

School Plan for Student Achievement

The instructions for completing the School Plan for Student Achievement (SPSA) follow the template.

School Name	Contact Name and Title	Email and Phone
Coral Mountain Academy, 760-398-3525	Julisa Hernandez Principal	juhernandez@cvusd.us 760-398-3525
CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736760112649	May 17, 2022	June 23, 2022

Plan Summary [2021-22]

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

This School Plan describes a School-wide Program that includes strategies, actions, and services that address the requirements for Comprehensive 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.

Coral Mountain Academy provides instruction for students in grades TK-6. During the 2021-2022 school year, a total of 888 students were enrolled.

Two major programs make up the core instruction for our students, Sheltered English Immersion and Dual Language - English and Spanish. Students with Special Needs are serviced via their Individual Education Plans (IEP)s.

School Vision

By providing a quality education, we empower individuals to become caring, competent, responsible citizens who value education as a lifelong process.

School Mission

We embrace the belief that our students can and will achieve the high standards necessary for academic and social success. We will collaborate to ensure that all students have equal access to engaging and meaningful curriculum in a safe transformational environment. We are prepared as a community to evaluate, reflect, and take action to ensure learning for all students.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

General Information

A description of the school, its students, and its community.

Coral Mountain Academy is a public school located in Coachella, California which is in a large suburb setting. The student population of Coral Mountain Academy is 888, and the school serves TK-6. We are very much a family on our campus, and our most important goals are academics and the social well being of our students and staff. Our staff members share a common philosophy of excellent instruction, high expectations and the belief that the elementary experience sets the foundation for a lifetime of learning. In the spirit of collaboration, all teachers meet regularly in professional learning communities for professional development, data analysis, and discussions pinpointing how to better meet students' academic and behavioral needs. All staff members have an understanding of PBIS Positive Behavior Intervention and Supports, which is evident campus-wide in classrooms and common areas. Students follow our guidelines for success: "Be Attentive, Be Respectful, Be Responsible and Be Safe. We have a school wide PBIS management system used by all staff that recognizes students for meeting behavior expectations from anywhere in the school. Students also receive positive reinforcement for their acts of kindness on a daily basis and in our weekly drawings. All students receive social emotional lessons on a daily basis, this instruction is provided at the beginning of the day and helps ground our students and staff to have a better learning experience. Our campus climate fosters our children with a caring, positive, and safe environment that motivates our students and families to pursuit academic success. Our enrollment demographics are as follows: 37% English only, 44% English Learners, 17% Reclassified Fluent English Proficient and 2% Initial Fluent Proficient; 48% female students; 52% male students; and services 6.9% special education students. Coral Mountain Academy has offers 2 programs of instruction SEI and Dual Language. We currently have 35 General Ed teachers, 1 Special Education Resource Teacher, 1 Special Education SDC Teacher, 5 intervention teachers and 2 VAPA Teachers. Our site, under the District Initiative of the Transformational Justice Model, is in the process of implementing all components. We have been very consistent in providing daily Social Emotional Learning lessons to our teachers that are prepared and ready to be delivered, along with practicing the PBIS school-wide expectations and the teaching of the survival skills. We, the trained facilitators, will be holding space for our 6th graders in the year to come, expanding the understanding of the 4 principals of La Cultural Cura, through the Xinachtli and Joven Noble component. Our parent liaison supports with parent informational workshops that cover academics, TJ blended model, parenting, and any other topics as needed.

For the 2022-23 School year, Coral Mountain Academy will focus on the following areas:

Aligning with the CVUSD LCAP Goals, Coral Mountain Academy is committed to:

Maintaining a safe, respectful, welcoming, and inclusive school culture and climate where we practice learnings from the Transformational Justice Model.

Providing students with the tools and resources they need to increase academic achievement and maintain a sense of well-being.

Providing opportunities to parents, students, and staff to engage in school activities and community events.

SPSA Highlights

A brief overview of the SPSA, including any key features that should be emphasized.

Coral Mountain Academy's SPSA goal 1 will articulate a focus on attendance, chronic absenteeism, and suspension. An academic focus will be found in goal 2. In order to achieve goal 2 we will be actively involved in data collection, analysis, and progress monitoring. Academic Instruction, intervention and support will be provided by teachers during and after school in order to increase points on the Standard Met/Exceeded metric of the CAASPP, in both ELA and MATH. ELD growth expectation of 1 band on the ELPAC. Social emotional support will also be provided by our Latino Counseling Therapist to help students that may be experiencing struggles, trauma, or anxieties that may be interfering with their ability to learn. Goal 3 emphasizes the importance to have our community involved with the school that serves their children. Certificated staff, with the support of our classified staff and parent liaison, will be working together to support our parents by providing workshops, assistance, counseling services, and guidance to their questions and needs.

Need Assessment: Review of Performance

Assessment of Greater Progress

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard), local self-assessment tools and other data, stakeholder input, or other information, describe what progress toward SPSA goals that the school proudest of, and how does the school plan to maintain or build upon that success?

This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have led to improved performance for these students.

Last year, during the 2020-2021 school year, we noticed that the distance learning modality definitely created some large learning gaps that required immediate support and hands on from all staff. This school year we are continuing extra service hours for our teachers that are willing to provide intervention and tutoring to our students. Teachers who provided intervention shared their results and reported some progress and the success they witnessed. The most notable success was the percent of our Kinder Dual language students that were reading and progressing at the same rate as if they were receiving after-school tutoring. Another success was the space that we the admin, staff, and Latino Counseling Therapist held for families and students that may have been experiencing trauma from hardship, death, or illness in the family due to the pandemic. Along side of this space we successfully provided our parents with 6 SEL parent workshops throughout the year.

Some of the successes that we have seen at Coral Mountain Academy for the 2021-22 School year include:

- A decrease in the suspension rate for 2020-21
- Maintained enrollment from over the 2020-21 school year
- An Increase in iReady scores school-wide from the first administration to the second administration.

o The school saw an increase from:

14% at or above grade level to 36% at or above grade level in Reading 3% at or above grade level to 32% at or above grade level in Mathematics.

To increase this progress we will:

Implement a further deeper dive into first best instruction and data chats/monitoring for teachers Continue communication of academic expectations with staff and students.

We attribute the successes in part to:

The use of intervention teachers at all grade levels.

Kindergarten classrooms received General Education Instructional Aides that supported student intervention and small group instruction.

1st-3rd grade had an intervention teacher for each grade level that supported small group pull-out instruction identifying students based on needs

·4-6th grade levels shared an intervention teacher, utilizing the instructor to support students most at risk in remediating their learning.

Positive school climate (student/staff) and home/school connections.

Assessment of Needs and Performance Gaps

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators. If the school was identified for CSI, TSI, or ATSI, in which areas and for which student group(s) was identification based?

What steps is the school planning to take to address these areas with the greatest need for improvement? (Surveys, Classroom Observations, Analysis of Instructional Program [teaching and learning, curriculum, professional development.]) This may include identifying any specific examples of services for student groups, including low-income students, English learners, homeless youth, foster youth, and other at-risk student groups have been unsuccessful in leading to improved performance for these students.

Distance Learning has created larger gaps for all our student groups both socio-emotional and academic. This year admin/teachers have continually observed: the decline in attendance and the Socio emotional impact/trauma that is still affecting many in our school community. Therefore, these students must be provided interventions focused on their academics and social emotional well-being.

Working with our teachers, school leadership, SSC, and ELAC; below are the areas of greatest need:

Chronic Absenteeism and Attendance

Support for EL students with only 8.81% and 8.17% meeting or exceeding standards in ELA and Math, respectively on the 2021 CAASPP

Support for Students with Disabilities (SWD) with 0% and 0% meeting or exceeding standards in ELA and Math, respectively on the 2021 CAASPP.

Chronic Absenteeism for all Students:

Percentage: 36.4% (Percentage change: Increased +26.4%)

2020-21 CAAASPP

ELA:

All Students: 22.83% English Learners: 8.81%

Socioeconomically Disadvantaged: 21.54%

Hispanic/Latino: 22.54% Students with Disabilities: 0%

MATH:

All Students: 16.23% English Learners: 8.17%

Socioeconomically Disadvantaged:15.65 %

Hispanic/Latino: 15.97% Students with Disabilities: 0%

Addressing areas of need:

Each area of concern will be addressed through a variety of ways to ensure increases in the metrics to best serve our students.

Chronic Absenteeism:

Performance Targets:

We will work on decreasing the chronic absenteeism rate by 10% school-wide.

