N O T I C E

BOARD MEETING OF THE BELLEVUE UNION SCHOOL

DISTRICT BOARD OF TRUSTEES WILL BE HELD ON

Tuesday November 15, 2022,

5:30 PM CLOSED SESSION, 6:30PM OPEN SESSION

IN PERSON at 3150 EDUCATION DR

BELLEVUE UNION SCHOOL DISTRICT

3150 EDUCATION DRIVE SANTA ROSA, CA 95407

DATED: November 10, 2022

Michael Kellison
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT

POSTED: November 10, 2022

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
Bellevue Union School District Office
3150 Education Dr.
Santa Rosa, CA 95407

Tuesday, November 15, 2022

AGENDA

1. Open Session 5:30 pm

   1.1. Call to Order

   1.2. Public Comment on Closed Session Agenda

   The Public is invited to address the Board regarding items that are on the Closed Session Agenda. Speakers are limited to 3 minutes each. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the meeting. Because this is the time for the public to comment, it is our time to hear from you. Although the Board will not respond, we want you to know that we are listening to you carefully.

2. Adjourn To Closed Session

   2.1. Closed Session Agenda

      2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146
         2.1.1.1. Interdistrict Attendance Permit Appeal
      2.1.2. Public Employment § 54957

3. Reconvene to Open Session 6:30pm

   3.1. Flag Salute

   3.2. Consider Agenda Adjustment

   3.3. Report on Closed Session

4. Public Comment

   At this time, members of the public may express opinions or make statements regarding issues pertinent to the District. Action may not be taken on statements or testimony made regarding any item not on the agenda, per Government Code 54954.2. There will be a limit of three minutes placed on each individual making a statement and a total 30 minute time allocation. Persons wishing to comment should complete the public comment form and give it to the Superintendent prior to the start of the public comment.

Because this is the time for the public to comment, it is our time to hear from you. Although Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments we want you to know that we are listening to you carefully.

5. Information

   5.1. 2021-2022 California Assessment of Student Performance and Progress (CAASPP) Results, Aracely Romo-Flores, Director of Curriculum & English Learner Services
   5.2. Recruitment and Staffing Update, Stacy Spector, Director of Human Resources

6. Discussion

   6.1. District Facilities (Reviewing Completed Projects and Planning for the Future)

7. Action

   7.1. Consider Approval of December 13, 2022 for the Annual Organizational Meeting
   7.2. Consider Approval of Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) re: Substitute Coverage and Use of Sick Days
   7.3. Consider Approval of Maintenance Technician Job Description Update
   7.4. Consider Approval of School Plan for Student Achievement (SPSAs) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary
   7.5. Consider Approval of Resolution No 11: Business ATM / CheckCard Access Agreement with Exchange Bank
   7.6. Consider Approval of Application for Short Term Staff Permit for Elementary Teacher Mindy Duncan, Special Day Class
   7.7. Ratification of Bills and Warrants

8. Consent Calendar

   8.1. Board Meeting Minutes
      8.1.1. Regular Board Meeting Minutes October 18, 2022
   8.2. Acknowledge and Accept Grants & Donations
      8.2.1. Kawana Student Support Fund of Community Foundation Sonoma County, school presentation and materials to support bilingual literacy, $1484.09 - Kawana Springs
      8.2.2. Donors Choose: Move Over, Scientists Coming!: $841, Bellevue Elementary School - Boyce
      8.2.3. Donors Choose: $155, Bellevue Elementary School - Boyce
      8.2.4. Donors Choose: Keeping My Class Looking Good and Feeling Loved: $422, Bellevue Elementary School - Boyce
   8.3. Personnel Activity Log

9. Reports

   9.1. California School Employees Association, Chapter 501
   9.2. Bellevue Education Association
   9.3. Principal Reports
   9.4. Board Reports

9.5. Superintendent Report
- 9.5.1. Enrollment/Attendance
- 9.5.2. Recognition of Stephanie Merrida-Grant, Trustee of the Bellevue Union School District

10. Planning

December 13, 2022	Regular Board Meeting	5:30pm	**BUSD District Office** 3150 Education Drive Santa Rosa, CA 95407

11. Reconvene to Closed session as needed

Notice:
The Bellevue Union School District complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent's Office by calling (707)542-5197 x2.
All efforts will be made for reasonable accommodations.

