded standard	Increase to 20% or more met or exceeded standard
CA DataQuest - CAST Assessment Life Science 5th Grade	Above Standard- 6.25% Near Standard- 40% Below Standard - 53.75%	Increase above standard by 10%
CA DataQuest - CAST Assessment Physical Science 5th Grade	Above Standard- 3.75% Near Standard- 35.00% Below Standard - 61.25%	Increase above standard by 10%
CA DataQuest - CAST Assessment Earth and Space Science 5th Grade	Above Standard- 2.50% Near Standard- 37.50% Below Standard - 60.00%	Increase above standard by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Instructional Leadership Team 4 subs on 10 different days to support NGSS/ Rigor, Relevance, Engagement/AdvanceSTEM

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

STEM Lab Supplies funding allocated in goal 1 - While STEM supplies are provided for the specific grade level STEM RCD units, extra STEM supplies in the STEM Lab can be used by teachers to supplement the current units of instruction and to keep the STEM lab supplied with consumable items as the classes use them during exploration and design challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

NGSS / STEM supplies ($100 per grade level in addition to SDC classes) - funding allocated in goal 1 - While STEM supplies are provided for the specific grade level STEM RCD units, teacher are also embedding STEM lessons into their science instruction when there is not a STEM unit planned. The extra STEM supplies can be used by teachers to supplement the current units of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase sense making notebooks for every student - funding allocated in goal 1 -NGSS/ STEM supplies / Sense making notebooks. Sense making notebooks will be purchased for all students at Villalovoz. Teachers will continue to use these notebooks for scientific drawings, labeling, line of learning and CER (Claims, Evidence, and Reasoning) notes during science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Subs for PD/ PLC meetings and professional learning - funding allocated in goal 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

WOW science to provide on site NGSS lessons funding allocated in goal 1

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

0	

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In the 2020-21 school year, due to COVID protocols and students returning to campus in a Distance Learning Hybrid model, the science lab was used to store furniture that needed to be removed from classrooms in order to provide adequate space for social distancing. In the Fall of 2021-2022 school year, the Site Implementation Team made it a goal to clean out, take inventory, and make the STEM lab a usable space again. Teachers signed up after Winter Break to bring their classes in to the lab for STEM lessons. Mid year, our SIT became the ILT and added an additional member. This came as the result of a district grant. Both the SIT and the ILT provided STEM professional development to teachers during ERMs. All teachers utilized the STEM sense making notebooks and went deeper than merely writing "I notice, I wonder" statements. All students began doing scientific drawings that included labeling. Students utilized a line of learning, and often revised their thinking after doing exploratory activities. Due to COVID protocols, the WOW hands on science lessons were all pushed to the end of the year, but all grade levels were able to schedule their lessons.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Site funds were utilized to create cooperative learning supply tubs for each table in the STEM lab. The team provided professional learning using the AdvanceSTEM modules and incorporating the STEM supplies in the lab to encourage teachers to sign up. Teachers were introduced to the AdvanceSTEM merit pay system which had them focusing on the computational artifacts and engineering design process for the last STEM unit. This initially created a great deal of stress in the staff as the roll out was confusing and the uploading of artifacts was even more confusing. Teachers have been working hard on their STEM unit implementation as they have all year, and are working with support from the ILT members on learning the new computational artifacts and how to upload their information.

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.

Changes made to this goal include:
* The STEM lab will be open from day one of the 2022-2023 school year
* In strategy/activity 4, each grade level will determine the type of sense making notebook that is ordered rather than a one size fits all
* Funding has been added to support potential needs in the lab as noted in strategy/activity 1 in goal 1

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	$177,621.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$112,779.00

Subtotal of additional federal funds included for this school: $112,779.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
LCFF	$15,846.00
LCFF - Supplemental	$48,996.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $64,842.00

Total of federal, state, and/or local funds for this school: $177,621.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Marji Baumann	Principal
Julie Rodriguez	Classroom Teacher
Duane Voller	Classroom Teacher
Cindy Carlfeldt	Classroom Teacher
Sofia Avalos	Other School Staff
Joe Clark	Parent or Community Member
Krystine Manos	Parent or Community Member
Lindsay Lewis	Parent or Community Member
Jhalman Singh	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Marji Baumann on 5-6-2022

SSC Chairperson, Julie Rodriguez on 5-6-2022

School Site Council Membership

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School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merrill F. West High School		May 12,2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Merrill F. West High School is the largest school in the Tracy Unified School District with approximately 2,200 students. As a comprehensive high school, we currently have over 130 certified staff members and serve an extremely diverse community. Our student body is both ethnically, linguistically, and economically diverse. WHS was founded in 1993 and was the second high school in Tracy. Merrill F. West boasts robust academic offerings with a number of special programs that support student success. Our course offerings are designed to promote College and Career readiness among our students as we help them find their passion, purpose, and path.

Our plan has been created with input from all educational partners. This includes recommendations for Critical Areas of Follow-up from our WASC visit in 2018, our 2020-21 WASC Mid-Cycle visit, as well as alignment with district LCAP and Title 1 regulations. The purpose of this plan is to align current data, identify areas of growth, and focus supports for targeted student groups while working to focus on improving the educational experience for all students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2021-2022 Student, Parent, & Staff Climate & Safety Surveys:
We have determined that "Strongly Agree" and "Agree" are positive responses.
Summary of Responses: Parents - Climate: 85.06% responded positively in 2022, up from 74.95% in 2021.
Students - Climate: 73.13% responded positively in 2022, up from 66.93% in 2021.
Staff - Climate: 82.98% responded positively in 2022, up from 81.16% in 2021.

Parents - Safety: 86.23% responded positively in 2022, up from 70.94% in 2021.
Students - Safety: 74.96% responded positively in 2022, down from 78.18% in 2021.
Staff - Safety: 80.95% responded positively in 2022, down from 84.00% in 2021.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. Our site coaches for Rigor, Relevance and Relationships through the International Center for Leadership in Education collect data on walk throughs. Our walk throughs, formal, and informal observations indicate that there are a variety of positive teaching practices taking place at West, and also areas of improvement. Some teachers were creating lessons that were in the (ICLE) Quad D range in order to engage students and have them take ownership of their learning. Newer teachers were trained on lesson planning and able to observe classrooms of veteran teachers as part of their training.

Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum. This year we continued with the PLC Leadership Team that was established last year, and had teachers choose their own PLC groups (based on common courses) and choose their PLC leader. This increased PLC leaders on campus to approximately 22. Collaboration time was given on scheduled meeting days for approximately one hour with a flexible agenda.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Our staff has engaged in professional development as a staff to modify instruction to meet the needs of students. We have aligned our units of study in Math and ELA, through the RCD process, to state and national standards. We have aligned our Science courses to the NGSS and the curriculum is being worked yearly by science teacher leaders. This year we are a treatment site for the AdvanceSTEM initiative and teachers were given units to teach in Biology, Physics, Chemistry, Algebra I, Algebra II, and Geometry. This year we have implemented Fast Bridge assessments for Math and ELA.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. The Math and ELA departments administer common benchmark assessments as part of district-developed Rigorous Curriculum Design (RCD) units of study. ELA and Math use Fast Bridge assessments to assess students progress and possible COVID-19 learning loss.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

For the 2021-22 school year, there are 91 teachers. 79 are credentialed, 12 without a full credential, and 1 teacher teaching outside of their subject are of competence (with a full credential)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff have access to instructional materials that are aligned to standards. Materials are also provided for all students in compliance with California's Williams Act that ensures equitable access to educational materials for all students.

Every Monday, the site provides PLC time for teams to develop common formative assessments, analyze data and share best practices and effective teaching strategies. The PLC Instructional Leaders met every other week and were trained on how to lead their team to develop these formative assessments based on data. In addition, the site included professional development monthly to the entire staff around high-yield instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of the site professional development topics presented on Monday meetings and during staff in-service meetings were based around Rigor, Relevance and Relationships, AVID Strategies, and PLC work. With the reopening of school, the administrative team decided that the focus for the year was based on building relationships with the students. Professional development topics were either selected by staff based on the perceived needs and based upon observations by administrators made during classroom visits. Presentations included, but were not limited to: Special Education Accommodations, Relationship Rubric and how to apply to the classroom, Suicide prevention, AVID strategies (focused on relationships).

The subjects were selected by staff and/or based upon observations by administrators made during instructional rounds classroom visits. All RCD units that the ELA and Math departments collaborate around have been aligned with the CCSS and integrated into the adopted curriculum. During the second semester of the 21-22 school year, AdvanceSTEM modules were added as a focus for professional development for staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District assistance in has transitioned from a mostly Math/ELA focus to a STEM and ELA focus. We continue to have a site EL TOSA that has worked daily with various teachers on our staff for best practices in teaching students who are learning English.
The district contracted a consultant from ICLE to work with the administration and teachers to highlight training around the application of rigor, relevance and relationships strategies and the use of a rubric during classroom visits for gathering data around instructional practices. The ICLE Consultant focused training on the RRR strategies.
The principal also met with non-tenured teachers several times throughout the year for evaluation and coaching purposes.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate every Monday this year, either in PLCs, during site professional development, or district professional development. Our EL Curriculum Specialist spends a great deal of time team collaborating with various staff members.