ELA:

Performance Targets:

We are going to improve outcomes in literacy skills for all student groups by 10%.

Math:

Performance Targets:

We are going to improve outcomes in mathematics for all student groups by 10%.

Resource Inequities

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

School Leadership data analysis from teacher' formal and informal assessments along with observations and District benchmarks informed the School Site Council of the need to approve funding for after academic events and school tutoring/intervention targeting low performing English Learner (EL) students and Socio Economic Disadvantaged student in literacy and Math. Literacy and Math intervention was and will be provided after school specific to K through 6th grade students.

Students with Disabilities will be served and provided support during their IEP dedicated time and while in general ed setting, by their Special Education case holder and during class by their mainstream or homeroom teacher.

Need Assessment: Educational Partners

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC, other Parent Advisory Committees, Leadership Teams, departments, district staff, etc.; dates of elections, trainings, meetings aligned to agendas and minutes.)

Over the course of the 2021-22 school year, the SPSA was shared with School Leadership, Certificated Staff, Parents and Members of SSC for the purpose of analyzing progress made, and reviewing the effectiveness of actions and services. Leadership and staff took part in analyzing data and creating goals for 2022-23. Leadership had discussions regarding the academic goals and the fact that our goal would be to continue to reduce the distance from standard met, for each student group in both ELA and Math, as measured by the last available CAASPP testing data.

Discussion included additional efforts that would have to be made in order for students to continue to reduce the distance from standard met, due to school closures from COVID 19. Suggestions made during discussion were to continue intervention as soon as the school year begins. This plan to begin earlier would be for both during and after school tutoring. Another suggestion, is to begin SST meetings immediately upon our return to provide intervention strategies early on in the year. SSC members were given an opportunity to provide input during the review and update of goals, acknowledging that goals and strategies may have to be revisited depending on what these uncertain times bring about.

Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

All stakeholder meetings continue to emphasize a need and sense of urgency to continue to provide intervention and social emotional support to our students. This was greatly magnified during distance learning and continues to be a concern as we carried out our year with in person instruction. the need is still very evident as learning was continually interrupted by the ongoing cases of COVID 19 that resulted in our students or their families.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description Amount

Total Funds Provided to the School for the SPSA Year Through the ConApp	\$0
Total Federal Funds Provided to the School from the LEA for CSI (if applicable)	\$0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$130,960.00

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

It the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Describe how the district has supported the CSI, TSI, and ATSI needs of the school and alignment of its plan with the LCAP and other district plans.

Student Enrollment
Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

	Student Enrollment by Grade Level											
	Number of Students											
Grade	18-19	19-20	20-21									
Kindergarten	163	144	127									
Grade 1	115	136	126									
Grade 2	133	114	135									
Grade3	117	128	118									
Grade 4	128	117	129									
Grade 5	123	128	120									
Grade 6	129	119	130									
Total Enrollment	908	886	885									

- 1. In regards to Student Group Enrollment indicated on the first chart, enrollment remained relatively the same for all student groups. Overall, our school enrollment decreased by 23 students from 2018-19 but has remained constant for the last 2 years.
- 2. Grade Level enrollment data, from last year to this year shows to have stayed consistent within about 10 students, with the exception of our kinders.

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment													
24.1.40	Num	ent of Stud	udents										
Student Group	18-19	19-20	20-21	18-19	19-20	20-21							
English Learners	363	356	365	40.0%	40.2%	41.2%							
Fluent English Proficient (FEP)	231	224	185	25.4%	25.3%	20.9%							
Reclassified Fluent English Proficient (RFEP)	151	45	7	32.0%	12.4%	2.0%							

- 1. The number of English Learners has remained within ten students within the past 3 years.
- 2. FEP number of students decreased 5.3% during our closure year...
- 3. Students who are reclassifying as FEPs increased from 2017-18 to 18-19 but decreased significantly in 2019-20 and even more drastically in 2020-21.

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students													
Grade	# o	f Stude	nts	# o	f Stude	nts	# of S	tudents	s with	% of Enrolled				
Level	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	131	116	119	130	115	111	130	115	111	99.2	99.1	93.3		
Grade 4	123	129	126	123	127	119	123	127	117	100	98.4	94.4		
Grade 5	131	121	120	131	120	112	131	120	112	100	99.2	93.3		
Grade 6	151	126	130	148	126	121	148	126	120	98	100	93.1		
All	536	492	495	532	488	463	532	488	460	99.3	99.2	93.5		

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.

				Ove	rall A	chieve	ement	for A	II Stud	dents						
Grade	Me	an Sc	ale	% \$	Stand	ard	% Standard Met			% Standard			% Sta	% Standard Not		
Level	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-	
Grade 3	240	238	235	22.3	11.3	4.50	18.4	20.8	14.4	28.4	31.3	30.6	30.7	36.5	50.4	
Grade 4	243	242	240	17.0	14.1	2.56	25.2	16.5	17.0	16.2	28.3	23.0	41.4	40.9	57.2	
Grade 5	247	248	245	13.7	16.6	8.04	29.7	32.5	19.6	24.4	20.0	26.7	32.0	30.8	45.5	
Grade 6	252	252	246	14.1	14.2	9.17	35.8	37.3	15.8	29.7	29.3	26.6	20.2	19.0	48.3	
All	N/A	N/A	N/A	16.7	14.1	6.09	27.6	26.8	16.7	25.0	27.2	26.7	30.6	31.7	50.4	

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Reading Demonstrating understanding of literary and non-fictional texts													
Creade Level	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Sta	ndard				
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21				
Grade 3	15.38	11.30	4.50	43.08	44.35	57.66	41.54	44.35	37.84				
Grade 4	13.82	12.60	2.56	55.28	47.24	61.54	30.89	40.16	35.90				
Grade 5	16.03	18.33	6.25	45.04	49.17	60.71	38.93	32.50	33.04				
Grade 6	21.62	20.63	5.88	48.65	45.24	52.10	29.73	34.13	42.02				
All Grades	16.92	15.78	4.79	47.93	46.52	57.95	35.15	37.70	37.25				

2019-20 Data:

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Writing Producing clear and purposeful writing													
Consider Leavel	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Stai	ndard				
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21				
Grade 3	18.60	9.57	3.60	50.39	46.09	44.14	31.01	44.35	52.25				
Grade 4	13.82	10.24	4.31	42.28	51.97	56.03	43.90	37.80	39.66				
Grade 5	17.56	30.00	9.01	54.20	48.33	51.35	28.24	21.67	39.64				
Grade 6	16.22	19.05	8.33	59.46	59.52	41.67	24.32	21.43	50.00				
All Grades	16.57	17.21	6.33	51.98	51.64	48.25	31.45	31.15	45.41				

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De	monstra	ating eff	Listeni fective o	ng commur	nication	skills			
Crede Level	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Sta	ndard
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.92	9.57	4.50	61.54	62.61	64.86	21.54	27.83	30.63
Grade 4	12.20	9.45	5.98	61.79	63.78	73.50	26.02	26.77	20.51
Grade 5	10.69	10.83	4.46	61.83	66.67	74.11	27.48	22.50	21.43
Grade 6	14.86	10.32	6.72	69.59	73.02	65.55	15.54	16.67	27.73
All Grades	13.72	10.04	5.45	63.91	66.60	69.50	22.37	23.36	25.05

2019-20 Data:

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Inv	estigating.		search/l ing, and		iting inf	ormatio	n		
Out de l'accel	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Sta	ndard
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.92	11.30	4.50	50.77	50.43	65.77	22.31	38.26	29.73
Grade 4	20.33	10.24	6.84	46.34	54.33	65.81	33.33	35.43	27.35
Grade 5	27.48	18.33	13.39	44.27	50.00	58.04	28.24	31.67	28.57
Grade 6	37.16	28.57	10.83	47.97	57.14	60.00	14.86	14.29	29.17
All Grades	28.38	17.21	8.91	47.37	53.07	62.39	24.25	29.71	28.70

2019-20 Data:

- 1. Data demonstrates that our above standard % decreased in all areas while the below standard % increased or maintained the same.
- 2. Data demonstrates the percent of students in above standard dropped in: Reading from 16% to 5%, Writing from 16% to 6%, Listening from 10% to 5% and Research/Inquiry from 17% to 9%.
- Data demonstrates the following percent of students are below standard: Reading has 37%, Writing has 45%, Listening has 25% and Research/Inquiry has 29%

