School Year: | 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Mountain Elementary School	49706150113506	November 29, 2021	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
ELAC
Staff
Parents

Taylor Mountain Elementary has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly during the school year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.

Taylor Mountain also has an active Parent Coffee Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

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Comprehensive Needs Assessment Components

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

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

Various surveys were sent to the school community which addressed the following topics:

Community involvement
Tech needs
EL support
Academic support
Enrichment opportunities
School climate

A summary of the results indicated that there is a need for increased opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional afterschool academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development in technology and integrated and designated ELD.

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

Daily, the principal visits several classrooms in person. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided. Annually, teachers are formally observed by the principal based on the contracted agreement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Students attending Bellevue Unified School District typically participate in the California Assessment of Student Performance and Progress (CAASPP). In lieu of the CAASPP, students grades 1-6 participate in district adopted Standardized Test for the Assessment of Reading assessments in Math and English Language Arts. TK and K classes participate in district Educational Software for Guiding Instruction assessments. These trimester assessments are used to guide instruction and determine intervention needs.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent.

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

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.
There is school site participation in Principal Support Network that supports development of professional learning communities. Team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment.

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

All teachers meet the highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. Consultants for professional development are brought in on an as needed basis. Professional development for the 2020-21 school year focused on the standards and instructional strategies for English Language Development, Professional Learning Communities, and technology.

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

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

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

Teachers collaborate weekly by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per trimester, teachers participate in district wide grade level collaboration. Additionally, the principal often facilitates opportunities for collaboration during staff meetings.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials purchased are research based curriculums.

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

Instructional minutes are reviewed on annual basis. All classes meet or exceed the state recommendations of required minutes for both ELA and Math.

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

The lesson pacing calendar is reviewed annually by the district teachers. In 2020-21 teachers prioritized the priority standards for their grade level in order to meet student needs during distance learning model due to the COVID 19 pandemic.

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

All students have all CCSS based Math and English Language Arts materials.

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

All materials are on the state matrix and supplementary materials purchased are research based curriculums.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students.

Evidence-based educational practices to raise student achievement

Through the MTSS model, the site examines student assessment results and targets instruction to support all students. All teachers participate in the school wide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it?
How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher.
One full-time RSP instructional aide.
Literacy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1:1 Chromebook and iPad access for all students.
CalSERVES provides an all-day program until 3:30 PM to assist with reading supports, and homework.

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

Parents, community members, classroom teachers, and other school personnel have opportunities for involvement in this process in the following ways: Participation in the Title I Parent Meeting presented by the principal in August, 2021 as well as monthly ELAC meetings.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.
In grades K-3, we participate in class size reduction.
The lowest underperforming students in each class participate in daily literacy instruction in small groups supported by Literacy Paraprofessionals. Dedicated intervention time per class is four days a week. Daily time for each intervention group varies by grade level.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC (English Language Advisory Council
DELAC (District English Language Advisory Council)
Staff
Parents

Taylor Mountain Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. DLAC (District English Advisory Committee), with representation from all sites, meets regularly throughout the year.

Taylor Mountain Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, monthly during the school year.

Taylor Mountain staff works diligently reviewing data and creating trimester goals for our students and reflecting upon what is working and areas where additional support or change is needed. This year we continued Taylor Mountain School Site Council (SSC) with parity. The School Site Council met monthly on the third Thursday of each month discussing future needs of the school, both academic and social-emotional. Our SSC also participated in the update and clarification of the Local School Accountability Plan where meetings were held brainstorming ways to improve both the district and Taylor Mountain. The SSC offered suggestions in the following areas: how to improve student achievement, how to improve family and community connectedness and how to improve our facilities.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.05%	2.28%	2.4%	9	10	10
African American	0.68%	0.68%	1.0%	3	3	4
Asian	2.05%	2.28%	1.7%	9	10	7
Filipino	%	0%	0.2%		0	1
Hispanic/Latino	81.32%	80.59%	80.2%	357	353	336
Pacific Islander	0.46%	0.46%	1.0%	2	2	4
White	11.39%	12.1%	11.9%	50	53	50
Multiple/No Response	1.59%	1.37%	1.0%	7	6	4
			Total Enrollment	439	438	419

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	51	69	53
Grade 1	67	47	53
Grade 2	58	64	47
Grade3	71	59	67
Grade 4	71	63	66
Grade 5	59	70	61
Grade 6	62	66	72
Total Enrollment	439	438	419