For 2021-22, the site became a treatment site for the AdvanceSTEM units. The Math and Science Departments worked with their content teams to develop the units for the various subject areas.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our curriculum is all aligned to standards, including the transition to NGSS. Science teacher leaders are currently in the process of reviewing, modifying and building content on a yearly basis.
The ELA and Math departments follow RCD units of student which were developed by district committee of teachers and align with the state standards and state-adopted curriculum.
The Social Studies department administers district benchmarks and looks at data from these assessments. They discuss and plan thescope and sequence of their curriculum to align with the state framework and the district benchmarks.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based materials. There remains a concern that our Newcomer ELD course needs additional standards aligned district adopted curriculum for the second semester.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards-aligned courses and materials. All students have tutorial opportunities before and after school with fully credentialed teachers. The district has developed RCD units for ELA and Math that teachers follow . These units are aligned with the CCSS. In addition, the ELA department uses StudySync as a support material for standards-aligned instruction. The site offers the ERWC course to seniors, which has been developed by the California State University System to prepare students for university reading, writing and composition. The science courses align with the NGSS. Social Science classes continues to use curriculum that is aligned with the CCSS and state framework .

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language students are monitored and encouraged to make progress every year. They are reclassified and mainstreamed, as soon as they meet the district requirements for reclassification. Students with RSP classes were mainstreamed into inclusion classes for English and Algebra with push-in support from RSP teachers.

Tutorial opportunities before and after school are available in every core course.

Evidence-based educational practices to raise student achievement

AVID, College Bound, Rigor, Relevance, Relationships, PLC, RCD have been part of our school and all work toward meeting the needs of our students. Fast Bridge assessments to analyze student progress and learning loss due to COVID-19 have been implemented.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

West High has been given significant Title 1 Funding, which has allowed us to invest in Mental Health Services, paraprofessionals for EL students, an EL TOSA, a PLC Leadership team, after school and in school intervention programs, and professional development for staff members (including paraprofessionals). It has also allowed us to give targeted intervention tutoring to Summer Bridge and Freshman Seminar students by credentialed teachers multiple times per week, which has proven through our district analysis to have increased the GPA for these 9th grade students. This year we have continued tutoring services, including one-on-one tutoring for some students and targeted tutoring for EL students. We have an office translator position to continue to improve upon our communication with Spanish-speaking families.

Our parent liaison has a weekly meeting with members of the community where they discuss ways to support student success. The liaison, in conjunction with our School Resource Officer and Counseling staff, has held workshops for parents in multiple languages to discuss issues that are happening in school and in the community.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our parent liaison and EL coordinator held English Learner Advisory Committee (ELAC) meetings where parents of EL students could meet to learn about school programs and services for English Learners and assist with the development of the school's needs assessment. These meetings were supported and attended by administrators.
The School Site Council also received quarterly reports throughout the year from the ELAC program.

The School Site Council meets monthly to plan and go over the needs of the school. It is comprised of parents, certificated and classified staff, and students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

2 week Summer Bridge, EL Paraprofessional Salaries (4 positions), EL TOSA, Bridge/Seminar Tutoring (twice per week), Mental Health Services (5 days per week), Translator (full time position -range 28), one-on-one tutoring services, Special Program and Club Support; Professional Development; Subs for professional development; Subs for fieldtrips; AVID Intervention Program needs; SEL Intervention programs; College Visits; Student Wellness Support; Academic/SEL Intervention; Student Socio-Emotional Services; Homeless/Foster Youth Support; Parent outreach and engagement services

Fiscal support (EPC)

Title I, Targeted RS 0710 (EL) Targeted RS 0709 (EL, FY, SES)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ELAC / Parent Meetings - November 3 2021, December 8th 2021, March 2nd 2022, April 27 2022
LCAP Student Survey - February, 2022
LCAP Parent/Community Survey - February, 2022
LCAP Staff Survey - February, 2022
Whole Staff Site Goals Assessment - February 2022
PLC Leader Site Goals Leadership Work - Bi-Weekly meetings September, October, November, December, January, February, March
Department Meeting 3-23-22,

West High Site Council - 12-9-21, 1-6-22, 2-3-22, 3-3-22, 4-28-22, 5-7-22

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The list below is a needs assessment conducted by educational partners through the Site Council Representatives, school department chairs, and analyzing of data from surveys and assessments.

A review of the comprehensive needs assessment determined that there remains a need to focus on support in the area of mathematics and ELA/ELD. There is also a great need for social emotional learning as indicated in FastBridge Assessments, and LCAP data. Through addressing these combined areas, the needs of students who struggle to meet requirements for graduation will be addressed and students will experience improved outcomes as they move onto college, career, and community.

Comprehensive Needs Assessment for 2021-2022
West High
Single Plan for Student Achievement

1. EL Student Support
2. Special Education Student Support (including PD for Inclusion Teachers)
3. More Dual Enrollment
4. Support for EL Reclassified Students
5. ELPAC Testing Support
6. More EL Students in AVID
7. Interventions before Senior Year
8. Career Readiness Support
9. Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
10. Interventions for Hispanic Students
11. Training for students as translators (career training)
12. Seal of biliteracy - increased awareness
13. Support for Students Struggling in Math
14. FAFSA Help for Students
15. SBAC Support and Practice
16. More CTE Pathways w/ increased awareness of importance of Pathway Completion
17. Support for students interested in attending Junior College
18. Support for African American Students
19. Bilingual Tutors and Career Training for Bilingual Students
20. Translation Services for multiple languages
21. Refreshments for Parent Engagement Events
22. Mental Health Resources for Students including baseline mental health education
23. Increased EL Content Course Offerings
24. Food For Hungry Students After School
25. Increased seating at Lunch
26. Decreased Suspensions

27. Increased Support in Science with new graduation requirements
28. Support for Parents for High School and College Readiness
29. Increase before, during, and after school tutoring opportunities for all students
30. College visits for AVID students
31. Increase the amount of Spanish materials / resources in the library
32. Increase the amount of graphic novels in the library
33. Increase the number of African American students in AVID
34. Increase resources for Gender Identity education
35. Vape / Trends in Society Education for Parents and Students
36. Increased security presence on campus
37. Time during the school day to work with students (Advisory, Intervention)
38. Increase Reclassification and education of EL Students

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	505	593	591
Grade 10	528	520	590
Grade 11	529	538	518
Grade 12	481	553	560
Total Enrollment	2,043	2,204	2,259

Conclusions based on this data:

1. Overall student enrollment has increased by 216 students from 2018-19 to 2020-21.
2. Our largest sub-group is Hispanic students, followed by White, Asian, Filipino and African-American students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	346	400	439	16.9%	18.1%	19.4%
Fluent English Proficient (FEP)	767	786	794	37.5%	35.7%	35.1%
Reclassified Fluent English Proficient (RFEP)	36	31	78	9.4%	9.0%	19.5%

Conclusions based on this data:

1. 19.4% of our students are English Learners, a slight increase from last year
2. There was a 10.5% increase in reclassification of English Learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	486	520	491	479	506	414	479	506	412	98.6	97.3	84.3
All Grades	486	520	491	479	506	414	479	506	412	98.6	97.3	84.3

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 11	2597.	2618.	2590.	23.17	30.63	21.36	34.03	34.39	32.28	26.10	21.74	28.40	16.70	13.24	17.96
All Grades	N/A	N/A	N/A	23.17	30.63	21.36	34.03	34.39	32.28	26.10	21.74	28.40	16.70	13.24	17.96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	29.23	34.58	24.09	53.03	44.86	61.80	17.75	20.55	14.11
All Grades	29.23	34.58	24.09	53.03	44.86	61.80	17.75	20.55	14.11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	31.32	40.51	23.72	47.60	45.45	53.55	21.09	14.03	22.74
All Grades	31.32	40.51	23.72	47.60	45.45	53.55	21.09	14.03	22.74

2019-20 Data:
Executive Order N-30-20 was issued 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 11	18.16	24.11	8.52	65.34	63.44	78.35	16.49	12.45	13.14
All Grades	18.16	24.11	8.52	65.34	63.44	78.35	16.49	12.45	13.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	36.53	37.35	23.60	44.68	50.20	65.94	18.79	12.45	10.46
All Grades	36.53	37.35	23.60	44.68	50.20	65.94	18.79	12.45	10.46

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.

Conclusions based on this data:

1. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Participation in the test was at 84.3% ; Our students showed a decline in meeting or at standards.
2. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Improvements were noted that more students were at or Near Standard than Below Standard.
3. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Our greatest area of concern for this year is writing , which dropped to 22.74% below standard from 14.03% % the year before.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	486	518	490	479	508	396	479	508	396	98.6	98.1	80.8
All Grades	486	518	490	479	508	396	479	508	396	98.6	98.1	80.8

* 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 11	2551.	2572.	2551.	9.19	12.80	10.61	16.08	18.90	13.89	24.22	24.61	27.27	50.52	43.70	48.23
All Grades	N/A	N/A	N/A	9.19	12.80	10.61	16.08	18.90	13.89	24.22	24.61	27.27	50.52	43.70	48.23

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.