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students													
Grade	# o	f Stude	nts	# o	f Stude	nts	# of S	tudent	s with	% of Enrolled				
Level	el 17-18 18-19 20-2			17-18	18-19	20-21	17-18 18-19 20-21			17-18	18-19	20-21		
Grade 3	131	116	119	130	115	112	130	115	111	99.2	99.1	94.1		
Grade 4	123	129	126	123	127	119	123	127	118	100	98.4	94.4		
Grade 5	131	121	120	131	120	113	131	120	112	100	99.2	94.2		
Grade 6	151	126	130	149	126	121	149	126	120	98.7	100	93.1		
All	536	492	495	533	488	465	533	488	461	99.4	99.2	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:

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	Overall Achievement for All Students														
Grade	Grade Mean Scale		ale	% \$	Stand	ard	% Standard Met			% Standard			% Standard Not		
Level	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-	17-	18-	20-
Grade 3	241	242	237	13.8	11.3	4.50	25.3	26.0	13.5	27.6	37.3	32.4	33.0	25.2	49.5
Grade 4	244	244	239	12.2	13.3	3.39	23.5	14.1	7.63	34.1	34.6	28.8	30.0	37.8	60.1
Grade 5	248	249	244	16.7	14.1	4.46	16.7	21.6	9.82	33.5	31.6	27.6	32.8	32.5	58.0
Grade 6	252	251	245	23.4	17.4	9.17	20.8	20.6	12.5	26.8	27.7	20.0	28.8	34.1	58.3
All	N/A	N/A	N/A	16.8	14.1	5.42	21.5	20.4	10.8	30.3	32.7	27.1	31.1	32.5	56.6

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Concepts & Procedures Applying mathematical concepts and procedures											
Grade Level											
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21		
Grade 3	23.85	22.61	5.41	43.08	46.96	39.64	33.08	30.43	54.95		
Grade 4	21.95	18.90	2.56	31.71	26.77	27.35	46.34	54.33	70.09		
Grade 5	22.14	25.00	8.04	35.11	38.33	38.39	42.75	36.67	53.57		
Grade 6	33.56	27.78	6.67	27.52	30.95	35.00	38.93	41.27	58.33		
All Grades	25.70	23.57	5.65	34.15	35.45	35.00	40.15	40.98	59.35		

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Crada Laval	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Sta	ndard	
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3	16.15	12.17	7.21	47.69	53.04	45.05	36.15	34.78	47.75	
Grade 4	12.20	15.75	3.39	46.34	31.50	36.44	41.46	52.76	60.17	
Grade 5	16.79	12.50	4.46	38.93	46.67	44.64	44.27	40.83	50.89	
Grade 6	19.46	16.67	3.33	47.65	43.65	42.50	32.89	39.68	54.17	
All Grades	16.32	14.34	4.56	45.22	43.44	42.08	38.46	42.21	53.36	

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions										
Crede Level	% Ab	ove Sta	ndard	%	At or No	ear	% Be	low Sta	ndard	
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
Grade 3	20.00	14.78	9.01	52.31	60.00	57.66	27.69	25.22	33.33	
Grade 4	17.89	16.54	4.27	52.85	45.67	46.15	29.27	37.80	49.57	
Grade 5	15.27	15.83	6.25	45.80	46.67	60.71	38.93	37.50	33.04	
Grade 6	21.48	15.87	9.17	46.98	50.00	51.67	31.54	34.13	39.17	
All Grades	18.76	15.78	7.17	49.34	50.41	53.91	31.89	33.81	38.91	

2019-20 Data:

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

- 1. Data demonstrates that the overall % of students meeting or exceeding standards in Math has decreased.
- 2. Data demonstrates no significant growth in any component.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade		Overall		Ora	l Langu	iage	Writte	en Lanç	guage		umber ents Te	_
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1419.	1417.	1408.	1433.	1423.	1424.	1388.	1401.	1371.	82	106	66
1	1466.	1445.	1444.	1463.	1445.	1460.	1470.	1444.	1428.	56	44	72
2	1474.	1457.	1453.	1479.	1453.	1450.	1469.	1460.	1455.	40	42	70
3	1481.	1471.	1485.	1474.	1454.	1485.	1488.	1487.	1484.	55	27	47
4	1507.	1504.	1488.	1511.	1502.	1485.	1503.	1505.	1490.	47	48	42
5	1518.	1516.	1523.	1511.	1502.	1520.	1524.	1530.	1526.	42	36	32
6	1518.	1524.	1504.	1505.	1518.	1497.	1530.	1530.	1510.	28	26	45
All										350	329	374

2019-20 Data:

Executive Order N-30-20 was issued 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	L	_evel 4	4	L	_evel :	3	L	_evel :	2	L	_evel	1		al Nun Stude	
Level	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	25.6	16.0	10.7	29.2	34.9	21.5	31.7	28.3	46.1	13.4	20.7	21.5	82	106	65
1	51.7	4.55	6.94	21.4	25.0	33.3	*	56.8	38.8	*	13.6	20.8	56	44	72
2	32.5	0.00	4.29	52.5	33.3	37.1	*	47.6	24.2	*	19.0	34.2	40	42	70
3	*	7.41	10.6	32.7	18.5	31.9	40.0	48.1	42.5	23.6	25.9	14.8	55	27	47
4	*	12.5	7.14	42.5	43.7	40.4	27.6	27.0	30.9	*	16.6	21.4	47	48	42
5	*	19.4	12.9	57.1	36.1	45.1	*	38.8	35.4	*	5.56	6.45	42	36	31
6	*	15.3	4.44	57.1	34.6	33.3	*	42.3	44.4	*	7.69	17.7	28	26	45
All	24.2	11.5	7.80	38.5	33.4	33.6	24.5	38.3	37.3	12.5	16.7	21.2	350	329	372

2019-20 Data:

	Pe	rcent	age of	f Stud	ents a		Lang h Per		nce L	evel f	or All	Stude	ents		
Grade	ι	_evel 4	4	L	_evel :	3	L	_evel :	2	L	_evel	1		al Nun Stude	
Level	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	34.1	23.5	10.7	36.5	32.0	43.0	15.8	22.6	29.2	13.4	21.7	16.9	82	106	65
1	62.5	6.82	20.8	*	43.1	37.5	*	36.3	30.5	*	13.6	11.1	56	44	72
2	60.0	9.52	18.5	27.5	40.4	22.8	*	30.9	28.5	*	19.0	30.0	40	42	70
3	20.0	14.8	23.4	40.0	25.9	44.6	27.2	29.6	21.2	*	29.6	10.6	55	27	47
4	51.0	29.1	19.0	27.6	43.7	40.4	*	16.6	26.1	*	10.4	14.2	47	48	42
5	50.0	30.5	41.9	35.7	44.4	48.3	*	13.8	6.45	*	11.1	3.23	42	36	31
6	*	30.7	15.5	*	42.3	46.6	*	19.2	24.4	*	7.69	13.3	28	26	45
All	43.4	20.9	19.8	30.5	37.9	38.9	15.7	24.0	25.5	10.2	17.0	15.5	350	329	372

2019-20 Data:

Executive Order N-30-20 was issued 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			4	L	_evel :	3	L	_evel :	2	L	_evel	1		al Nun Stude	
Level	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	14.6	11.3	4.62	15.8	27.3	13.8	45.1	44.3	50.7	24.3	16.9	30.7	82	106	65
1	37.5	6.82	4.17	23.2	18.1	26.3	19.6	50.0	33.3	19.6	25.0	36.1	56	44	72
2	*	2.38	2.86	35.0	23.8	32.8	32.5	47.6	24.2	*	26.1	40.0	40	42	70
3	*	3.70	4.26	*	14.8	23.4	49.0	62.9	36.1	34.5	18.5	36.1	55	27	47
4	*	4.17	2.38	34.0	27.0	14.2	36.1	37.5	42.8	23.4	31.2	40.4	47	48	42
5	*	8.33	3.23	47.6	19.4	25.8	26.1	55.5	54.8	*	16.6	16.1	42	36	31
6	*	3.85	0.00	*	38.4	17.7	*	26.9	40.0	*	30.7	42.2	28	26	45
All	15.4	6.99	3.23	26.5	24.6	22.5	36.0	45.9	38.7	22.0	22.4	35.4	350	329	372

2019-20 Data:

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade	evel			Some	what/M ely	oderat	В	eginnir	ıg		al Num Studer	
Levei	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	46.34	24.53	15.38	42.68	60.38	72.31	*	15.09	12.31	82	106	65
1	82.14	45.45	34.72	*	50.00	61.11	*	4.55	4.17	56	44	72
2	37.50	9.52	20.00	60.00	69.05	50.00	*	21.43	30.00	40	42	70
3	*	14.81	21.28	70.91	29.63	59.57	20.00	55.56	19.15	55	27	47
4	27.66	20.83	23.81	51.06	64.58	52.38	*	14.58	23.81	47	48	42
5	*	19.44	22.58	64.29	66.67	70.97	*	13.89	6.45	42	36	31
6	*	15.38	6.67	57.14	69.23	66.67	*	15.38	26.67	28	26	45
All	38.57	22.80	21.24	48.57	59.57	61.29	12.86	17.63	17.47	350	329	372

2019-20 Data:

Executive Order N-30-20 was issued 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			Some	what/Mely	oderat	В	eginnir	ng		al Num Studer	
Level	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	31.71	20.75	18.75	53.66	50.94	59.38	14.63	28.30	21.88	82	106	64
1	39.29	2.27	8.33	35.71	63.64	73.61	25.00	34.09	18.06	56	44	72
2	77.50	11.90	15.71	*	64.29	64.29	*	23.81	20.00	40	42	70
3	49.09	18.52	36.17	34.55	59.26	59.57	*	22.22	4.26	55	27	47
4	85.11	54.17	28.57	*	27.08	52.38	*	18.75	19.05	47	48	42
5	83.33	61.11	67.74	*	22.22	25.81	*	16.67	6.45	42	36	31
6	60.71	46.15	53.33	*	53.85	35.56	*	0.00	11.11	28	26	45
All	56.57	28.27	27.76	31.14	48.63	56.60	12.29	23.10	15.63	350	329	371

2019-20 Data:

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	vel			Some	what/M ely	oderat	В	eginnir	ng		al Num Studer	
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	13.41	6.60	3.08	62.20	77.36	66.15	24.39	16.04	30.77	82	106	65
1	46.43	15.91	16.67	30.36	54.55	38.89	23.21	29.55	44.44	56	44	72
2	*	2.38	8.57	55.00	66.67	55.71	*	30.95	35.71	40	42	70
3	*	3.70	4.26	41.82	51.85	48.94	54.55	44.44	46.81	55	27	47
4	*	0.00	2.38	57.45	60.42	52.38	36.17	39.58	45.24	47	48	42
5	*	19.44	6.45	69.05	63.89	58.06	*	16.67	35.48	42	36	31
6	*	3.85	2.22	*	46.15	28.89	64.29	50.00	68.89	28	26	45
All	16.00	7.29	6.99	50.86	64.44	50.00	33.14	28.27	43.01	350	329	372

2019-20 Data:

Executive Order N-30-20 was issued 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	evel			Some	what/Mely	oderat	В	eginnir	ng		al Num Studer	
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.59	46.23	21.88	43.90	35.85	40.63	19.51	17.92	37.50	82	106	64
1	26.79	4.55	2.78	57.14	68.18	62.50	*	27.27	34.72	56	44	72
2	*	4.76	8.57	72.50	73.81	50.00	*	21.43	41.43	40	42	70
3	*	11.11	8.51	67.27	77.78	63.83	20.00	11.11	27.66	55	27	47
4	27.66	14.58	9.52	59.57	66.67	61.90	*	18.75	28.57	47	48	42
5	47.62	19.44	3.23	47.62	72.22	87.10	*	8.33	9.68	42	36	31
6	*	34.62	4.44	78.57	53.85	88.89		11.54	6.67	28	26	45
All	28.29	24.01	8.89	58.29	58.36	61.73	13.43	17.63	29.38	350	329	371

2019-20 Data:

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

- 1. Overall writing % in the well developed dropped drastically from 24% to 9%.
- 2. Reading ,speaking, and listening % stayed somewhat consistent in the well developed performance level.
- 3. The majority of our student are scoring within the Somewhat/moderately performance level in each of the following domains: Writing 62%, Reading 50%, Speaking 57%, and Listening 61%.

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									
885	84.2	41.2	0.5									
	This is the managet of students	This is the managet of students	This is the managet of students									

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	365	41.2			
Foster Youth	4	0.5			
Homeless	8	0.9			
Socioeconomically Disadvantaged	745	84.2			
Students with Disabilities	55	6.2			

Enrollment by Race/Ethnicity			
Student Group	Total	Percentage	
African American			
American Indian or Alaska Native	2	0.2	
Asian	2	0.2	
Filipino			
Hispanic	867	98.0	
Two or More Races	2	0.2	
Native Hawaiian or Pacific Islander			
White	10	1.1	

- 1. Socioeconomically Disadvantaged (SED) students made up 84% of our student population.SED is a priority student group who we will monitor and implement interventions since it makes up most of the student enrollment. Foster Youth and Homeless student groups will also fall into this group and will benefit from being a priority.
- 2. The next largest student group was English Learners at 41% of our student population. Many of these same students are also within the SED student group. As the academic goals continue to focus on reclassifying our EL students, academic focus and fiscal resources will be allocated to target monitoring, intervention and teacher collaboration and training.

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.

Academic Performance Academic English Language Arts Orange Mathematics Orange Conditions & Climate Chronic Absenteeism Orange Mathematics

- 1. English Language Arts and Mathematics are in the Yellow Medium range. 27 32 points increase will push our Academic indicator to green.
- Chronic Absenteeism is indicating a low rating Orange. Addressing the family needs, identifying obstacles and supporting these students and families will reduce absenteeism.

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

Pod

Orange

Vallau

Green

Blue

Highest Performance

This section provides number of student groups in each color.

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

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

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

All Students



Orange

27.2 points below standard

Declined -9.5 points

482

English Learners



Orange

34 points below standard

Declined -11 points

325

Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



Orange

31.4 points below standard

Declined -7 points

422

Students with Disabilities



Red

142.2 points below standard

Declined -5.6 points

33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American



No Performance Color

0 Students

American Indian



No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino



No Performance Color

0 Students

Hispanic



Orange

27.5 points below standard

Declined -9.4 points

481

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color
0 Students

White

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

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.

Current English Learner		
85.5 points below standard		
Declined -11.7 points		
150		

Reclassified English Learners			
10.2 points above standard			
Declined Significantly -15.4 points			
175			

English Only		
18.5 points	below standard	
Declined	I -10.9 points	
	147	

- 1. In regards to all Student Group ELA scores, all groups decreased in points.
- In ELA, the data of our Reclassified English Learners students demonstrates that they are 10.2 points above standards, English only are at 18.5 points below and English language learners are 85.5 points below standard. There are 511 students and their scores increase by 17.5 points, significant to be in "Yellow". 18.2 point increase is needed to move this group to "Green"
- 3. We are 27.2 points below the standard in ELA, distance from standard.

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





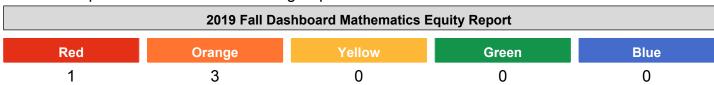




Rlue

Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group



Orange

32.1 points below standard

Maintained -1.9 points

481

English Learners



Orange

35.4 points below standard

Declined -3 points

325

Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged



Orange

38.4 points below standard

Maintained -1.3 points

421

Students with Disabilities



Red

157 points below standard

Maintained ++1.6 points

33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Two or More Races

Asian

Filipino

Hispanic



Orange

32.4 points below standard

Maintained -1.9 points

480

Pacific Islander

White

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

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 Data Comparisons for English Learners

Current English Learner

81.4 points below standard

Declined -5.4 points

150

Reclassified English Learners

4 points above standard

Declined -5.3 points

175

English Only

29.8 points below standard

Maintained -2.6 points

146

- 1. In regards to the Math Performance for All Students/Student Group Data, "All Students" maintained with 32.1 points more to increase to attain a Green Performance Level. The Math Performance is still lower than the English Language Arts Performance.
- 2. Math performance for all students/students groups are found in the lower performance band of orange color. The SWD student group is in the lowest performance band, red color.
- 3. The Comparison Data for English Learners indicate that EL's, and REF students decreased in their Math scores. EO's maintained but are below standard. The Reclassified English Learners declined but are 9.3 points above the standard.

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.

English Learner Progress Indicator English Learner Progress No Performance Color 37.7 making progress towards English language proficiency Number of EL Students: 212 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
28.3	33.9	0.9	36.7

Conclusions based on this data:

1. 37% of students progressed at least one ELPI level

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 – I	Number and Percentag	e 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	<u> </u>	
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 – Numb	er and Percentage of All Stude	nts
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.