Conclusions based on this data:

1. Latino-Hispanic continues to be the largest representative group, representing 80% of the total population.

2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	274	251	241	62.4%	57.3%	57.5%
Fluent English Proficient (FEP)	50	66	56	11.4%	15.1%	13.4%
Reclassified Fluent English Proficient (RFEP)	0	17	24	0.0%	6.2%	9.6%

Conclusions based on this data:

1. The percentage of English Learners has decreased by 10%.

2. The number of RFEP percentages have increased by 7%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	70	68	80	68	0	80	68	0	98.8	97.1	0.0
Grade 4	64	70	68	64	69	0	64	69	0	100	98.6	0.0
Grade 5	56	64	60	54	61	0	54	61	0	96.4	95.3	0.0
Grade 6	60	62	72	59	60	0	59	60	0	98.3	96.8	0.0
All Grades	261	266	268	257	258	0	257	258	0	98.5	97	0.0

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2396.	2395.		15.00	16.18		17.50	16.18		30.00	27.94		37.50	39.71	
Grade 4	2426.	2416.		12.50	8.70		25.00	15.94		15.63	31.88		46.88	43.48	
Grade 5	2477.	2492.		12.96	14.75		29.63	31.15		18.52	18.03		38.89	36.07	
Grade 6	2502.	2509.		10.17	10.00		30.51	25.00		30.51	36.67		28.81	28.33	
All Grades	N/A	N/A	N/A	12.84	12.40		24.90	21.71		24.12	28.68		38.13	37.21	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.25	14.71		43.75	48.53		40.00	36.76	
Grade 4	17.19	8.70		48.44	49.28		34.38	42.03	
Grade 5	12.96	22.95		42.59	44.26		44.44	32.79	
Grade 6	13.56	13.33		54.24	58.33		32.20	28.33	
All Grades	15.18	14.73		47.08	50.00		37.74	35.27	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.25	5.88		48.75	55.88		40.00	38.24	
Grade 4	12.50	8.70		45.31	55.07		42.19	36.23	
Grade 5	22.22	21.31		50.00	52.46		27.78	26.23	
Grade 6	11.86	11.67		49.15	55.00		38.98	33.33	
All Grades	14.01	11.63		48.25	54.65		37.74	33.72	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.50	11.76		65.00	67.65		22.50	20.59	
Grade 4	7.81	8.70		62.50	65.22		29.69	26.09	
Grade 5	5.56	13.11		70.37	60.66		24.07	26.23	
Grade 6	11.86	8.33		64.41	68.33		23.73	23.33	
All Grades	9.73	10.47		65.37	65.50		24.90	24.03	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.75	14.71		53.75	50.00		27.50	35.29	
Grade 4	17.19	5.80		45.31	52.17		37.50	42.03	
Grade 5	18.52	22.95		48.15	52.46		33.33	24.59	
Grade 6	11.86	28.33		62.71	46.67		25.42	25.00	
All Grades	16.73	17.44		52.53	50.39		30.74	32.17	

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

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	81	70	68	81	68	0	81	68	0	100	97.1	0.0
Grade 4	64	70	68	64	69	0	64	69	0	100	98.6	0.0
Grade 5	56	64	60	56	62	0	56	62	0	100	96.9	0.0
Grade 6	60	62	72	60	61	0	60	61	0	100	98.4	0.0
All Grades	261	266	268	261	260	0	261	260	0	100	97.7	0.0

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

2019-20 Data:
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	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2386.	2411.		6.17	14.71		19.75	22.06		22.22	26.47		51.85	36.76	
Grade 4	2427.	2419.		6.25	1.45		17.19	17.39		35.94	34.78		40.63	46.38	
Grade 5	2476.	2473.		12.50	6.45		8.93	20.97		39.29	38.71		39.29	33.87	
Grade 6	2524.	2516.		18.33	14.75		25.00	21.31		30.00	32.79		26.67	31.15	
All Grades	N/A	N/A	N/A	10.34	9.23		18.01	20.38		31.03	33.08		40.61	37.31	