Agenda available in Spanish upon request.
Orden del día disponible en español si se solicita.

District Employees, parents and community members shall treat each other with civility, courtesy and respect.
Civility Policy (BP 1313)

Bellevue Union School District
Agenda Item for Board Meeting of November 15, 2022

Agenda Category: Information

Agenda Item Title: 2021-2022 California Assessment of Student Performance and Progress (CAASPP) Results

Prepared By: Aracely Romo-Flores, Director of Curriculum & English Learner Services

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Background:
For the first time in three years all 3-8 and 11th graders took the California Assessment of Student Performance and Progress (CAASPP), a statewide mandatory assessment administered by all public schools. The state publicly released the results of the 2022 California Assessment of Student Performance and Progress (CAASPP) on October 24, 2022.

The CAASPP tests are summative assessments of student learning that are used to evaluate student mastery of grade-level California Content Standards in English Language Arts, Math, and Science. In California, students in grades 3 through 8 and 11 participate in the statewide tests.

In the fall, LEAs receive CAASPP results from the previous school year and use the data to evaluate student performance and progress. BUSD analyzes statewide assessment data by school, grade level, and student group. These results are used in conjunction with other measures to engage in informed decision-making that support all students.

It is important to note that there are limitations when comparing the 2022 statewide assessment results to prior years, particularly pre-pandemic academic years. The state recommends that the 2022 CAASPP results be used as a new baseline from which to measure future growth.

The California Department of Education recently released a report, the Interpretation Guide to the 2021–22 Statewide Assessment Results, to support schools and districts with how to interpret and use the 2022 statewide assessment data in their local context. Notable information from that report is included below. The full report as well as other resources about the CAASPP tests can be found on the CDE's website.

When making decisions or inferences about education programs and policies, it is important to use a variety of data sources. Even though California has returned to full statewide administration of the CAASPP, the specific context and conditions of the learning experience within any given school and LEA must be considered. Assessment results are only one measure of student achievement and should be used in conjunction with other data and measures (e.g., other state Dashboard data, report card grades, class tests, and observations) when making instructional or programmatic decisions.

Recommended Action:
None. This is a report.

Supporting Documents:
None

Bellevue Union School District

Agenda Item for Board Meeting of November 15, 2022

Agenda Category: Informational

Agenda Item Title: Staffing and Recruitment Update

Prepared By: Stacy Spector, Director of Human Resources

Background:
This presentation will update the board on activities related to Staffing and Recruitment for the 2023-2024 school year.

Recommended Action:
No action needed.

Supporting Documents:
Staff and Recruitment Presentation (Under Separate Cover)

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category:	Discussion
Agenda Item Title:	District Facilities (Reviewing Completed Projects and Planning for the Future)
Prepared By:	Michael Kellison, Superintendent

Background:

The Bellevue Union School District, using a combination of bond funds, general fund (8150) and developer fees, has addressed many of our facilities' needs over the last several years.
As we anticipate enrollment growth in our future and look at how to maintain and enhance our district buildings, planning and prioritizing upcoming projects is critical.
We will share information on the status of planned projects and gather feedback/input regarding facilities needs identified by the BUSD Board of Education.

Recommended Action:
It is recommended that the Board of Trustees share their thoughts and recommendations on how to address our existing and projected facilities needs.

Supporting Documents:
Presentation to be shared at board meeting.

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Action

Agenda Item Title: Consider Approval of December 13, 2022 for the Annual Organizational Meeting

Prepared By: Moriah Hart, Executive Assistant

Background:
Education Code 35143 requires school boards to hold annual organizational meetings during open session at a board meeting within 15 days of the second Friday in December (between December 9 and December 24 this year). The date must be selected by the board at its regular meeting held immediately prior to December 1.

Organization Meeting Items:

1. Designation of Board President
2. Designation of Vice President/Clerk
3. Designation of District Superintendent as Board Secretary
4. Designation of Monthly Meeting Location
5. Selection of District Representative and Alternate to fill Vacancies on the Sonoma County Committee on School District Organization

The annual board reorganization is governed by the BUSD Governance Handbook (reviewed and approved annually by the BUSD Board of Trustees)

Recommended Action:
It is recommended that the Board of Trustees approve December 13, 2022 for the Annual Organizational Meeting

Supporting Documents:
None

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category:	Action
Agenda Item Title:	Consider Approval of Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) re: Substitute Coverage and Use of Sick Days
Prepared By:	Michael Kellison, Superintendent

Background:
Due to a lack of available substitute teachers, BUSD teachers are occasionally asked to do one of the following:

- Teachers may be assigned up to six additional students due to lack of substitute coverage, with every effort being made to keep the assignments to a maximum of four students when enough teachers at a site have volunteered to take extra students for the day.
- PE teachers may be assigned to cover an absent PE teacher's scheduled classes due to lack of substitute coverage.