~	nc	lucia	ne l	haen	d on	thic	data	
u	าทต	เมรเต	ากรา	oase	a on	THIS	пата	15

1. N/A- No Data for Elementary Schools

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









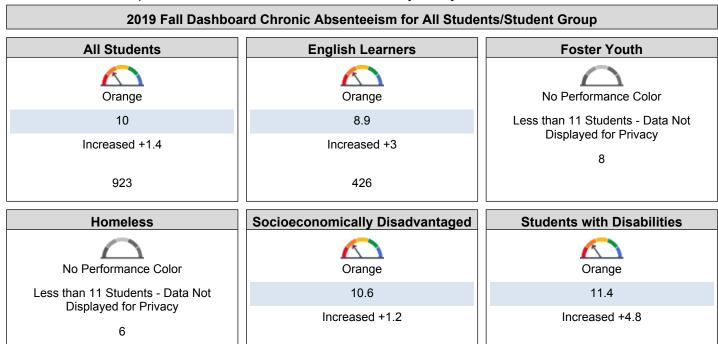


Highest Performance

This section provides number of student groups in each color.

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

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



815

70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color Less than 11 Students - Data Not Displayed for Privacy

1

American Indian

No Performance Color

Less than 11 Students - Data

Not Displayed for Privacy

2

Asian

No Performance Color

Less than 11 Students - Data

Not Displayed for Privacy

0

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0

Hispanic

Orange

10

Increased +1.4

911

Two or More Races

No Performance Color
Less than 11 Students - Data

Not Displayed for Privacy
0

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0

White

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

Conclusions based on this data:

- 1. In regards to All Students/Student Group, all groups increased in their chronic absenteeism. Their data indicates that their absenteeism increased by 1.4% and are all registering in the orange Performance Level.
- 2. The SWD student group had the largest increase of 4.8%.

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. N/A- No Data for Elementary Schools

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

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

Lowest Performance











Highest Performance

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	0	4	

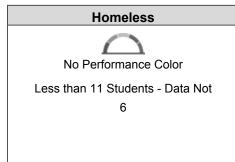
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students				
Blue				
0.3				
Declined -0.4 937				

English Learners	
Blue	
0.2	
Declined -0.6 429	

Foster Youth
No Performance Color
Less than 11 Students - Data Not 9



Socioeconomically Disadvantaged
Blue
0.4
Declined -0.3 825

Students with Disabilities				
Blue				
0				
Maintained 0 71				

2019 Fall Dashboard Suspension Rate by Race/Ethnicity **African American American Indian Filipino Asian** No Performance Color No Performance Color Less than 11 Students - Data Less than 11 Students - Data Hispanic **Two or More Races** Pacific Islander White Blue No Performance Color 0.3 Less than 11 Students - Data 10 Declined -0.4 923

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

2019 Fall Dashboard Suspension Rate by Year					
2017 2018 2019					
	0.7	0.3			

Conclusions based on this data:

1. Positive data indicates that all Student Groups scored in the Blue Performance Level. All Students, SED, EL's, and Hispanic students all declined in suspensions. Students with Disabilities maintained their 0% in suspension.

Goals and Actions

<u>Goal</u>

LCAP Goal	Description
1	CVUSD will ensure a safe, positive, and respectful school environment and culture for all students and staff.

SPSA Goal 1 - Description

Coral Mountain Academy will provide a safe, clean, and academically enriching environment where students, parents, and staff take pride in their learning and school environment. All students will receive daily PBIS and SEL lessons. All staff will be trained in the Transformational Justice Model to help promote our goal of a safe and welcoming environment.

The Transformational Justice Model will be implemented during the 2022-2023 school year to ensure a positive and supportive learning environment for all students.

Coral Mountain Academy will focus on fostering a positive school climate and environment, where students feel welcome as part of the school community.

1a Attendance Rate

1b Chronic Absenteeism Rate

1c Suspension Rate

1d Expulsion Rate

1e Dropout Rate

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
State Priority: 5-Pupil Engagement	5-Pupil Engagement	5-Pupil Engagement			5-Pupil Engagement
A. School Attendance B. Chronic Absenteeism	August 10, 2020 - April 16, 2021 A. Regular Program School Attendance rate:	August 12, 2021 - March 31, 2022 A. Regular Program School Attendance rate:			A. School Attendance rate: TK-3 Attendance rate: 97%

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	TK-3 Attendance rate: 93.25% 4-6 Attendance rate: 93.00%	TK-3 Attendance rate: 90.02% 4-6 Attendance rate: 90.68%			4-6 Attendance rate: 97%
	B. Chronic Absenteeism rate: All Students: Chronic Absenteeism Color: Orange Status: High Percentage: 10.0% Change: Increased Percentage change: +1.4% English Learners: Chronic Absenteeism Color: Orange Status: Medium Percentage: 8.9% Change: Increased Percentage change: +3.0%	The 5 by 5 grids are not available for the 2020-21 school year. Below the Chronic Absenteeism Rate and % of change are provided based on data from DataQuest. B. Chronic Absenteeism rate: All Students: Percentage: 36.4% Percentage: lncreased +26.4%% English Learners: Percentage: 34.9% Percentage change: Increased +26.4%%			B. Chronic Absenteeism rate: All Students: Percentage: 7.5% Change from Baseline: - 2.5% English Learners: Percentage: 6.5% Change from Baseline: - 2.4% Socio- economically Disadvantaged: Percentage: 9.0% Change from Baseline: -1.6% Hispanic: Percentage: 8.0%

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	Socio- economically Disadvantaged: Chronic Absenteeism Color: Orange Status: High Percentage: 10.6% Change: Increased Percentage change: +1.2% Hispanic: Chronic Absenteeism Color: Orange Status: High Percentage: 10.0% Change: Increased Percentage: 10.0% Change: Increased Percentage change: +1.4% Students with Disabilities: Chronic Absenteeism Color: Red Status: High Percentage: 11.4% Change: Increased Significantly Percentage change: +4.8%	Socio- economically Disadvantaged: Percentage: 38.8% Percentage change: Increased +28.2% Hispanic: Percentage: 36.6% Percentage change: Increased + 26.6% Students with Disabilities: Percentage: 34.4% Percentage change: +23%			Change from Baseline: -2.0% Students with Disabilities: Percentage: 9.5% Change from Baseline: - 1.9%
6-School Climate	6-School Climate	6-School Climate			6-School Climate
A. Pupil suspension rate	A. Pupil suspension rate:	A. Pupil suspension rate:			A. Pupil suspension rate:

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	2018-19 CA School Dashboard Pupil suspension rate -	2020-21 CA School Dashboard Pupil suspension rate -			
	All Students: Suspension Color: Blue Status: Very Low Percentage: 0.3%	The 5 by 5 grids are not available for the 2020-21 school year. Below the Suspension Rate and % of change are provided based on data from DataQuest.			2023-24 Goals Pupil suspension rate - All Students: Percentage: 0% Change from Baseline: - 0.3%
	Change: Declined Percentage change: -0.4%	All Students: Percentage: 0% Percentage change: -0.3%			English Learners: Percentage: 0% Change from
	English Learners: Suspension	English Learners:			Baseline: - 0.2%
	Color: Blue Status: Very Low Percentage: 0.2%	Percentage: 0% Percentage change: -0.2%			Socio- economically Disadvantaged: Percentage: 0%
	Change: Declined Percentage change: -0.6%	Socio- economically Disadvantaged: Percentage: %			Change from Baseline: - 0.4%
B. Pupil expulsion rate	Socio- economically	Percentage change: -0.4%			Hispanic: Percentage: 0%
C. California Healthy Kids School Survey	Disadvantaged: Suspension Color: Blue Status: Very Low	Hispanic: Percentage: 0% Percentage change: -0.3%			Change from Baseline: - 0.3%

Metric	Baseline	Year 1 Outcome 2020-21	Year 2 Outcome 2021-22	Year 3 Outcome 2022-23	Desired Outcome for 2023–24
	Percentage: 0.4% Change: Declined Percentage change: -0.3% Hispanic: Suspension Color: Blue Status: Very Low Percentage: 0.3% Change: Declined Percentage change: -0.4% Students with Disabilities: Suspension Color: Blue Status: Very Low Percentage: 0% Change: Maintained Percentage: 0% Change: Maintained Percentage: 0% Change: Maintained Percentage: 0% Change: Maintained Percentage change: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	Students with Disabilities: Percentage: 0% Percentage change: 0% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.			Students with Disabilities: Percentage: 0% Change from Baseline: 0% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Chronic absenteeism and suspension rates have been greatly increased, and Attendance has decreased due to ongoing COVID cases and trauma in the home, ongoing affects of the pandemic. Home /school connection was a focus in order to increase attendance, connections were created through SEL lessons for student and parents, Latino therapist, attendance clerks and school staff.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

No material differences occurred

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Although, chronic absenteeism for 2020-21 was 36.4%, the Attendance rate has been above 90% for the past few years (pre-pandemic)

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Expected changes for the 2022-23 school year include full time attendance clerk. Acknowledge attendance, improvement, or return to site.