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

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.11	26.47		29.63	35.29		59.26	38.24	
Grade 4	12.50	5.80		29.69	34.78		57.81	59.42	
Grade 5	14.29	17.74		28.57	33.87		57.14	48.39	
Grade 6	30.00	26.23		41.67	37.70		28.33	36.07	
All Grades	16.48	18.85		32.18	35.38		51.34	45.77	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.58	17.65		37.04	47.06		49.38	35.29	
Grade 4	10.94	4.35		31.25	42.03		57.81	53.62	
Grade 5	14.29	6.45		39.29	51.61		46.43	41.94	
Grade 6	13.33	16.39		51.67	47.54		35.00	36.07	
All Grades	13.03	11.15		39.46	46.92		47.51	41.92	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.35	17.65		41.98	57.35		45.68	25.00	
Grade 4	10.94	1.45		43.75	39.13		45.31	59.42	
Grade 5	12.50	8.06		37.50	50.00		50.00	41.94	
Grade 6	15.00	13.11		48.33	50.82		36.67	36.07	
All Grades	12.64	10.00		42.91	49.23		44.44	40.77	

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

Conclusions based on this data:

1. NA

2. NA

3. NA

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1434.8	1455.9	1433.9	1445.9	1453.5	1451.9	1408.5	1461.6	1391.7	60	29	43
1	1477.3	1454.2	1441.2	1479.4	1462.5	1475.8	1474.8	1445.4	1406.4	37	46	29
2	1489.1	1480.4	1470.8	1492.3	1479.0	1484.9	1485.3	1481.3	1456.2	47	42	18
3	1486.7	1495.9	1475.2	1486.8	1497.2	1479.9	1486.1	1494.1	1469.9	49	46	36
4	1519.9	1510.0	1489.5	1517.5	1498.4	1500.6	1521.9	1521.0	1478.1	33	40	33
5	1518.4	1544.6	1522.0	1528.5	1541.5	1525.0	1507.7	1547.2	1518.4	31	27	31
6	1547.6	1523.8	1519.8	1543.2	1523.0	1516.2	1551.6	1524.0	1522.8	25	31	25
All Grades										282	261	215

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	36.67	24.14	23.26	33.33	48.28	37.21	23.33	27.59	30.23	*	0.00	9.30	60	29	43
1	51.35	10.87	10.34	32.43	39.13	31.03	*	32.61	34.48	*	17.39	24.14	37	46	29
2	48.94	14.29	11.11	38.30	40.48	50.00	*	40.48	27.78	*	4.76	11.11	47	42	18
3	*	21.74	5.56	51.02	28.26	41.67	*	30.43	22.22	24.49	19.57	30.56	49	46	36
4	33.33	15.00	12.50	39.39	55.00	25.00	*	12.50	50.00	*	17.50	12.50	33	40	32
5	*	37.04	19.35	54.84	29.63	41.94	*	29.63	35.48	*	3.70	3.23	31	27	31
6	*	12.90	16.00	44.00	45.16	36.00	*	32.26	36.00	*	9.68	12.00	25	31	25
All Grades	34.40	18.39	14.49	41.13	40.61	36.92	15.60	29.50	33.64	8.87	11.49	14.95	282	261	214

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

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	20.69	23.26	28.33	62.07	55.81	*	17.24	11.63	*	0.00	9.30	60	29	43
1	67.57	19.57	34.48	*	43.48	31.03	*	23.91	31.03		13.04	3.45	37	46	29
2	61.70	19.05	27.78	27.66	52.38	44.44	*	23.81	22.22	*	4.76	5.56	47	42	18
3	28.57	39.13	25.00	42.86	21.74	41.67	*	28.26	11.11	*	10.87	22.22	49	46	36
4	48.48	42.50	31.25	36.36	35.00	50.00	*	10.00	15.63	*	12.50	3.13	33	40	32
5	70.97	44.44	48.39	*	37.04	45.16	*	18.52	6.45	*	0.00	0.00	31	27	31
6	60.00	41.94	32.00	*	41.94	32.00	*	9.68	28.00		6.45	8.00	25	31	25
All Grades	53.55	31.80	31.31	31.21	41.00	43.93	9.57	19.54	16.82	5.67	7.66	7.94	282	261	214