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 11	15.45	19.29	14.43	23.38	28.74	42.53	61.17	51.97	43.04
All Grades	15.45	19.29	14.43	23.38	28.74	42.53	61.17	51.97	43.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	14.41	14.57	9.85	43.63	48.62	63.38	41.96	36.81	26.77
All Grades	14.41	14.57	9.85	43.63	48.62	63.38	41.96	36.81	26.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 11	14.61	16.34	9.34	45.93	55.12	66.67	39.46	28.54	23.99
All Grades	14.61	16.34	9.34	45.93	55.12	66.67	39.46	28.54	23.99

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): We had 80.8% participation in taking the CAASPP Math test.
   We continue to make improvements in math, although we have an increase to 75% of students who are not below or nearly meeting the standards.
2. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Overall our students that are Below Standard decreased. More students are at or near standard.
3. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Our largest area of growth is Applying mathematical concepts and procedures, although we improved by 8.93% of students Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1539.9	1565.4	1558.9	1533.3	1569.7	1559.4	1546.0	1560.8	1557.9	81	109	129
10	1548.1	1547.3	1557.9	1542.7	1540.4	1559.4	1552.9	1553.8	1555.8	74	65	88
11	1542.5	1542.7	1546.5	1540.4	1527.5	1540.9	1544.2	1557.3	1551.5	74	67	63
12	1548.9	1561.3	1514.0	1545.3	1552.5	1500.5	1552.2	1569.8	1527.0	64	60	39
All Grades										293	301	319

2019-20 Data:
Executive Order N-30-20 was issued 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
9	24.69	22.02	20.31	32.10	47.71	46.09	22.22	20.18	19.53	20.99	10.09	14.06	81	109	128
10	31.08	15.38	24.42	36.49	32.31	33.72	17.57	36.92	19.77	14.86	15.38	22.09	74	65	86
11	21.62	5.97	12.70	43.24	41.79	34.92	22.97	37.31	31.75	*	14.93	20.63	74	67	63
12	25.00	16.67	15.38	39.06	35.00	28.21	21.88	36.67	23.08	*	11.67	33.33	64	60	39
All Grades	25.60	15.95	19.30	37.54	40.53	38.29	21.16	30.90	22.47	15.70	12.62	19.94	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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
9	45.68	46.79	40.63	18.52	34.86	32.81	28.40	11.01	17.19	*	7.34	9.38	81	109	128
10	47.30	26.15	43.02	25.68	33.85	25.58	14.86	29.23	17.44	*	10.77	13.95	74	65	86
11	55.41	13.43	33.33	32.43	47.76	33.33	*	25.37	17.46	*	13.43	15.87	74	67	63
12	43.75	21.67	28.21	39.06	46.67	30.77	*	21.67	17.95	*	10.00	23.08	64	60	39
All Grades	48.12	29.90	38.29	28.33	39.87	30.70	15.02	20.27	17.41	8.53	9.97	13.61	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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
9	13.58	6.42	8.59	19.75	31.19	29.69	27.16	39.45	36.72	39.51	22.94	25.00	81	109	128
10	16.22	9.23	9.30	33.78	20.00	30.23	21.62	38.46	31.40	28.38	32.31	29.07	74	65	86
11	*	1.49	1.59	24.32	31.34	20.63	36.49	40.30	47.62	33.78	26.87	30.16	74	67	63
12	*	8.33	10.26	26.56	30.00	23.08	42.19	36.67	15.38	26.56	25.00	51.28	64	60	39
All Grades	10.24	6.31	7.59	25.94	28.57	27.22	31.40	38.87	34.81	32.42	26.25	30.38	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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
9	35.80	8.26	8.59	35.80	75.23	69.53	28.40	16.51	21.88	81	109	128
10	45.95	9.23	9.30	33.78	72.31	63.95	20.27	18.46	26.74	74	65	86
11	40.54	2.99	1.59	39.19	58.21	68.25	20.27	38.81	30.16	74	67	63
12	35.94	3.33	0.00	53.13	61.67	56.41	*	35.00	43.59	64	60	39
All Grades	39.59	6.31	6.33	39.93	68.11	66.14	20.48	25.58	27.53	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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
9	58.02	77.06	74.80	35.80	16.51	18.11	*	6.42	7.09	81	109	127
10	52.70	55.38	74.12	36.49	35.38	11.76	*	9.23	14.12	74	65	85
11	75.68	67.16	71.43	16.22	14.93	15.87	*	17.91	12.70	74	67	63
12	71.88	71.67	69.23	25.00	23.33	7.69	*	5.00	23.08	64	60	39
All Grades	64.16	69.10	73.25	28.67	21.59	14.65	7.17	9.30	12.10	293	301	314

2019-20 Data:
Executive Order N-30-20 was issued 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
9	13.58	12.84	18.75	32.10	60.55	49.22	54.32	26.61	32.03	81	109	128
10	25.68	12.31	16.28	31.08	53.85	46.51	43.24	33.85	37.21	74	65	86
11	*	7.46	4.76	33.78	49.25	57.14	59.46	43.28	38.10	74	67	63
12	*	8.33	12.82	51.56	56.67	30.77	43.75	35.00	56.41	64	60	39
All Grades	12.97	10.63	14.56	36.52	55.81	47.78	50.51	33.55	37.66	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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
9	19.75	6.42	3.13	71.60	80.73	80.47	*	12.84	16.41	81	109	128
10	27.03	7.69	4.65	58.11	80.00	74.42	14.86	12.31	20.93	74	65	86
11	21.62	2.99	12.70	66.22	83.58	65.08	*	13.43	22.22	74	67	63
12	23.44	6.67	12.82	70.31	86.67	53.85	*	6.67	33.33	64	60	39
All Grades	22.87	5.98	6.65	66.55	82.39	72.47	10.58	11.63	20.89	293	301	316

2019-20 Data:
Executive Order N-30-20 was issued 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. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Our numbers for students at a Level 4 decreased in the 9th and 12th grade.
2. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Written Language improved, is still difficult for many of our students.
3. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): We had an increase in Oral Language overall for Level 4 students.

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**
2259	**59.1**	**19.4**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	439	19.4
Foster Youth	19	0.8
Homeless	154	6.8
Socioeconomically Disadvantaged	1334	59.1
Students with Disabilities	330	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	141	6.2
American Indian or Alaska Native	8	0.4
Asian	259	11.5
Filipino	161	7.1
Hispanic	1271	56.3
Two or More Races	74	3.3
Native Hawaiian or Pacific Islander	35	1.5
White	310	13.7

Conclusions based on this data:

1. We have approximately 60% of students who are socioeconomically disadvantaged. We need to use the resources we have to meet the needs of these students.

2. 19.4% of our students were English Learners in 2019-20. That number has risen from 18%. in 2019-20

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Yellow	**Suspension Rate** Yellow
Mathematics Green		
College/Career Yellow		

Conclusions based on this data:

1. COVID-19 limited testing and data in 2020-2021, due to being hybrid/online. Comparative Data is based on 2018-19: Dashboard Data is from Fall 2019.
2. College/Career Readiness has been a major focus for our site, and we have made some modest improvements in this area.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
40.5 points above standard	41.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++21.8 points	Increased Significantly ++19.2 points	3
481	101	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	18.4 points above standard	98.7 points below standard
5	Increased Significantly ++20.6 points	Increased ++7 points
	275	43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
4.2 points above standard	0 Students	94.5 points above standard	70.1 points above standard
Increased ++8.3 points		Increased Significantly ++53.2 points	Increased Significantly ++17.6 points
35		63	29
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
18.6 points above standard	98.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.3 points above standard
Increased Significantly ++19.1 points	Increased Significantly ++26.7 points		Increased ++14.4 points
243	21	7	83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.8 points below standard	1.9 points above standard	53.9 points above standard
Increased ++7.7 points	Increased Significantly ++20.5 points	Increased ++7.9 points
51	50	232

Conclusions based on this data:

1. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): We have 0 groups in red and one group in orange.
2. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Students with Disabilities have made gains for the past two years, but remain in orange.
3. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Every sub-group made improvements.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
48.8 points below standard	134.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++22.4 points	Increased Significantly ++27.6 points	3
479	101	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
Less than 11 Students - Data Not Displayed for Privacy	74.3 points below standard	174.7 points below standard
5	Increased Significantly ++25.8 points	Maintained ++2.8 points
	273	43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
99.1 points below standard		34.4 points above standard	13.6 points above standard
Maintained ++2.2 points		Increased Significantly ++73.2 points	Increased Significantly ++32.8 points
35		63	28
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
84.8 points below standard	28.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	24.5 points below standard
Increased Significantly ++15.1 points	Increased Significantly ++61.7 points	7	Maintained -0.1 points
242	21		83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
163.6 points below standard	105 points below standard	36.6 points below standard
Increased Significantly ++16.9 points	Increased Significantly ++32.6 points	Maintained ++2.6 points
51	50	230

Conclusions based on this data:

1. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20):Our areas of concern last year were English Learners and Students with disabilities, as both had declined and were in red. This year English learners increased significantly. Students with Disabilities remain in the red as they maintained (+2.8). We are excited to see some improvement, but there is still a lot of work to be done.
2. COVID-19 limited testing in 2020-2021, due to being hybrid/online. Comparative Data is from 2018-19 (No testing in 2019-20): Almost all groups increased, and no groups declined.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.6 making progress towards English language proficiency
Number of EL Students: 271
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6	31.7	7.0	40.5

Conclusions based on this data:

1. Due to the COVID-19 school closure, the comparative Data is from 2018-19 (No testing in 2019-20): Based on this 2019 data, almost double the amount of students progressed at least one ELPI level as Decreased One ELPI level.
2. The Performance Level is indicated as being "Low," even though there are no color bands for this indicator yet.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	502	100
African American	30	6
American Indian or Alaska Native	1	0.2
Asian	65	12.9
Filipino	39	7.8
Hispanic	273	54.4
Native Hawaiian or Pacific Islander	11	2.2
White	70	13.9
Two or More Races	13	2.6
English Learners	88	17.5
Socioeconomically Disadvantaged	369	73.5
Students with Disabilities	67	13.3
Foster Youth	5	1
Homeless	41	8.2

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	46	9.2
African American	5	16.7
American Indian or Alaska Native		
Asian	11	16.9
Filipino	6	15.4
Hispanic	16	5.9
Native Hawaiian or Pacific Islander	1	9.1
White	7	10.1
Two or More Races	0	0
English Learners	2	2.3
Socioeconomically Disadvantaged	25	6.8
Students with Disabilities	0	0
Foster Youth		
Homeless	5	12.5