Identified Need(s) for 2022-2023

An explanation of why the school has developed this goal and related actions.

In order to decrease chronic absenteeism as a site, we will provide students with engaging opportunities/events, ensure positive school climate, and continue to strengthen our home/school connection.

<u>Actions</u> for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Standard Based/S EL assembli es/progra ms/field trips/activ ities	students with school they will be provided with opportunities to participate in standards based/SEL assemblies,	leadership, teachers		LCFF Supplemental/Concentr ation 0701 5800: Professional/Consulting Services And Operating Expenditures 10,000.00

Goals and Actions

Goal

LCAP Goal #	Description
2	CVUSD students will be prepared to leave CVUSD with the academic, career, and social-emotional skills needed to achieve their personal and professional goals.

SPSA Goal 2

SPSA Goal 2

Due to COVID-19 closures, trauma, Distance Learning, we are aware of the negative effects that this pandemic will possibly have on our students group ability to increase. With the supports provided by the District and the intervention, progress monitoring data chats, and academic events that will take place at the site, we will continue to foster the Social emotional and academic growth of our students. We will continue to provide and create a positive and safe learning environment as the implementation of the blended model continues. We, also, have the ability to reach all of our students who experience struggles by having Latino Counseling therapist services at our sites. Another benefit for our 4th through 6th grade students is the opportunity to learn and express themselves through our VAPA program. All together contributing towards building a solid foundation for the whole child, which is key during these times, and will help support our students when working towards our goal stated below.

As stakeholders for Coral Mountain Academy we are in agreement to continue with the academic goal for English Language Arts to be as follows, the "All Students" Student Group will increase on the Standard Met/Exceeded metric of the CAASPP.

This agreement is also for Mathematics, the "All Students" Student Group will increase on the Standard Met/Exceeded metric of the CAASPP.

Goal 2a: Increase Student Literacy Skills

During the 2022-2023 school year, Coral MountainAcademy School will focus on increasing students' literacy/language arts skills in grades TK-6. Teachers will analyze and monitor assessment data to improve literacy through high impact instruction and assessments and use of Essential Standards, pacing guides, and critical thinking activities.

Measurement - Spring iReady Reading scores compared to the fall scores, and CAASPP ELA Scores.

Goal 2a: Increase Student Literacy Skills

All Students 10% English Learners Foster Youth Homeless Youth

Native American Students

Students with Disabilities

Goal 2b: Increase Student Math Skills

During the 2022-2023 school year, Coral Mountain Academy School will teach and assess Mathematics in grades Tk-6. Teachers will analyze and monitor assessment data to improve instruction and student achievement. Essential standards, pacing guides, and assessments will be refined to ensure appropriate coverage of California State Standards.

Measurement - Spring iReady Math scores compared to the fall scores, and CAASPP Math Scores.

Goal 2b: Increase Student Math Skills

All Students 10%

English Learners

Foster Youth

Homeless Youth

Native American Students

Students with Disabilities

Goal 2c: Increase Student English Language Acquisition:

SPSA Goal 2

All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English

Measurement - Student achievement will increase a minimum of one performance level growth on the Summative ELPAC.

Measuring and Reporting Results

te of ards: Use st ashboard C. ction Tool R	mplementation of State tandards: Use CA Dashboard Reflection Tool			2- Implementation of State
our R	Spring, 2022 Rate your			standards: Use CA Dashboard Reflection Tool rating scale.
fessional I) opment: CCSS: 5 Aligned to EI ards): 4 CCSS: 5 ce NGSS: 5 y- Social ce: 3 Cructional II.	ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 6 History- Social Science:3 L. Instructional Materials:			Rate your school: I) Professional Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 4 II. Instructional Materials:
	opment: CCSS: 5 Aligned to Eards): 4 CCSS: 5 Aligned to Eards]: 4 CCSS: 6 Aligned to Eards]: 4 CCSS: 6	Development: CSS: 5 Aligned to ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science:3 ructional als: II. Instructional Materials:	ppment: Development: ELA CCSS: 5 Aligned to ELA ards): 4 Standards): 5 CCSS: 5 Math CCSS: 5 se NGSS: Science NGSS: 2 History- Social Science:3 ructional als: II. Instructional Materials:	Development: CSS: 5 Aligned to ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science:3 ructional als: Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science:3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently	ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2	ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science:3			ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 4
adopted academic standards and/or curriculum framework II. Instructional Materials: Rate in making instructional materials that are aligned to	III. Progress Implementing Policies/Progra ms: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2	III. Progress Implementing Policies/Progra ms: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science:3			III. Progress Implementing Policies/Progra ms: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 4 History- Social Science: 4
CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.	IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 4 VAPA: 4 World Lang: 1	IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 5 VAPA: 5 World Lang: 1			IV. Progress Implementing other adopted academic standards: CTE: 4 Health Education: 4 PE: 5 VAPA: 5 World Lang: 3
Implementing Policies/Progra ms: Rate progress in implementing policies or programs to support staff in identifying	V. Engaging with teachers and school administrators for the following activities:	V. Engaging with teachers and school administrators for the following activities:			V. Engaging with teachers and school administrators for the following activities:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
adopted academic standards and/or curriculum frameworks (e.g.	A) Identifying professional learning needs for teachers and staff: 4	A) Identifying professional learning needs for teachers and staff: 5			A) Identifying professional learning needs for teachers and staff: 5
Collaboration, focused classroom walkthroughs, teacher pairing).	B) Identifying professional learning needs for individual teachers and staff: 4	B) Identifying professional learning needs for individual teachers and staff: 4			B) Identifying professional learning needs for individual teachers and staff: 5
IV. Rate the	C) Providing support for teachers on standards they have not mastered: 4	C) Providing support for teachers on standards they have not mastered: 4			C) Providing support for teachers on standards they have not mastered: 5
School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.	VI. EL Access to Common Core and ELD standards: 4	VI. EL Access to Common Core and ELD standards: 4			VI. EL Access to Common Core and ELD standards: 5
V. Engaging with teachers and school administrators for the following activities:					
A) Identifying professional learning needs for teachers and staff as a whole:					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B) Identifying professional learning needs for individual teachers and staff:					
C) Providing support for teachers on standards they have not mastered:					
VI. EL access to Common Core and ELD Standards.					
State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:	State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:	4-Pupil			State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes:
A. SBAC assessments (3-8) met or exceeded percentages & placement on CA 5by5 Grid)	A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:	A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:			A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:
	2019 Dashboard ELA: All Students: 41% English Learners: 14.6% Socioeconomic ally	2020-21 CAAASPP ELA: All Students: 22.83% English Learners: 8.81% Socioeconomic ally			2023-24 Goals: ELA: All Students: 51% English Learners: 25% Socioeconomic ally Disadvantaged: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Disadvantaged: 39.4% Hispanic/Latino: 40.9% Students with Disabilities:	21.54% Hispanic/Latino : 22.54% Students with Disabilities:			Hispanic/Latino : 51% Students with Disabilities: 10%
D. EL progress (% of EL students improving 1 CELDT Proficiency Level)	MATH: All Students: 34.6% English Learners: 15.8% Socioeconomic ally Disadvantaged: 31.6% Hispanic/Latino : 34.5% Students with Disabilities:	MATH: All Students: 16.23% English Learners: 8.17% Socioeconomic ally Disadvantaged: 15.65 % Hispanic/Latino : 15.97% Students with Disabilities: 0%			MATH: All Students: 45% English Learners: 26% Socioeconomic ally Disadvantaged: 41% Hispanic/Latino : 45% Students with Disabilities: 7%
	0.0%	ם כו			D. EL progress:
E. EL reclassification	D. EL progress: 2019 Summative ELPAC Scores for English Learner Progress:	D. EL progress: 2020-21 Summative ELPAC Scores for English Learner Progress:			ELPAC Scores for English Learner Progress: Level 4 - Well Developed: 21% Level 3 - Moderately
	Level 4 - Well Developed: 11.5% Level 3 - Moderately Developed: 33.4% Level 2 - Somewhat	Level 4 - Well Developed: 7.8% Level 3 - Moderately Developed: 33.6% Level 2 - Somewhat			Developed: 45% Level 2 - Somewhat Developed: 24% Level 1 - Beginning Stage: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Developed: 38.3% Level 1 - Beginning Stage: 16.7% E. EL reclassification: 12.4%	Developed: 37.37% Level 1 - Beginning Stage: 21.24% E. EL reclassification: 2%			E. EL reclassification: 25%
State Priority: 7-Course Access B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid	and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC. Placement on 5 by 5 Grid: 2019 Dashboard 1) All Students: ELA Color: Orange Status: Low Distance/points from 3: -27.2 Change: Decreased	ces developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC. CAASPP Distance from Standard Met and 5 by 5 Color Grids are not Available for the 2021 CAASPP ELA			7-Course Access: B. Programs/Servi ces developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC. Placement on 5 by 5 Grid: 2023-24 Goals: 1) All Students: ELA - Distance from Standard Met: -17.7 Change from Baseline: +9.5 Math - Distance from Standard
	Points change: -9.5 Math Color: Orange				Met -20.1 Change from Baseline: +12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Low Distance/points from 3: -32.1 Change: Maintained Points change: -1.9				2) English Learners: ELA - Distance from Standard Met -24.5 Change from Baseline: +9.5
	2) English Learners: ELA Color: Orange Status: Low Distance/points from 3: -34				Math - Distance from Standard Met-23.4 Change from Baseline: +12
	Change: Decreased Points change: -11 Math Color:				3) Socioeconomic ally Disadvantaged: ELA - Distance from Standard
	Orange Status: Low Distance/points from 3: -35.4				Met: -21.9 Change from Baseline: +9.5
	Change: Decreased Points change: -3				Math - Distance from Standard Met- 26.2 Change from Baseline: +12
	3) Socioeconomic ally Disadvantaged:				4) Hispanic/Latino
	ELA Color: Orange Status: Low Distance/points from 3: -31.4 Change:				ELA - Distance from Standard Met -18.0 Change from Baseline: +9.5
C. Programs/Servi ces developed and provided to individuals with exceptional	-7 Math Color: Orange				Math - Distance from Standard Met -20.4 Change from Baseline: +12
needs:	Status: Low				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding standards on SBAC or CAA	Distance/points from 3: -38.4 Change: Maintained Points change: -1.3 4) Hispanic/Latino: ELA Color: Orange Status: Low Distance/points from 3: -27.5 Change: Decreased Points change: -9.4 Math Color: Orange Status: Low Distance/points change: -9.4 Math Color: Orange Status: Low Distance/points from 3: -32.4 Change: Maintained Points change: -1.9				C. Programs/Servi ces developed and provided to individuals with exceptional needs: 1) Students with Disabilities: ELA - Distance from Standard Met -122.2 Change from Baseline: +20 Math - Distance from Standard Met -137 Change from Baseline: +20
	Programs/Servi ces developed and provided to individuals with exceptional needs:				
	1) Students with Disabilities: Placement on 5 by 5 Grid:				
	ELA Color: Red				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Status: Very Low Distance/points from 3: -142.2 Change: Decreased Points change: -5.6				
	Math Color: Red Status: Very Low Distance/points from 3: -157 Change: Maintained Points change: +1.6				
Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School	Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): January, 2021:	Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):			Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):
Overall School	Overall: Rated Good with 98.37% Restrooms: Rated Good with 95.46%	Overall: Rated Good with 97.73% Restrooms: Rated Good with 100.00%			Overall: Rated Good with 99% Restrooms: Rated Good with 97%