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

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	25.00	17.24	13.95	23.33	51.72	25.58	38.33	31.03	46.51	*	0.00	13.95	60	29	43
1	43.24	8.70	3.45	29.73	30.43	20.69	*	28.26	31.03	*	32.61	44.83	37	46	29
2	31.91	11.90	0.00	40.43	30.95	38.89	*	35.71	33.33	*	21.43	27.78	47	42	18
3		10.87	0.00	24.49	19.57	13.89	32.65	43.48	50.00	42.86	26.09	36.11	49	46	36
4	*	10.00	0.00	*	42.50	12.50	*	32.50	46.88	*	15.00	40.63	33	40	32
5	*	18.52	3.23	58.06	25.93	25.81	*	51.85	45.16	*	3.70	25.81	31	27	31
6	*	6.45	0.00	*	22.58	28.00	*	38.71	44.00	*	32.26	28.00	25	31	25
All Grades	21.28	11.49	3.74	33.33	31.42	22.43	26.95	36.78	43.46	18.44	20.31	30.37	282	261	214

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	31.03	20.93	28.33	68.97	74.42	*	0.00	4.65	60	29	43
1	78.38	47.83	34.48	*	41.30	65.52		10.87	0.00	37	46	29
2	61.70	38.10	22.22	34.04	57.14	61.11	*	4.76	16.67	47	42	18
3	*	26.09	16.67	57.14	47.83	55.56	24.49	26.09	27.78	49	46	36
4	45.45	37.50	34.38	45.45	47.50	50.00	*	15.00	15.63	33	40	32
5	41.94	22.22	19.35	48.39	74.07	74.19	*	3.70	6.45	31	27	31
6	44.00	19.35	28.00	52.00	58.06	40.00	*	22.58	32.00	25	31	25
All Grades	51.77	32.95	24.77	39.72	54.41	61.21	8.51	12.64	14.02	282	261	214

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.00	20.69	32.56	55.00	72.41	58.14	*	6.90	9.30	60	29	43
1	56.76	17.39	27.59	40.54	65.22	65.52	*	17.39	6.90	37	46	29
2	70.21	7.14	50.00	23.40	88.10	44.44	*	4.76	5.56	47	42	18
3	71.43	58.70	42.86	24.49	30.43	40.00	*	10.87	17.14	49	46	35
4	66.67	37.50	56.25	*	55.00	40.63	*	7.50	3.13	33	40	32
5	90.32	62.96	93.33	*	29.63	6.67	*	7.41	0.00	31	27	30
6	76.00	64.52	60.00	*	29.03	32.00		6.45	8.00	25	31	25
All Grades	63.48	36.78	50.47	31.21	54.02	41.98	5.32	9.20	7.55	282	261	212

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

| Grade Level | Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.67	13.79	0.00	58.33	86.21	83.72	*	0.00	16.28	60	29	43
1	51.35	26.09	13.79	*	32.61	34.48	*	41.30	51.72	37	46	29
2	36.17	11.90	5.56	48.94	61.90	61.11	*	26.19	33.33	47	42	18
3		8.70	2.78	46.94	47.83	50.00	53.06	43.48	47.22	49	46	36
4	*	5.00	0.00	60.61	65.00	50.00	*	30.00	50.00	33	40	32
5	*	14.81	12.90	70.97	77.78	58.06	*	7.41	29.03	31	27	31
6	*	6.45	0.00	*	38.71	36.00	*	54.84	64.00	25	31	25
All Grades	23.76	12.64	4.67	49.65	56.32	55.14	26.60	31.03	40.19	282	261	214

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

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.00	62.07	32.56	50.00	34.48	41.86	*	3.45	25.58	60	29	43
1	43.24	8.70	3.45	51.35	76.09	62.07	*	15.22	34.48	37	46	29
2	31.91	14.29	0.00	59.57	73.81	66.67	*	11.90	33.33	47	42	18
3	*	23.91	11.11	73.47	60.87	52.78	*	15.22	36.11	49	46	36
4	39.39	17.50	0.00	51.52	75.00	75.00	*	7.50	25.00	33	40	32
5	*	22.22	9.68	64.52	70.37	74.19	*	7.41	16.13	31	27	31
6	*	25.81	20.00	76.00	67.74	72.00	*	6.45	8.00	25	31	25
All Grades	29.08	22.99	12.62	59.93	66.67	61.68	10.99	10.34	25.70	282	261	214

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

Conclusions based on this data:

1. N/A; 2019-20 results were not provided

School and Student Performance Data
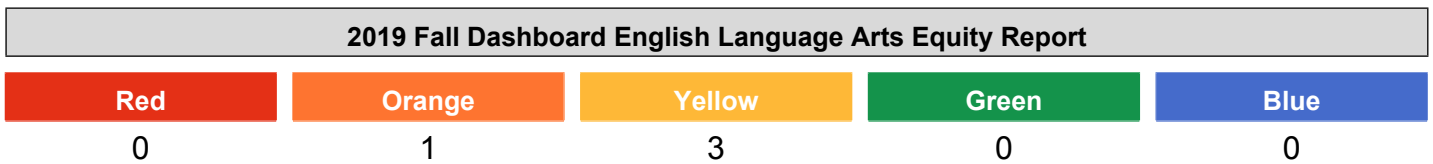
Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
419	**84.2**	**57.5**	**1.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	241	57.5
Foster Youth	7	1.7
Homeless	18	4.3
Socioeconomically Disadvantaged	353	84.2
Students with Disabilities	90	21.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.0
American Indian or Alaska Native	10	2.4
Asian	7	1.7
Filipino	1	0.2
Hispanic	336	80.2
Two or More Races	3	0.7
Native Hawaiian or Pacific Islander	4	1.0
White	50	11.9

Conclusions based on this data:

1. A large percentage of our families are socioeconomically disadvantaged.

2. Majority population by race/ethnicity is Hispanic.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is an area of struggle for this site and the community.

2. All performance areas are in the Yellow performance band.

School and Student Performance Data

Academic Performance
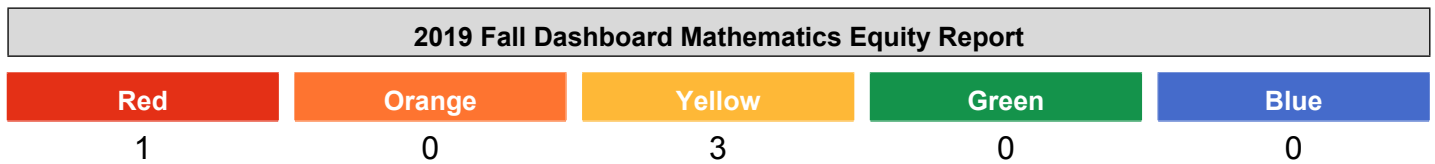## English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
30.6 points below standard	36.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points	Increased ++3 points	
		3
245	186	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
37.3 points below standard	29.2 points below standard	109.3 points below standard
Increased Significantly ++25.2 points	Increased ++8.3 points	Increased ++7 points
17	233	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2	4	4	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
31 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	10.1 points below standard
Increased ++8.8 points			Declined Significantly -23.3 points
208		1	24

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.7 points below standard	48.5 points above standard	12.3 points below standard
Increased ++4.1 points	Increased ++9.8 points	Increased ++4 points
131	55	54

Conclusions based on this data:

1. Reclassified English learner sub group is demonstrating more progress compared to the English Learner group.

2. Student with disabilities showed progress and increased their scores.

3. All subgroups demonstrated progress, with the Homeless group showing the greatest increase.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
42.6 points below standard	46.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.9 points	Increased ++4.3 points	
245	186	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
23.5 points below standard	40.9 points below standard	148.7 points below standard
Increased Significantly ++38.9 points	Increased ++8.6 points	Declined Significantly -20.5 points
17	233	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
2	4	4	

Hispanic	Two or More Races	Pacific Islander	White
Yellow		No Performance Color	No Performance Color
43.8 points below standard		Less than 11 Students - Data Not Displayed for Privacy	25.2 points below standard
Increased ++7.8 points			Declined Significantly -15.9 points
208		1	24

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.2 points below standard	18 points above standard	24.8 points below standard
Increased ++9 points	Maintained ++1.3 points	Maintained ++2.5 points
131	55	54

Conclusions based on this data:

1. All sub groups increased their performance, except Students with Disabilities.

2. Students with Disabilities' points below standard are greatly discrepant compared to all other sub groups.

3. Reclassified English Learners is the only subgroup that scored above standard. All comparisons for English Learners show steady increasing progress.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
39.9 making progress towards English language proficiency
Number of EL Students: 223
Performance Level: Low
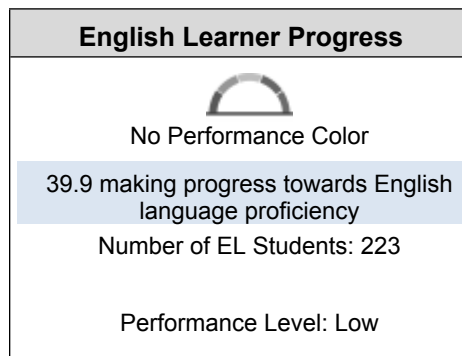
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
31.3	28.6	5.8	34.0