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	28	5.6
African American	0	0
American Indian or Alaska Native		
Asian	1	1.5
Filipino	1	2.6
Hispanic	20	7.3
Native Hawaiian or Pacific Islander	0	0
White	6	8.6
Two or More Races	0	0
English Learners	6	6.8
Socioeconomically Disadvantaged	23	6.2
Students with Disabilities	5	7.5
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	159	31.7
African American	10	33.3
American Indian or Alaska Native		
Asian	40	61.5
Filipino	19	48.7
Hispanic	64	23.4
Native Hawaiian or Pacific Islander	3	27.3
White	21	30
Two or More Races	2	15.4
English Learners	10	11.4
Socioeconomically Disadvantaged	95	25.7
Students with Disabilities	1	1.5
Foster Youth		
Homeless	6	14.6

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	3	0.6
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	2	0.7
Native Hawaiian or Pacific Islander	0	0
White	1	1.4
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	5	1
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	2	5.1
Hispanic	3	1.1
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
English Learners	2	2.3
Socioeconomically Disadvantaged	3	0.8
Students with Disabilities	1	1.5
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	2	0.4
African American	0	0
American Indian or Alaska Native		
Asian	0	0
Filipino	1	2.6
Hispanic	1	0.4
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
English Learners	1	1.1
Socioeconomically Disadvantaged	1	0.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	74	14.7
African American	2	6.7
American Indian or Alaska Native		
Asian	6	9.2
Filipino	0	0
Hispanic	63	23.1
Native Hawaiian or Pacific Islander	0	0
White	3	4.3
Two or More Races	0	0
English Learners	10	11.4
Socioeconomically Disadvantaged	62	16.8
Students with Disabilities	0	0
Foster Youth		
Homeless	7	17.1

* 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. African American, Two or More Races, and Asian students show a decline, which is concerning. Every sub group declined in the previous year, so some sub groups are doing as well or better than the previous year.
2. The college readiness indicator percentage is lower than our A-G rate.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No information appears to have been uploaded in this section.

School and Student Performance Data

Academic Engagement
Graduation Rate 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	502	397	4	79.1
English Learners	88	60	2	68.2
Foster Youth	5		0	
Homeless	41	27	1	65.9
Socioeconomically Disadvantaged	369	281	4	76.2
Students with Disabilities	67	36	2	53.7
African American	30	25	0	83.3
American Indian or Alaska Native	1		0	
Asian	65	58	0	89.2
Filipino	39	34	0	87.2
Hispanic	273	208	3	76.2
Native Hawaiian or Pacific Islander	11	9	0	81.8
White	70	55	1	78.6
Two or More Races	13	8	0	61.5

Conclusions based on this data:

1. The COVID pandemic closed schools for the majority of 2019-20. In person/hybrid instruction resumed in March 2020: Our overall graduation rate declined by 9.8%.
2. The COVID pandemic closed schools for the majority of 2019-20. In person/hybrid instruction resumed in March 2020: English Learners showed a significant decrease of 14.2%.
3. All sub categories showed a decrease in the number of students that graduated.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	6	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
8.1	13.3	28.6
Declined Significantly -3.9	Declined Significantly -5.6	Increased +8.6
2239	392	28

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Yellow	Yellow
26.7	9.9	17.9
Increased +7.9	Declined Significantly -5.1	Declined Significantly -11
30	1407	285

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	Green
14.4	Less than 11 Students - Data	3.6	4.4
Declined -1.9	6	Maintained -0.1	Declined Significantly -4.7
153		248	158
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Yellow
9.4	4.2	10.3	6.3
Declined Significantly -4.9	Declined -6.4	Declined -3.4	Declined Significantly -2.9
1238	71	29	336

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	12	8.1

Conclusions based on this data:

1. Due to the COVID-19 school closures, data reflects suspensions from 2018-2019: Based on this 2019 data, overall we declined significantly, but students experiencing homelessness and foster youth are still suspended at higher rates than other students, which is concerning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and 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.

Identified Need

EL Student Support
Special Education Student Support (incl. PD for Inclusion teachers)
More Dual Enrollment
Support for EL Reclassified Students
ELPAC Testing Support
More EL Students in AVID
Interventions before Senior Year
Career Readiness Support
Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
Interventions for Hispanic Students
Training for students as translators (career training)
Seal of biliteracy - increased awareness
Support for Students Struggling in Math
FAFSA Help for Students
SBAC Support and Practice
More CTE Pathways w/ increased awareness of importance of Pathway Completion
Support for students interested in attending Junior College
Support for African American Students
Bilingual Tutors and Career Training for Bilingual Students
Translation Services for multiple languages
Refreshments for Parent Engagement Events
Increased EL Content Course Offerings
Food For Hungry Students After School
Increased Support in Science with new graduation requirements
Support for Parents for High School and College Readiness
Increase before, during, and after school tutoring opportunities for all students
College visits for AVID students
Increase the amount of diverse materials / resources in the library
Increase the amount of graphic novels in the library
Increase the number of African American students in AVID
Increase resources for Gender Identity education
Supplemental Newcomer English Language Materials
Advisory period
Intervention programs for students with D/F Grades
Professional Development for teachers

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard College/Career Indicator	Ca Dashboard College/Career Indicator All students 34.3% Prepared, 19.2% Approaching prepared CA Dashboard College/Career Indicator EL Students Red CA Dashboard College/Career Indicator Hispanic students Yellow CA Dashboard - College/Career Indicator Students with Disabilities Red	Ca Dashboard College/Career Indicator All students 32.5% prepared (goal of 5% increase annually) CA Dashboard College/Career Indicator EL Students Yellow or Higher CA Dashboard College/Career Indicator Hispanic students Yellow or Higher CA Dashboard - College/Career Indicator Students with Disabilities Yellow or Higher
California School Dashboard English Language Arts	CA Dashboard - ELA Performance Students with Disabilities Orange CA Dashboard -ELA Performance EL Students Yellow	CA Dashboard - ELA Students with Disabilities Yellow or Higher CA Dashboard -ELA Performance- EL Students Yellow or Higher
California School Dashboard Math Performance	CA Dashboard - Math Performance Students with Disabilities Orange CA Dashboard - Math Performance EL Students Yellow	CA Dashboard - Math Performance Students with Disabilities Yellow or Higher CA Dashboard - Math Performance EL Students Yellow or Higher
Graduation Rate	Graduation Rate - All students 79.1%	Graduation Rate - All students Increase graduation rate by 5% overall

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Graduation Rate - Students with Disabilities 53.7%	Graduation Rate - Students with disabilities Increase graduation rate by 5%
FastBridge Assessment Data Math (aMath)	53% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2020 FastBridge aMath assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
FastBridge Assessment Data English Language Arts (aReading)	69% of students scored "College Pathway" or "Low Risk" as measured by the Fall 2020 FastBridge aReading assessment	3% increase in students scoring "College Pathway" or "Low Risk" as measured by FastBridge assessments
ELPAC Assessment Data	2019 Data 40.5% Progressed at least one ELPI level	3% increase in Progress Indicator

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID Tutoring)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38173	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Support for Comprehensive Educational Opportunities for All Students (Including Socioeconomically Disadvantaged Students) - Special program and club support, field trips, sub coverage, classroom supplies, digital technology

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22849	LCFF
37965	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Mainstream English Learner Students and provide ELD Support classes

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Targeted Academic Intervention (tutoring, PLC collaboration, supplies for intervention)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL TOSA, EL Paraprofessional, Translator Clerk/Typist

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
226851	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

3 EL Paraprofessional Salaries (Targeted EL Funding), EL Coordinator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
144239	LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

West High School Promotional Activities (AVID, CTE, A-G, College Readiness)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I
825	LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Supplies, EL Collaboration, EL Translation for Parent Events, EL Group Tutoring, EL One-On-One Tutoring, EL Academic Intervention, Home Visits, ELPAC Support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for Staff - professional development, conferences, sub costs, timesheets for professional development preparation (including AdvanceSTEM ILT team), speakers, presenters, timesheet for WASC coordinator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30000	Title I

6000	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Diversify Library to Meet the Needs of All Students (including increasing other non-English language collections)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I
750	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Attending After School Targeted Intervention / Tutoring

Strategy/Activity

Nutritional Services for Students Attending After School Targeted Intervention / Tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educational Field Trips, 9th Grade and AVID College Visits (College visit, transportation, and Sub costs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30000	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

100 Freshman students, targeted toward at-risk students

Strategy/Activity

Summer Bridge Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (and Parents)

Strategy/Activity

Parent Engagement Activities (PIQE, Parent Group, Parent Presentations)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3800	Title I
600	LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
69200	LCFF

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Physical School Site Improvement (Tables)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

General Operating Costs - Teacher, Department and Class Supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75121	LCFF

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Wellness Support for Students from Diverse Backgrounds (gender identity, cultural, socioeconomic, etc.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3400	Title I
7000	LCFF

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Support to Combat COVID-19 Learning Loss and Mental Health Support

Strategy/Activity
Tutoring, Intervention, Other Academic Support Services (Tier 2 and Tier 3), Staff Professional Development

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title I

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to factors surrounding the coronavirus (COVID-19) pandemic, testing participation in 2020–21 was done in a hybrid setting and on campus. The results were the state SBAC scores significantly dropped compared to 2018-19.
In many cases we are working to get back to prepandemic levels of achievement. This will take consistent effort for all educational partners. As teachers return to more familiar modes of teaching, staff will be able to find strategies to keep instruction effective and moving forward. We will have to observe the effects on the Socio-Emotional aspect for students as we come back to normalcy.