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

During this 2021-22 school year, the actions planned were to meet our goal of increasing towards the met/exceeded metric in ELA and MATH (scores are not yet available).

Due to the implementation of the actions the school did show an increase from:

14% at or above grade level to 36% at or above grade level in Reading

3% at or above grade level to 32% at or above grade level in Mathematics.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Monies that were not being used as planned throughout the year were noted in the addendums. The main differences in use of funding was relocating funds to secure certificated subs to providing certificated extra service hours to allow for more intervention to take place.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

SPSA Actions that provided funding and did work:

- **ELA/Math after-school intervention
- **Preparation and delivery of parent workshops & teacher trainings
- **Plan interventions to be used during the school day for identified struggling students
- **Instructional supplies, programs, and materials available as needed and provided to our students, various time throughout the year.

DID NOT Work (due to lack of sub availability)

- **Subs were not used to supplement/support intervention
- **Subs were not used to release teachers for collaboration

DID NOT USE FUNDING-for safety supervisors (district funds were used due to new staffing formula)

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The goal of extra services did work in providing our students more intervention and time to meet with their teacher for extra support and tutoring. Although, our CAASPP results state differently we know that the negative impact of Distance Learning was greater than expected.

Identified Need

An explanation of why the school has developed this goal and related actions.

Based on the 2021 CAASPP scores, two areas of identified need are increasing the percent of students who met or exceeded standard on the CAASPP, and supporting student groups that performed below the level of all students.

2020-21 CAAASPP

ELA:

All Students: 22.83% English Learners: 8.81%

Socioeconomically Disadvantaged: 21.54%

Hispanic/Latino: 22.54% Students with Disabilities: 0%

MATH:

All Students: 16.23% English Learners: 8.17%

Socioeconomically Disadvantaged:15.65 %

Hispanic/Latino: 15.97% Students with Disabilities: 0%

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Interventi on instructio n in literacy, math and language	delivering intervention instruction in literacy, math and language development will be	Principal/AAI I		Title I 3010 1000-1999: Certificated Personnel Salaries 2.1a - Certificated extra service hours 20,000.00
	develop ment	but not limited to substitutes, extra services, & small group instruction for intervention support during and after school, focused on content standards. • Extra Services			LCFF Supplemental/Concentr ation 0701 1000-1999: Certificated Personnel Salaries 2.1b - Certificated extra service hours 20,300.00
2	Lead person to plan interventi on	Extra Services for a Lead person to plan intervention	•		Title I 3010 1000-1999: Certificated Personnel Salaries 2.2a 1,510.00
3	Professio nal develop ment/trai ning	Staff will attend professional development/training to support student academic growth and social emotional wellness.	Principal/AAI I		LCFF Supplemental/Concentr ation 0701 5000-5999: Services And Other Operating Expenditures 2.3b

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
					4,000.00
4	Substitut e Teachers for data chats	Substitute Teachers will be needed to release teachers from the instructional day for professional development, data chats, and collaboration.			LCFF Supplemental/Concentr ation 0701 1000-1999: Certificated Personnel Salaries 2.4b Certificated subs 4,000.00
5	Extra Services/ stipends	Extra Services/stipends for special projects such as, but not limited to Tutoring students for academic events, AVID, Authors fair, Geometric Art and TJ model.	•		LCFF Supplemental/Concentr ation 0701 1000-1999: Certificated Personnel Salaries 2.5b 12,000.00
6	Instructio nal supplies and resource s	Instructional supplies and resources necessary for supplemental instruction and fluency intervention such as but not limited to, AVID supplies, supplemental content resources (science), AR Renaissance, Starfall, and PE.	Principal/AAI		Title I 3010 4000-4999: Books And Supplies 2.6a 3,000.00 LCFF Supplemental/Concentr ation 0701 4000-4999: Books And Supplies 2.6b 9,100.00
7	Instructio nal supplies and resource s	Instructional supplies and resources necessary for supplemental instruction and fluency intervention such as but not limited to AVID supplies, supplemental content resources (science), AR Renaissance, Starfall, and PE.			LCFF Supplemental/Concentr ation 0701 5800: Professional/Consulting Services And Operating Expenditures 2.7a 12,000.00 Title I 3010

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
					5800: Professional/Consulting Services And Operating Expenditures 2.7b 11,550.00
8	Teachers will provide parent/st udent worksho ps	Extra Service hours for teachers to provide parent/student workshops and teacher trainings such as, but not limited to Science Night, Math Night, PBIS/Blended models.	ı		LCFF Supplemental/Concentr ation 0701 1000-1999: Certificated Personnel Salaries 2.8b 6,300.00
9	Release time for collabora tion	Substitute teachers to provide release time for collaboration and training such as, but not limited to Data Team Meetings and training.	l .		Title I 3010 1000-1999: Certificated Personnel Salaries 2.9bCertificated subs 1,300.00

Goals and Actions

Goal

LCAP Goal #	Description
	CVUSD will Increase engagement and collaboration among students, parents, staff and community members.