Conclusions based on this data:

1. The majority of our students remain at Level 3.

2. More students progressed at least one level compared to those students who decreased a level.

School and Student Performance Data

Academic Performance
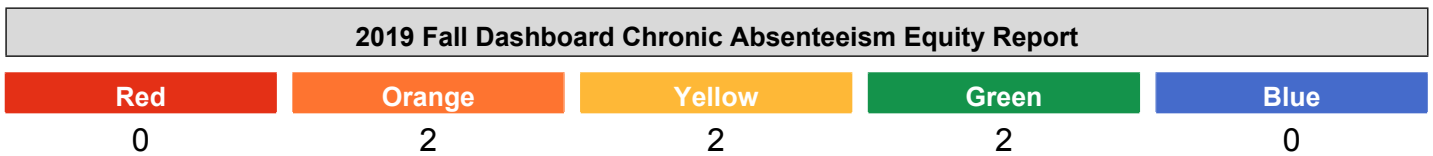## College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
14.6	10	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -5	Declined Significantly -5.3	8
467	281	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Green
22.2	15	8.1
Declined -5.6	Declined Significantly -5.3	Declined -6.8
36	439	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	10	9	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
11.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	22.6
Declined Significantly -5.7	9	2	Declined -5.2
379			53

Conclusions based on this data:

1. Though there are significantly more Hispanic students than white students, white students are twice as likely to be chronically absent.

2. Chronic absenteeism continues to decline for all groups of students.

3. The groups which have made the most progress in improving chronic absenteeism are English Learners and Students with Disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
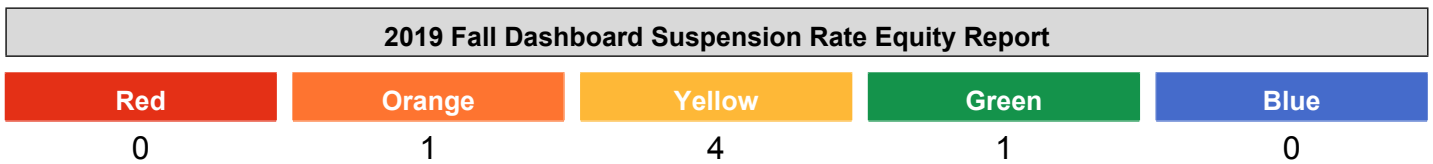## Suspension Rate

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
3.3	3.1	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.7	Declined -0.7	8
489	289	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Yellow	Yellow
2.6	3.3	4.8
Declined -5.1	Declined -0.9	Declined -2.1
39	458	63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
5	10	9	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
3.3	9.1	Less than 11 Students - Data Not Displayed for Privacy 2	3.6
Maintained -0.2	11		Declined -6.1
396			56

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.9	3.3

Conclusions based on this data:

1. Suspension rates continue to decrease overall and for all student groups.

2. Though the Hispanic subgroup enrollment is much greater than the White subgroup enrollment, the suspensions for the White subgroup are higher than for the Hispanic subgroup.

3. The group that experienced the greatest decrease in suspension rate was homeless.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential

Goal 1

Increase overall student growth in English Language Arts

Identified Need

Our dashboard indicator for all students in ELA is yellow. Although we increased by 4.2 points, we are still 30.6 points below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment	% of each grade that met or exceeded standard (40 percentile Rank) on the 2021 District Fall STAR/Early STAR Reading Assessment : 1st grade: 41% 2nd grade: 11% 3rd grade: 49% 4th grade: 25% 5th grade: 27% 6th grade: 30%	50% of students at all grade levels will meet or exceed the standard (40 percentile rank) on the end-of-year STAR/Early STAR Reading Assessment.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals

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

Amount(s)	Source(s)
65,509.93	Title I 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Jeanise Eisenman, Kailani Gomez, Dominic Messimore
27,533	Title I 3000-3999: Employee Benefits Literacy Paraprofessionals: Jeanise Eisenman, Kailani Gomez, Dominic Messimore

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Continue to provide professional development to implement CCSS in ELA through participation in the California Principal's Support Network.

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

Amount(s)	Source(s)
3,200	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP for FY 2021/22. Goal 1.1.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Reprioritize the standards in ELA and develop common assessments through grade level collaboration.