- We met our overall 1 year goal of 5% increase in college/career readiness indicator. We awarded 252 College and Career Ready Medals in May 2021.
- We did not meet our goal with College/Career indicator for EL students - this indicator is still Red
- We met our goal with College/Career indicator for Hispanic Students - they are in the Yellow (from Red last year)
- We did not meet our goal with College/Career indicator for Students with Disabilities - they are in the Red
- English learner performance for math rose in 2019 from Red to Orange, but did not meet our goal of Yellow or higher
- Students with Disabilities did not meet our goal for Math, and their indicator remains Red
- Students with Disabilities maintained at Orange for ELA, thus not meeting the goal of Yellow or higher
- EL students met the goal on the ELA indicator, moving from Orange to Yellow
- Students with disabilities did not meet the graduation rate goal - they remain in the Orange with 71.2% (from 72.5% last year).

Analysis of FastBridge Scores and overall grades indicate that there is a need for support for students with disabilities and English language learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The district office anticipates additional funding and grants to mitigate the learning loss that has occurred, so funding has been moved to "student wellness" in anticipation of this. The state has allocated funds to cover Covid learning loss over a span of 3 years. The Expanded Learning Opportunity Grant is a source of funding that provides supplemental instruction, support for social and emotional well-being of students that have faced adverse learning and social-emotional circumstances.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor student achievement data, with particular focus on EL Students and Students with Disabilities as our data indicates continued support is needed in these areas.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a Safe and Equitable Learning Environment

Goal 2

Provide a Safe and Equitable Learning Environment

Identified Need

Decrease in suspension rates.
Mental health resources for students.
Vape/Substance Abuse Education for students
More security presence
Advisory periods for students to build relationships
Increase awareness and tolerance of diverse populations

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall 8.1% Suspended at least once Homeless Students 26.7% suspended at least once Students with Disabilities	Decrease by 3% annually - Goal met (3.9% decrease) Decrease by 10% - Goal not met (7.9% increase) Decrease by 10% - Goal met (11% decrease)
FastBridge Assessment Data Social-Emotional Learning Survey	72% of students scored "Low Risk" for SEL Concerns	Increase by 3% in all categories

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support for Intervention and Study Skill Center

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Homeless / Foster Student Support

Strategy/Activity

Support Services for Homeless / Foster Youth

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health Services and Socio-Emotional Support for Students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
145000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Seating Options Outside for Safety

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase security presence to address safety concerns (SRO, Security)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF
	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

Increase Awareness of Diversity (assemblies, conflict management)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21000	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

85.06% (+10.11%) of parents, 73.13% (+6.2%) of students, and 82.98% (+1.82%) of staff responded positively to the LCAP climate questions.
86.23% (+15.29%) of parents, 74.96% (-3.22%) of students, and 80.95% (-3.05%) of staff responded positively to safety questions on the LCAP survey.

There was an overall increase in the climate which may be attributed to being back to in-person learning.
The drop in student safety may be explained due to the school closure of COVID-19 and students reacclimating to the facilities.

Our overall suspension rate dropped to about 3% from 12% two years ago. While this is still too high it shows a significant decrease that continues our downward trend from the past few years. We have mental health counseling available every day for students, as well as socio-emotional support from outside groups. These services are utilized by student groups to provide additional support to at-risk students.

Analysis of FastBridge Scores and overall grades indicate that there is a need for support for students with disabilities and English language learners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major difference in implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our goals here remain the same as we are working to decrease suspension rates for all groups, with particular focus on homeless/foster youth and students in Special Education. We are continuing to offer mental health resources and socio-emotional support for our students.

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	$902,273.00

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	$493,016.00

Subtotal of additional federal funds included for this school: $493,016.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$38,173.00
LCFF	$217,845.00
LCFF - Supplemental	$153,239.00

Subtotal of state or local funds included for this school: $409,257.00

Total of federal, state, and/or local funds for this school: $902,273.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Annabelle Lee	Principal
Ana Arroyo	Other School Staff
Maria Ayala	Parent or Community Member
Michelle Magallanes	Parent or Community Member
Anita Gonzalez	Parent or Community Member
Melinda Williams	Classroom Teacher
Leslie McCoy	Classroom Teacher
Jordan Dajani	Classroom Teacher
Cathy Pope	Classroom Teacher
Jonathan Woodbridge	Secondary Student
Seymour Cornell	Secondary Student
Maya Gill	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Classified Employee Rep

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-12-22.

Attested:

	Principal, Annabelle Lee on 5-12-22
	SSC Chairperson, Cathy Pope on 5-12-22

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	5/9/22	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Schoolwide Program
- Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our plan has been created with input from all appropriate stakeholder groups.

The school plan for student achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Williams Middle School has used the TUSD Stakeholder Survey to analyze the differences in stakeholder responses (Parent, Staff, and Students) in regards to school's climate and safety.

Williams Middle School School Safety Results are as follows:
Group:
Parents:
1. 84.21% of parents strongly agree or agree with the statement, "my child is safe on school grounds before school."
2. 94.7% of parents strongly agree or agree with the statement, "my child is safe on school grounds in the classroom."
3. 82.00% of parents strongly agree or agree with the statement, "my child is safe on school grounds after school."
4. 93.75% of parents strongly agree or agree with the statement, "The rules of this school are clearly communicated to parents."

Students:
1. 94.64% of students strongly agree or agree with the statement, "I know the school rules."
2. 79.34% of students strongly agree or agree with the statement, "I feel safe at school."

Staff:
1. 100% of staff strongly agree or agree with the statement, "my site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation."
2. 85.00% of staff strongly agree or agree with the statement, "my workplace is safe."

Williams Middle School Climate Results are as follows:
Group:
Parents:
1. 84.85% of parents strongly agree or agree with the statement, "the building and grounds at this school are clean."
2. 89.29% of parents strongly agree or agree with the statement, "if I have a question, comment, or concern about my child, I am comfortable talking to his/her teacher."

Students:
1. 90.38% of students strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality
."
2. 54.48% of students strongly agree or agree with the statement, "I feel comfortable working with classmates and participating in class."
3. 83.13% of students strongly agree or agree with the statement, "My teachers recognize the good work that I am doing."

Staff:
1. 69.57% of staff strongly agree or agree with the statement, "The building and grounds are clean at this school."
2. 90.91% of staff strongly agree or agree with the statement, "This school/department communicates the importance of respecting all cultural beliefs and practices"
3. 91.30% of staff strongly agree or agree with the statement, "Members of the school/department collaborate to achieve our school goals."

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walk through observations occur weekly with a minimum of 30% of classrooms visited per week. Classroom walk through observations were focused on the rigor rubric of the International Center for Leadership in Education. The rigor rubric included the areas of thoughtful work, high level-questioning and academic discussion. Professional development has been provided the last three years in the areas specified/ During walkthrough observations observations were made on the strategies used.
Classroom observations were conducted for all teachers on the evaluation cycle using the district rubric and evaluation form. Staff at Williams Middle School will continue to improve practice through self-reflection and collaboration using the rigor, relevance and relationships framework provided by the International Center for Leadership in Education.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff, ELAC, and school site council has analyzed CA Dashboard and SBAC data from the 2018/2019 and 2020/2021 school years. Due to the COVID-19 pandemic all state assessments were cancelled at the end of the 2019/2020 school year. During the 2020/2021 school year we have included overall score data in the following Fastbridge assessments, aReading, aMath, along with F grade data. Fastbridge was used by teachers throughout the year to provide intervention and enrichment, as necessary.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Fastbridge Assessment Data:
Four categories: High Risk (HR), Some Risk (SR), Low Risk (LR), and College Pathway (CP)

aMath (Grades 6-8):
College Pathway - 22%
Low Risk - 33%
Some Risk - 25%
High Risk - 21%

aReading (Grades 6-8):
College Pathway - 26%
Low Risk - 26%
Some Risk - 33%
High Risk - 15%

AUTOReading (Grades 6-8):
Low Risk - 456%
Some Risk - 35%
High RIsk - 9%

mySAEBRS Data (Grades 6-8):
No Risk - 76%
Some RIsk - 21
High Risk - 3%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Williams Middle school staff meets on a weekly basis, also known as our Early Release Wednesday (ERW). Every Wednesday, students are released early, to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Williams Middle School has 44 teachers with full credentials and 6 teachers without a full credential. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow up during the year. At this time, teachers are introduced to their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Every Wednesday, students are released early to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities. Professional learning communities discuss alignment of curriculum, student data, and intervention/enrichment for students. Staff also receives training in AVID school-wide strategies in grades 6-8.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.
Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.
Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.
District TOSA's provide support in various content curriculum. During the 2021/2022 school year 6th grade teachers and the math department received support in Professional Learning Communities (PLC's) focusing their efforts in analyzing common assessment data to inform and modify instruction as necessary. Through the collaboration of our district personnel and the county office 6th grade teachers and the math department. Due to high number or new teachers during the 2021/2022 school year, there was a focus on AVID teaching strategies and and best practices.
The International Center for Leadership and Education (ICLE) has provided support and training to teachers, focusing efforts in the rigor/relevance framework, specifically targeting thoughtful work, high-level questioning and academic discourse.
Professional development from our AVID site team focused on strategies such goal setting, focused note-taking and college & career.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Professional learning communities (PLC) are made up of teacher teams by subject area. PLC are scheduled to meet weekly based on Early Release Monday (ERW) schedule provided by the district.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

English Language Arts (ELA) and mathematics RCD units are aligned to common core standards. Curriculum includes but not limited to the following; Social Studies - McGraw Hill, Math - Digits, English Language Arts - StudySync

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Earle E. Williams MIddle School adheres to the yearly academic minutes required by the law and to minutes in ELD designated time and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Intervention time has been built into the RCD unit lesson pacing schedule. Williams Middle School offers various intervention classes to meet the needs of our at-risk students. Classes include but are not limited to, READ 180, Study Skills, English Language Development (ELD) and Organizational Academic Assistance Class (OACC), 7th/8th grade math intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to standards based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The following are courses that are offered at Williams Middle School with corresponding standards-aligned instructional materials:

English Language Arts - Study Sync, McGraw Hill (6-8)
Mathematics - Digits, Pearson
Mathematics - Bridge to Algebra, Carnegie Learning
Mathematics - Algebra I, Houghton Mifflin
Science - Amplify Science Middle School(6)
Science - Amplify Science Middle School (7)
Science - Amplify Science Middle School (8)
History/Social Science - National Geographic: World History, Ancient Civilizations (6)
History/Social Science - National Geographic: World History, Medieval and Early Modern Times (7)
History/Social Science - National Geographic: U.S. History, American Stories, Beginnings to World War I (8)
Reading Intervention - READ 180
English Language Development - Study Sync, McGraw Hill
Beginning English Language Development - Morning Star

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have access to Rigorous Crurriculum Design (RCD) in English Language Arts and mathematics. Intervention time is built in to each unit.