SPSA Goal 3

Coral Mountain Academy School will focus on increasing Parent Engagement through multiple lines of communication, grade reports, classroom awareness, school events, and through survey feedback.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Surveys - FAMILY Responses:					
Parental Involvement A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span): B) Seeking input from parents in decision making:	A) Administer Parent Survey in grade 5 for at least 100 families. B) Seeking input from parents in decision making: We met quorum 6 times this year for the following parent committees: SCC and ELAC. C) Promoting Parental Participation: Increased baseline percentage by	A) Administer Parent Survey school-wide. B) Seeking input from parents in decision making: We met quorum this year for the following parent committees: SCC (6 times) and ELAC (4 times). C) Promoting Parental Participation: Increased baseline percentage by at least 20 percent for our parent			A) Administer Parent Survey school-wide to at least 200 families. B) Seeking input from parents in decision making: We to meet quorum 6 times this year for the following parent committees: SCC and ELAC. C) Promoting Parental Participation: Increased baseline percentage by at least 25 percent for our

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C) Promoting Parental Participation	at least 20 percent for our parent population (unduplicated) attendance at parenting workshops as measured by sign in sheets.	population (unduplicated) attendance at parenting workshops as measured by sign in sheets.			parent population (unduplicated) attendance at parenting workshops as measured by sign in sheets.

Evaluation of 2021-22 SPSA

An evaluation of how this goal was carried out in the previous year. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. A description of your evaluation of the level of implementation of each action/service to achieve the articulated goal. Include any substantive differences in planned actions and actual implementation of these actions.

Over 10 parent workshops/trainings were presented this year but parent attendance was still via zoom. The parent workshops and training that were provided didn't require the additional support for setting up, childcare, or additional staff on site for support.

An explanation of material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Monies that were planned to be used throughout the year were noted in the addendums. the main differences in use was that the parent workshops and training that were provided didn't require the additional support for setting up or childcare, therefore it allowed for the parent liaison/additional staff on site to provide more parent support.

An evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Due to no in-person events, trainings, workshops, or recognitions, this portion of the activity for goal 3 did not work.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Transition back to in person required additional support from our classified staff for our parents.

Identified Need

An explanation of why the school has developed this goal and related actions.

We will keep this goal and focus on providing academic workshops, informational meetings, SEL Parent workshops, trainings, and community forums in order to increase parent participation and promote academic growth and social well being in our students.

Actions for 2022-2023

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
1	Parent Worksho ps and Academi c events	Parent Workshops and Academic events will be provided throughout the year. Extra Services for staff members will be provided to support, plan, set-up and present to the parents. Also, to assist parents with child care during workshops, and or translating.	•		Title I 3010 2000-2999: Classified Personnel Salaries 3.1a 4,000.00
2	The Parent Liaison/cl assified office staff	The Parent Liaison/classified office staff will work additional hours to assist with additional parent and community services/events.	Principal/AAI		Title I 3010 2000-2999: Classified Personnel Salaries 3.2a 4,000.00 LCFF Supplemental/Concentr ation 0701 2000-2999: Classified Personnel Salaries 3.2b 7,000.00 LCFF Supplemental/Concentr ation 0701 2000-2999: Classified Personnel Salaries 17,000.00
3	Parent Involvem ent	Parent Involvement such as, but not limited to, Parent center and meeting supplies and additional extra service hours as needed for additional parent training/support. • Materials	•		Title I 3010 4000-4999: Books And Supplies 3.3a 900.00

Action #	Title	Description	Person(s) Responsible	Tasks and Timeline	Budget and Source
4		Parent or community member training to assist with School to Home connection such as, but not limited to, student academics and social/behavioral progress. Trainings can be done by and not limited to, outside agencies and conferences. (As funds become available)	Parent Liaison		LCFF Supplemental/Concentr ation 0701 3.4b - As Funds Become Available - \$ Enter Amt you would like to see under this action if funds because avail 0.00

District Funded Site-Based Services

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: District funded personnel and services for Goals 1, 2 and 3							
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures		Estimated Cost	Funding Source (itemize for each funding source)		
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Reading assessment and intervention online program (Lexia) E.S.	August, 2022 - June, 2023	Reading Assessme nt & Interventio n - Lexia	4000- 4999: Books And Supplies		Title I		
Title I Curriculum, Instruction, and Data Driven Systems Instructional Materials - Math intervention - online resources K-12	August, 2022 - June, 2023	1.7 Salary/Ben efits	4000- 4999: Books And Supplies		Title I		
Title I Staffing 17 Visual and Performing Arts (VAPA) Teachers - E.S.	August, 2022 - June, 2023	VAPA Teachers	5000- 5999: Services And Other Operating Expenditu res		Title I		
Title I Staffing Visual and Performing Arts (VAPA) Aides - E.S.	August, 2022 - June, 2023	VAPA Aides	2000- 2999: Classified Personnel Salaries		Title I		

School Goal #1: District funded personnel and services for Goals 1, 2 and 3						
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed E	xpenditures	Estimated Cost	Funding Source (itemize for each funding source)	
Title I Staffing 6 Instructional Specialists - certificated (100%)/ TOSAs K-12	August, 2022 - June, 2023	Instruction al Specialists	1000- 1999: Certificate d Personnel Salaries		Title I	
Title I Professional Development Professional Development: Contract with Riverside County Office of Education, provide continuous training in the area of writing and supporting site leadership.	August, 2022 - June, 2023	RCOE Provided profession al Developme nt	5800: Professio nal/Consu Iting Services And Operating Expenditu res		Title I	
Title I SEL/Blended Model Latino Counseling Commission - Social Emotional Counseling	August, 2022 - June, 2023	Social Emotional Counseling	5000- 5999: Services And Other Operating Expenditu res		Title I	
LCFF Staffing Up to 11 Assistant Administrators of Instructional Improvement TK - 6 salaries	August, 2022 - June, 2023	Asst. Administrat ors at Elementary Schools	Certificate		LCFF	

School Goal #1: District funded personnel and services for Goals 1, 2 and 3					
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed E	xpenditures	Estimated Cost	Funding Source (itemize for each funding source)
LCFF Staffing 14 Counselor Salaries TK-12	August, 2022 - June, 2023	Counselor salaries	5800: Professio nal/Consu Iting Services And Operating Expenditu res		LCFF
LCFF Technology Hotspots for students to have access to Wifi during Distance Learning - TK-12	August, 2022 - June, 2023	Hotspots			LCFF
LCFF SEL/Blended Model 21 PBIS/ Restorative Justice Lead Stipends (\$2,500 stipend each) TK-12	August, 2022 - June, 2023	PBIS/RJ Lead Stipends	1000- 1999: Certificate d Personnel Salaries		LCFF
Title IV SEL/Blended Model Restorative Justice (subs, materials, contracts, PD) TK-12	August, 2022 - June, 2023	RJ Implement ation	5000- 5999: Services And Other Operating Expenditu res		
Title IV SEL/Blended Model PBIS Stipends, subs, materials, contracts, PD - TK-12	August, 2022 - June, 2023	PBIS Implement ation	5700- 5799: Transfers Of Direct Costs		

	Start Date				
Actions to be Taken to Reach This Goal	Completion Date	Proposed E	xpenditures	Estimated Cost	Funding Source (itemize for each funding source)
Title IV SEL/Blended Model Transformational Learning Activities - TK- 12	August, 2022 - June, 2023	TL Implement ation	5000- 5999: Services And Other Operating Expenditu res		
MTSS Academic Supports General Instructional Aides supporting all TK and Kinder classes	August, 2022 - June, 2023	Paraprofes sionals salaries	2000- 2999: Classified Personnel Salaries		
MTSS Academic Supports 4 Intervention teacher assigned to each elementary school	August, 2022 - June, 2023	Certificated Salaries	1000- 1999: Certificate d Personnel Salaries		

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After–School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.		

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$84,700.00
Title I 3010	\$46,260.00

Subtotal of state or local funds included for this school: \$130,960.00

Total of federal, state, and/or local funds for this school: \$130,960.00

Recommendation and Assurances

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

- The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

- The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein
 form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic
 performance.
- This SPSA was adopted by the SSC at a public meeting on 05-17-2022.

Attested:

V V COCK

Principal, Julisa Hernandez on 5/17/2022

SSC Chairperson, Viridiana Vasquez on 5/17/2022

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 4 Parent or Community Members

Name of Members

Julisa Hernandez	Principal
Lilian Rangel	Classroom Teacher
Christopher Duarte	Classroom Teacher
Michelle Ramos	Classroom Teacher
Paulina Arellano	Parent or Community Member
Bianca Lomeli	Parent or Community Member
Viridiana Vasquez	Parent or Community Member
Mariela Vargas	Parent or Community Member

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.