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

Amount(s)	Source(s)
8,000	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned w/ District LCAP for FY 2021/22. Goal 1.2 District Wide Assessments Etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
104,000	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries TOSA: Hiring in Progress as of December 2021. LCAP Goal 1.1.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the COVID-19 global pandemic, the CAASPP was not administered; therefore, CAASPP was not available to determine effectiveness.

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

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with re-prioritizing standards.

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

Due to continued global pandemic circumstances, the intended metric will be our district STAR assessment, as indicated above in our baseline data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative.

Identified Need

Due to a decrease in the percentage of students being reclassified over the past few years

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	9.6% of students reclassified in 2020-21	2021-22 Goal will be to increase the percentage of students scoring an Overall ELPAC Score of 4 and reclassification rate to 14.6%, which is a 5% increase from the baseline.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Train staff on ELD framework to fully implement integrated and designated ELD instruction.

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

Amount(s)	Source(s)
34,515	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Aligned with LCAP , Goal 1.4 EL Professional Development, GLAD Consulting, Stipends etc.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Monitor reclassified students bi annually to determine if more support is needed

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

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Adopt ELD curriculum; provide teacher professional development

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

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

District Leadership Participation in the English Learner Collaborative at SCOE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Extended Learning Opportunity 5000-5999: Services And Other Operating Expenditures Budgeted for in Strategy / Activity 1 Noted Above.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

All strategies were implemented as intended. Though we did not meet our goal as described (an increase of 10%) we did make progress towards our goal by increasing 6.2%.

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

NA

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

We intend to add English Learner after school tutor groups, providing additional support for those students in their area of need as indicated by their summative ELPAC results. We will work with district leadership to refine our reclassification criteria. We will re-adjust our annual outcome by decreasing it slightly, so it is more-achievable.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture and Climate

LEA/LCAP Goal

Ensure a positive and respectful school climate for students, staff and families which includes positive school cultures, safe, secure accessible and efficient classroom, facilities and grounds.

Goal 3

Increase opportunities for parent involvement, connectedness, and engagement.

Identified Need

As identified by the district parent survey, there is. a need for increase parent involvement, connectedness and engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/community events offered	8 parent/community events offered in 2020-21 school year	Increase the number of events offered by 2 events

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Annual Back to School Night, Kindergarten Orientation

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

Amount(s)	Source(s)
0	None Specified None Specified

	There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Title 1 parent meeting and virtual classroom presentations

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

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monthly Holiday Community Events (Dia de los Muertos, Pozole Drive-Thru, etc)

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

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal and Parent Coffees

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

6th gr. and Kindergarten Promotion

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Even though we ended the 2020-21 school year in hybrid learning, we successfully implemented our strategies and met our goal of increasing opportunities for parent involvement.

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

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with any of the noted activities in this section.

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

We hope to increase opportunities for parent involvement and engagement when we return to our traditional school setting and it is safe.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$180,757
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$242,757.93

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$93,042.93
Title II Part A: Improving Teacher Quality	$3,200.00

Subtotal of additional federal funds included for this school: $96,242.93

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 ($)
Extended Learning Opportunity	$146,515.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $146,515.00

Total of federal, state, and/or local funds for this school: $242,757.93

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	20,484.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	146,515.00
None Specified	0.00
Title I	93,042.93
Title II Part A: Improving Teacher Quality	3,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,000.00
2000-2999: Classified Personnel Salaries	65,509.93
3000-3999: Employee Benefits	27,533.00
5000-5999: Services And Other Operating Expenditures	45,715.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	104,000.00

5000-5999: Services And Other Operating Expenditures	Extended Learning Opportunity	42,515.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	65,509.93
3000-3999: Employee Benefits	Title I	27,533.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,242.93
Goal 2	34,515.00
Goal 3	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Margaret Jacobson	Principal
Julie McMurtrie	Classroom Teacher
Amber Solbakken	Classroom Teacher
Lilia Hueramo	Other School Staff
Yenifer Menjivar	Parent or Community Member
Karina Valencia Herrera	Parent or Community Member
Maria Gonzalez	Parent or Community Member
Alicia Gurrola	Parent or Community Member
Shana Mendoza	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 29,2021.

Attested:

Principal, Margaret Jacobson on 11-29-21

SSC Chairperson, Shana Mendoza on 11-29-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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