Evidence-based educational practices to raise student achievement

Educational practices to raise student achievement include AVID strategies in writing, inquiry, collaboration, organization and reading (WICOR). We will continue providing professional development to teachers for AVID strategies. We have also concentrated our efforts in the rigor/relevance framework focusing instructional strategies on high level questioning and academic discourse.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- Parent Institute for Quality Education (PIQE)
- Grade Level Parent Presentations

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

- School Site Council (containing all educational partners including parents of English Learners)
- Staff Input (Staff meetings)
- Back to School Night
- Open House
- ELAC
- LCAP Surveys

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Academic resources that are provided by categorical funds that enable underperforming students to meet standards are as follows:

- Scholastic Scope Magazine Subscription (supplemental resource)
- myPath Intervention/Enrichment (supplemental/intervention resource)
- Accelerated Reader
- English Language Development training
- Library materials that support diversity and inclusion

Fiscal support (EPC)

Title 1, Targeted RS 0710 & Targeted RS 0709 (EL, FY, SES)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings
2/24/22:

- School Site Council Bylaws
- School Site Council Rights and Responsibilities
- School Compact
- Emergency Plan

3/21/22:

- Schoolwide Discipline Data
- Schoolwide Academic Data
- AVID Plan/Update

4/25/22:

- Counseling Team Presentation
- Schoolwide Academic Data (Fastbridge)
- Rough Draft - School Plan

5/9/22:

- School Plan/Budget Review - 2022/2023 School Year

Leadership Team Meetings
Topics included but not limited to: School Plan, data review, interventions, emergency plan, COVID protocols

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on analysis of school data and observation of programs at Williams Middle School, we will continue working to provide teacher training to support students with special needs. Training should include and not limited to the co-teaching model with resource teachers and general education teachers. We are collaborating with district personnel and San Joaquin Office of Education for training. Training for our ELA curriculum, StudySync is also an area of need so that teachers can better utilize the tools that are provided for differentiation for all student groups especially our students with special needs and English learner groups. Williams Middle School is identified as a ATSI (Additonal Targeted Support and Improvement for students with disabilities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	327	318	286
Grade 7	376	329	305
Grade 8	336	384	332
Total Enrollment	1,039	1,031	923

Conclusions based on this data:

1. Student enrollment by subgroup data has remained consistent with no significant changes from 2017/2018 to 2021/2022.
2. Total student enrollment has remained above one thousand students with no significant changes from 2017/2018 to 2019/2020. Decrease in overall enrollment below 1,000 students occurred during the 20/21 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	273	308	272	26.3%	29.9%	29.5%
Fluent English Proficient (FEP)	228	209	187	21.9%	20.3%	20.3%
Reclassified Fluent English Proficient (RFEP)	65	13	54	22.9%	4.8%	17.5%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has increased 3.3% from 2018/2019 to 2020/2021.
2. Percentage of students being reclassified from the 19/20 and 20/21 school year increased, significantly.

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 6	375	331	282	364	319	243	362	318	238	97.1	96.4	86.2
Grade 7	344	379	299	333	365	250	332	365	250	96.8	96.3	83.6
Grade 8	346	334	315	334	319	262	334	319	256	96.5	95.5	83.2
All Grades	1065	1044	896	1031	1003	755	1028	1002	744	96.8	96.1	84.3

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 6	2488.	2485.	2463.	12.43	11.32	7.56	22.65	20.75	15.55	25.14	28.93	28.57	39.78	38.99	48.32
Grade 7	2519.	2511.	2499.	10.24	11.51	9.20	29.22	27.67	27.60	26.20	19.45	20.40	34.34	41.37	42.80
Grade 8	2543.	2533.	2511.	12.28	11.29	5.86	27.84	28.84	26.95	30.84	22.88	26.95	29.04	36.99	40.23
All Grades	N/A	N/A	N/A	11.67	11.38	7.53	26.46	25.85	23.52	27.33	23.55	25.27	34.53	39.22	43.68

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.

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 6	17.22	15.09	7.17	40.28	38.68	52.32	42.50	46.23	40.51
Grade 7	17.77	17.26	10.08	41.87	38.63	56.85	40.36	44.11	33.06
Grade 8	20.66	18.81	10.94	44.61	41.69	49.61	34.73	39.50	39.45
All Grades	18.52	17.07	9.45	42.20	39.62	52.90	39.28	43.31	37.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 6	18.93	13.52	5.98	36.16	46.23	44.44	44.92	40.25	49.57
Grade 7	19.03	20.94	13.93	45.02	39.39	48.36	35.95	39.67	37.70
Grade 8	22.16	18.18	9.02	43.71	45.77	47.84	34.13	36.05	43.14
All Grades	20.02	17.70	9.69	41.51	43.60	46.93	38.47	38.70	43.38

2019-20 Data:
Executive Order N-30-20 was issued 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 6	13.13	10.06	6.75	56.42	60.38	65.40	30.45	29.56	27.85
Grade 7	7.23	7.67	10.89	62.65	62.74	68.95	30.12	29.59	20.16
Grade 8	12.28	14.73	8.59	65.87	58.62	72.27	21.86	26.65	19.14
All Grades	10.94	10.68	8.77	61.52	60.68	68.96	27.54	28.64	22.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.66	17.92	9.66	48.47	43.08	65.13	32.87	38.99	25.21
Grade 7	20.78	19.73	17.27	51.81	41.37	53.41	27.41	38.90	29.32
Grade 8	21.26	20.06	10.16	52.99	43.26	64.06	25.75	36.68	25.78
All Grades	20.20	19.26	12.38	51.02	42.51	60.83	28.78	38.22	26.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 84% of students participated in the CAASPP assessment during the 20/21 school year. State of CA did not mandate the 95% participation rate due to distance learning.
2. 31.05% of students who participated in the ELA CASSPP assessment, met or exceeded standard.
3. Students at Williams Middle School overall, scored highest in the research/inquiry & listening portion of the assessment.

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 6	375	331	282	361	318	237	360	317	236	96.3	96.1	84.0
Grade 7	342	380	299	332	366	251	332	366	245	97.1	96.3	83.9
Grade 8	345	334	315	333	320	260	332	320	257	96.5	95.8	82.5
All Grades	1062	1045	896	1026	1004	748	1024	1003	738	96.6	96.1	83.5

* 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 6	2484.	2477.	2434.	13.89	11.36	4.24	16.39	12.93	8.47	29.72	28.71	22.88	40.00	47.00	64.41
Grade 7	2469.	2482.	2456.	8.73	10.11	6.12	11.75	11.20	11.02	22.29	24.04	26.12	57.23	54.64	56.73
Grade 8	2502.	2524.	2471.	9.04	15.31	8.17	16.57	14.38	7.00	23.49	26.56	18.29	50.90	43.75	66.54
All Grades	N/A	N/A	N/A	10.64	12.16	6.23	14.94	12.76	8.81	25.29	26.32	22.36	49.12	48.75	62.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.11	15.97	2.97	30.92	26.84	33.47	50.97	57.19	63.56
Grade 7	14.50	12.84	4.53	23.87	24.32	40.33	61.63	62.84	55.14
Grade 8	13.90	18.18	6.23	33.53	33.23	37.74	52.57	48.59	56.03
All Grades	15.57	15.53	4.62	29.48	27.96	37.23	54.95	56.51	58.15

2019-20 Data:
Executive Order N-30-20 was issued 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 6	13.89	11.08	3.81	40.56	37.97	35.17	45.56	50.95	61.02
Grade 7	10.24	11.75	6.12	33.13	33.33	48.98	56.63	54.92	44.90
Grade 8	13.29	15.31	8.56	45.92	39.06	37.74	40.79	45.63	53.70
All Grades	12.51	12.67	6.23	39.88	36.63	40.65	47.61	50.70	53.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 6	14.76	10.51	3.81	39.28	37.90	54.24	45.96	51.59	41.95
Grade 7	10.24	11.75	5.71	42.47	47.54	60.41	47.29	40.71	33.88
Grade 8	9.37	11.25	6.61	43.50	52.19	57.20	47.13	36.56	36.19
All Grades	11.55	11.20	5.42	41.68	46.00	57.32	46.77	42.80	37.26

2019-20 Data:
Executive Order N-30-20 was issued 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. 83.5% of students participated in the Math CAASPP assessment during the 20/21 school year. State of CA did not mandate the 95% participation rate due to distance learning.
2. 15% of students met or exceeded standard for the 20/21 school year for the math CAASPP assessment.

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
6	1517.9	1529.5	1517.7	1515.5	1526.5	1521.8	1519.8	1532.0	1513.2	86	105	76
7	1528.1	1537.0	1521.2	1522.3	1540.2	1526.1	1533.4	1533.4	1515.7	73	90	73
8	1530.5	1548.1	1543.6	1524.1	1552.2	1547.5	1536.4	1543.4	1539.1	54	74	96
All Grades										213	269	245

2019-20 Data:
Executive Order N-30-20 was issued 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
6	19.77	12.38	11.84	36.05	53.33	43.42	33.72	27.62	34.21	*	6.67	10.53	86	105	76
7	28.77	16.67	16.44	46.58	42.22	34.25	16.44	32.22	28.77	*	8.89	20.55	73	90	73
8	27.78	24.32	25.00	42.59	33.78	33.70	22.22	31.08	29.35	*	10.81	11.96	54	74	92
All Grades	24.88	17.10	18.26	41.31	44.24	36.93	24.88	30.11	30.71	8.92	8.55	14.11	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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
6	34.88	37.14	28.95	46.51	42.86	50.00	*	16.19	14.47	*	3.81	6.58	86	105	76
7	41.10	37.78	23.29	47.95	34.44	46.58	*	21.11	17.81	*	6.67	12.33	73	90	73
8	44.44	48.65	35.87	48.15	22.97	38.04	*	21.62	18.48	*	6.76	7.61	54	74	92
All Grades	39.44	40.52	29.88	47.42	34.57	44.40	7.98	19.33	17.01	5.16	5.58	8.71	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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
6	*	6.67	3.95	16.28	31.43	21.05	44.19	37.14	36.84	33.72	24.76	38.16	86	105	76
7	15.07	4.44	6.85	34.25	22.22	15.07	26.03	53.33	39.73	24.66	20.00	38.36	73	90	73
8	*	8.11	7.61	25.93	20.27	31.52	25.93	50.00	34.78	29.63	21.62	26.09	54	74	92
All Grades	12.21	6.32	6.22	24.88	25.28	23.24	33.33	46.10	36.93	29.58	22.30	33.61	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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
6	29.07	12.38	14.47	56.98	72.38	67.11	13.95	15.24	18.42	86	105	76
7	28.77	10.00	8.22	63.01	67.78	65.75	*	22.22	26.03	73	90	73
8	29.63	16.22	14.13	57.41	64.86	73.91	*	18.92	11.96	54	74	92
All Grades	29.11	12.64	12.45	59.15	68.77	69.29	11.74	18.59	18.26	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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
6	61.63	56.19	64.38	32.56	39.05	30.14	*	4.76	5.48	86	105	73
7	69.86	68.89	61.43	26.03	24.44	28.57	*	6.67	10.00	73	90	70
8	74.07	62.16	58.02	22.22	31.08	35.80	*	6.76	6.17	54	74	81
All Grades	67.61	62.08	61.16	27.70	31.97	31.70	*	5.95	7.14	213	269	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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
6	*	9.52	5.26	24.42	42.86	32.89	72.09	47.62	61.84	86	105	76
7	19.18	6.67	12.33	21.92	46.67	28.77	58.90	46.67	58.90	73	90	73
8	20.37	12.16	21.74	24.07	36.49	28.26	55.56	51.35	50.00	54	74	92
All Grades	13.15	9.29	13.69	23.47	42.38	29.88	63.38	48.33	56.43	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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
6	16.28	31.43	7.89	77.91	62.86	80.26	*	5.71	11.84	86	105	76
7	16.44	2.22	1.37	76.71	91.11	82.19	*	6.67	16.44	73	90	73
8	22.22	4.05	2.17	72.22	90.54	88.04	*	5.41	9.78	54	74	92
All Grades	17.84	14.13	3.73	76.06	79.93	83.82	6.10	5.95	12.45	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued 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. ELPAC data for Williams Middle School shows overall decrease from 2017/2018 to 2020/2021 at all grade levels.
2. Students performing at the well developed category, has significantly decreased from 2017/2018 to 2020/2021.

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**
923	**59.8**	**29.5**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	272	29.5
Foster Youth	5	0.5
Homeless	55	6.0
Socioeconomically Disadvantaged	552	59.8
Students with Disabilities	150	16.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	5.6
American Indian or Alaska Native	5	0.5
Asian	86	9.3
Filipino	42	4.6
Hispanic	531	57.5
Two or More Races	44	4.8
Native Hawaiian or Pacific Islander	13	1.4
White	150	16.3

Conclusions based on this data:

1. According to enrollment data, Hispanic students (57.5%) and White students (16.3%) make up the majority of the student population at Williams Middle School.

2. According to enrollment data, the socioeconomically disadvantaged subgroup is 59.8% of the student population at Williams Middle School.

3. According to enrollment data, the English learner subgroup is 29.5% of the student population at Williams Middle School

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. According to the 2019 Fall dashboard, suspension rate for all students at Williams Middle is the orange indicator, which is an improvement from the red indicator from 2018 dashboard. No dashboard data for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard, Mathematics for all students at Williams Middle is the yellow indicator, which is an improvement from the orange indicator from the 2018 dashboard. No dashboard data for the 2020 and 2021 school years
3. According to the 2019 Fall dashboard English Language Arts remained at the yellow indicator in comparison to 2018 dashboard results. No dashboard data for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
38.8 points below standard	69.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.8 points	Maintained -0.5 points	4
962	403	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
72.7 points below standard	65.9 points below standard	135.6 points below standard
Declined Significantly -21.6 points	Declined -9.9 points	Increased ++12.7 points
31	571	145

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Green
56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.5 points above standard	24.8 points above standard
Declined -11.1 points	6	Declined -3.4 points	Declined -3.5 points
64		100	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
61.5 points below standard	36.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.8 points below standard
Declined -4.9 points	Declined Significantly -29.8 points	8	Declined -9.1 points
528	26		177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.9 points below standard	2.3 points below standard	27.8 points below standard
Increased ++6.7 points	Increased ++5.1 points	Declined -9.2 points
239	164	489

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Language Arts, the following subgroups showed an increase/improvement, students with disabilities, current English learners and reclassified English learners. No CA dashboard data provided for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard for English Language Arts, the homeless subgroup is at the red indicator. No CA dashboard data provided for the 2020 and 2021 school years.
3. According to the 2019 Fall dashboard for English Language Arts, the Homeless and Students with disabilities subgroups show the greatest number of points below standard. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
71.1 points below standard	104.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.5 points	Increased ++12.8 points	4
958	402	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Orange
89.3 points below standard	99.2 points below standard	170.1 points below standard
Increased Significantly ++16 points	Increased ++11 points	Increased Significantly ++30.5 points
31	571	143

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	Green
100.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.3 points above standard	9.5 points below standard
Maintained ++1.1 points	6	Increased Significantly ++18.6 points	Increased ++11.5 points
64		100	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
97.1 points below standard	64.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47.9 points below standard
Increased ++14.5 points	Declined Significantly -18.8 points	8	Maintained ++2.8 points
527	26		174

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
149.5 points below standard	38.8 points below standard	58.8 points below standard
Increased Significantly ++18 points	Increased Significantly ++21.9 points	Increased ++10.6 points
240	162	486

Conclusions based on this data:

1. According to the 2019 Fall dashboard for mathematics, the following subgroups showed a significant increase in performance, homeless, students with disabilities and Asian. The following subgroups showed an increase in performance, English learners, socioeconomically disadvantaged, Filipino and Hispanic. No CA dashboard data provided for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard for mathematics, the subgroups with the greatest number of points below standard are English learners, students with disabilities and socioeconomically disadvantaged. No CA dashboard data provided for the 2020 and 2021 school years.
3. According to the 2019 Fall dashboard for mathematics for English Learners, all groups "increased significantly" or "increased" performance. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53 making progress towards English language proficiency
Number of EL Students: 251
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	27.4	7.9	45.0

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Learner progress 53 out of 251 students tested are making progress towards English proficiency. No CA dashboard data provided for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard for English Learner progress 113 students progressed at least one ELPI level. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.6	7	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined -1.1	6
1094	287	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
15.7	11	17.8
Declined -8.1	Declined -1.4	Increased Significantly +3.9
51	671	163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	Blue
11.8	Less than 11 Students - Data Not Displayed for Privacy	1.8	1.9
Declined -2.6	6	Increased +0.9	Maintained +0.3
76		113	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
10.5	12.1	Less than 11 Students - Data Not Displayed for Privacy	12.9
Maintained -0.1	Declined -5.3	10	Declined -1.3
609	33		194

Conclusions based on this data:

1. According to the 2019 Fall dashboard for academic engagement/chronic absenteeism, there was a decline of chronic absenteeism by 0.8%, which yielded a green indicator, an improvement from the yellow indicator from the 2018 dashboard. No CA dashboard data provided for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard, student with disabilities increased significantly (+3.9%). No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	6	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
16.8	15.9	Less than 11 Students - Data Not
Declined -1.2	Increased +1.6	7
1128	296	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
30.4	20.4	30.5
Increased +6.1	Declined -0.5	Declined -0.9
56	692	167

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	Orange
22.5	Less than 11 Students - Data 7	8.7	3.7
Declined -9.6		Maintained +0.1	Increased +0.8
80		115	54
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
16.7	30.3	Less than 11 Students - Data 10	20.5
Declined -2.5	Increased +2.3		Increased +1.8
629	33		200

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	18.1	16.8

Conclusions based on this data:

1. According to the 2019 Fall dashboard for Conditions and Climate for suspension rate, there was an overall decline of 1.2% which yielded an orange indicator. This result is an improvement from a red indicator for the 2018 dashboard. No CA dashboard data provided for the 2020 and 2021 school years.
2. According to the 2019 Fall dashboard suspension rate increased for English learners, homeless, Filipino, and White subgroups. No CA dashboard data provided for the 2020 and 2021 school years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.

Goal 1

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.

Identified Need

Overall English Language Arts
Overall Mathematics
At Risk Students: ELL, foster youth, homeless and socioeconomically disadvantaged (ELA and mathematics)
Students with disabilities subgroup (ELA and mathematics)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data 2020/2021 CAASPP ELA - Exceeded or Met Standard - 31.1% 2020/2021 CAASPP Mathematics - Exceeded or Met Standard - 15.04%	Increase the percentage of students who score standard met or standards exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data ELA CAASP Data 2020/2021 - Exceeded or Met Standard 1. ELL - 6% 2. Foster - 0% 3. Homeless - 28% 4. Socioeconomically Disadvantaged - 26.2% Mathematics CAASPP Data 2020/2021 - Exceeded/Met Standard 1. ELL - 0% 2. Foster - 0% 3. Homeless - 16.0%	Increase the percentage of at risk students (ELL, foster youth, homeless and socioeconomically disadvantaged) who score standards met or standard exceeded by 2% in English Language Arts and mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4. Socioeconomically Disadvantaged - 12.5%	
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data ELA CAASPP Data 2020/2021 - Exceeded/Met Standard 1. SPED - 9.2% Math CAASPP Data 2020/2021 - Exceeded/Met Standard 1. SPED - 5.1%	Increase the percentage of students with disabilities subgroup who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
Fastbridge Assessments	aReading - 2021/2022 Low Risk/College Pathway Fall - 46% Winter -37% Spring -34% aMath - 2021/2022 Low Risk/College Pathway Fall - 45% Winter - 39% Spring - 38%	Show improvement throughout the 2022/2023 school year. Decrease the number of students identified in the high risk category for all Fastbridge assessments.
ELPAC	TBD - 2020/2021 ELPAC Data Overall ELPAC 2020/2021 1. Level 4 - 18.26% 2. Level 3 - 36.93%	Increase level 4 and 3 ELPAC by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds
All students
English Language Learners (ELL)
Foster Youth
Homeless
Socioeconomically disadvantaged
Students with disabilities
Hispanic subgroup

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

- Licenses for Accelerated Reader
- Provide supplies and support for technology elective, Tynker.
- Provide counselors, the counseling application, SCUTA. Provide data for counseling PLC and school in regards to counseling program.
- Provide supplies for NGSS implementation for 6th grade.
- Provide supplies for NGSS implementation for 7/8 grade
- Provide student agendas to support instruction and student organization
- Provide additional supplies and support for Art Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library.
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Provide funding for counselor collaboration and professional development
- Provide Scholastic Math - Supplemental Resource (Grades 6-8)
- Provide Scholastic Science - Supplemental Resource (Grades 6-8)
- Provide funding for counselor collaboration and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
79,131	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds
All Students

Strategy/Activity

Goal 1: Tier 1 - Core Instruction and Differentiation - Site Funds

- Provide additional supplies and support for PE program
- Copies/paper/supplies/ so support 6-8 instruction
- Postage for report cards and flyers.
- Purchase additional technology as needed: Document cameras, projectors, computers, etc. to support student intervention and access.
- Additional Clerk Support
- Provide entrance fees for academic competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
36,305	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds/Targeted EL

- Provide supplies for NGSS implementation for 6th grade
- Purchase additional technology as needed: document cameras, projectors, computers to be used in classrooms and library to access information for student learning
- Provide training and support for teachers who teach ELD classes, CABE conference
- Provide college field trip to ELD students and parents
- Provide ELD teachers materials and resources for student development.
- Salary for ELD paraeducator
- Provide Scholar Magazine ELA Scope Reader - Supplemental Resource
- CABE Conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
49,215	LCFF - Supplemental
30,000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

- Targeted after school interventions/credit recovery
- Maintain/Implement Read 180/System44 to increase literacy for at risk students
- Provide intervention/enrichment support through academic platform, myPath through district adopted program, Edguinity. myPath will provide ELA and math initial assessments and create individual learning plans for students, for intervention programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
39,000	Title I
12,635	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress

Strategy/Activity

- 5 AVID teacher sub 3 days
- AVID Supplies
- AVID Subscription
- AVID Tutors & Student Helpers
- AVID Summer Institute
- AVID Membership
- AVID Copies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,957	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020/2021 school year, Williams Middle School used AVID strategies schoolwide. Various AVID training were provided throughout the school year during Early Release Monday (ERM) and buy back days. Williams Middle School staff used Fastbridge and other local assessments to determine student academic progress throughout the school year. Students who were targeted for intervention used programs such as READ 180, Accelerated Reader (AR), StudySync (ELA) and Digits (Mathematics) as base curriculum. Supplemental resources that were used are the following, but not limited to myPath and scholastic reader magazine subscription (ELA, ELD, Mathematics & Science).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences exist.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Overall increase in the number of students who perform at the met or exceeded standard for CAASPP assessments . Ensure goals are attainable. Support all students in learning.
- Ensure goals are attainable for at risk students.
- Federal school improvement plan: students with disabilities as focus for improvement.
- Using RCD assessments, fastbridge assessments and teacher assessments as data points for PLC analysis discussion. Overall support student learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Goal 2

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Identified Need

Continued focus on reducing suspension rate and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	12% suspension rate based upon 2021/2022 data.	Reduce the suspension rate by 2%.
Monthly Attendance Reports	94% attendance rate	Maintain a 98% attendance rate.
Monthly Attendance Reports	2.5% Chronic absenteeism rate based on preliminary 2021/2022 data.	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation
All Students

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Title I Funds/Targeted/Site Funds

- Where Everybody Belongs (WEB) peer mentoring program, training and supplies
- Provide intervention/enrichment support through academic platform, myPath.
- Provide safety and cultural assemblies/guest speakers
- Parent Liaison - 50%
- Additional Clerical Support

- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information. (District ELOG)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
44,000	Title I
5,000	LCFF - Supplemental
1,648	LCFF

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 3 - Intensive Support - Title I Funds
All Students

Strategy/Activity

Goal 2 - Tier 3 - Intensive Support - Title I Funds
- Provide SEL services

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Williams Middle we have continued to to focus on providing a safe and equitable learning environment through focusing on positive relationships among all educational partners and

increasing our communication to our community. According to our data on the CA school dashboard, Williams Middle School had a 16.8% suspension rate during the 2018/2019 school year. Preliminary data before COVID-19 closure showed us at an 8.3% suspension rate for the 2019/2020 school year, thus reducing the suspension rate by 8.5%, well ahead of the goal of 2% reduction for the 2019/2020 school year. While we we still had one quarter left of school before the COVID-19 closure, we are confident that our progress would have held true and we would have seen a decrease in suspension rate. Preliminary data for the 2021/2022 school year shows a 12% suspension rate. During the 2021/2022 school year we also provided 5 days mental health support through services from CMC (tier 3 support) for our students. Returning from distance learning, we have seen an increase in referrals for additional support for students at Williams Middle School. Williams Middle School demographics continue to shift, where our at-risk groups (special needs students, foster youth, English Learners, socioeconomically disadvantaged) continue to increase and thus we will continue providing social-emotional support to those students in need. During the 2021/2022 school year we observed a significant increase in the number of students suspended and/or expelled. Through our analysis, we will add services through other funding sources that will aide in providing additional resources for ours students at Williams Middle School. Community organization Sow-A-Seed will be funded to be on campus during the 2022/2023 school year, they will provide tier 1 and 2 services at Williams Middle.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While our demographics continue to shift at Williams Middle School we also have observed the need to provide more support to our local community as they interact with us at Williams Middle School. Through observation and data we see the need for a full time parent liaison, which will aide us in better communicating and connecting with all of our community. We have also seen a decline in attendance partly due to COVID, overall attendance has decreased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is no changes to the goals that were previously made. We will continue working towards reducing the suspension rate and reducing chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3 - Parent Involvement and Education

Goal 3

Goal 3 - Parent Involvement and Education

Identified Need

Increase school communication to parents, bi-weekly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Messenger Communication Log, Updates on school website	Bi-weekly communication was made to educational partners through via email, website or social media platforms.	Communication to the community via email, newsletter and/or school website will occur bi-weekly.
LCAP and GATE Survey Data	LCAP Participation Rate 1. Students - 26% 2. Parents - 3% GATE Survey Participation Rate 1. Parents - 3%	Increase LCAP and GATE parent survey participation by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 3 - Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- All Students

Strategy/Activity

Goal 3 -Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- Provide quarterly parent nights to increase academic and social/emotional awareness.

- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information (district ELOG)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,596	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through our continued efforts in communicating with our community we have seen an increase in overall participation of our parents in the programs provided. While participation rates for various activities can still improve we have seen increased participation overall. We will continue to offer PIQE as a resource for our families. We have implemented the program for three years and each year parents participate and continue to request the services. While COVID impacted the PIQE program during the 2020/2021 school year, we still saw participation for the program. We will continue to focus on our outreach to parents to increase our parent participation in the LCAP survey. During the 2021/2022 PIQE was offered virtually and had success. Feedback given at the end of the 9-week program found that virtual sessions allow for parents to connect much more easily.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

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	$331,487.00

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	$192,131.00

Subtotal of additional federal funds included for this school: $192,131.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
District Funded	$30,957.00
LCFF	$37,953.00
LCFF - Supplemental	$70,446.00

Subtotal of state or local funds included for this school: $139,356.00

Total of federal, state, and/or local funds for this school: $331,487.00

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
Christopher Beaken	Classroom Teacher
Desi Rosales	Classroom Teacher
Anne Martin	Classroom Teacher
Andrew Stokes	Parent or Community Member
Lynn Wang	Parent or Community Member
Karina Linares	Parent or Community Member
Benamar Medina	Parent or Community Member
Owen Baptista	Secondary Student
Lulu Flores	Other School Staff
Miguel Romo	Principal

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 5/9/22.

Attested:

Principal, Miguel Romo on 5/9/22

SSC Chairperson, Christopher Beaken on 5/9/22