In acknowledging the extra work associated with these responsibilities, BUSD and BEA have agreed to compensate impacted teachers in the following manner:

- Teachers assigned these additional students will be paid a $50 stipend for that day.
- PE teachers who are assigned to cover an absent PE teacher's classes will be paid $200 per day.

Additionally, BEA and BUSD agree that teachers may use up to three (3) days of current or accumulated sick leave days as "mental health days."

All items contained within the attached MOU are for the 2022-23 school year only, shall not set precedent, and are retroactive to the beginning of the 2022-23 school year.

Recommended Action:
It is recommended that the Board of Trustees approve the MOU as presented.

Supporting Documents:
MOU Between BEA and BUSD re: Substitute Coverage and Use of Sick Days

Memorandum of Understanding
Between
Bellevue Union School District
And
Bellevue Education Association
October 24, 2022

The parties agree to the following for the 2022-23 school year:

1. Compensation for Teachers Providing Substitute Coverage:

   The District will separate students from one class among other classes due to lack of a substitute teacher as a last resort.

   Teachers may be assigned up to six additional students due to lack of substitute coverage, with every effort being made to keep the assignments to a maximum of four students when enough teachers at a site have volunteered to take extra students for the day. Teachers assigned these additional students will be paid a $50 stipend for that day.

   PE teachers may be assigned to cover an absent PE teacher's scheduled classes due to lack of substitute coverage. PE teachers who are assigned to cover an absent PE teacher's classes will be paid $200 per day. For purposes of this agreement, "substitute coverage" is limited to certificated individuals.

   This stipend shall apply regardless of whether the total number of students exceeds the maximum class size as set forth in Article 8.A. A teacher receiving this stipend shall not be eligible for class size overage payments in Article 8.E.5 for these students. Teachers currently receiving class size overages for their rostered students will receive both their regular overage and the stipend.

   The site administrator will ask for volunteers before requiring a teacher to take additional students. Students will first be placed in classrooms of teachers who have volunteered to take extra students. Teachers who do not wish to take students will only be required to do so as a last resort with every effort made to keep the number of additional students assigned per teacher at four students, if there are sufficient volunteers.

2. Unit Members may use up to three (3) days of current or accumulated sick leave days as "mental health days." Unit members must have a substitute secured for the day and notify their site administrator.
3. This applies for the 2022-23 school year only, and shall not set precedent. This MOU will be retroactive to the start of the 2022-23 school year. (August 11, 2022) This MOU expires on June 30, 2023.

Date: 10/28/22

For the District:

Date: 10/20/22

For BEA:

Becky Hanson

Julie

Bellevue Union School District

Agenda Item for Board Meeting of November 15, 2022

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of Maintenance Technician Job Description Update

Prepared By: Stacy Spector, Director of Human Resources

Background:

The Board approved the most recent Maintenance Technician job description on February 16, 2016.

However, the needs of the district have changed in regards to on-going and deferred maintenance, the increase in facility and equipment use as a result of increased enrollment, and regular modifications and updates to the most effective and efficient practices regarding safety, security, utility and functionality of district facilities and resources.

Therefore, in consultation with CSEA leadership, the updated job description for Maintenance Technician will be added to the classified bargaining unit (CSEA Chapter 501) and BUSD job description bank.

The position requirements are based upon industry use standards developed by Diversified Management Group (DMG) and aligned to Redwood Empire School Insurance Group (RESIG) job analysis descriptions.

The essential functions follow Occupational Safety and Health Association guidelines, Ed Code laws, and Labor Code regulations.

The new position will be 1.0 FTE/8 hours; a change from .5 FTE/4 hours.

The new position will be Salary Range 19: $22.93-$33.98; a change from Range 18: $22.52-$33.32

Recommended Action:
It is recommended that the Board of Trustees approve the new Maintenance Technician Job Description.

Cost: It is expected that the change in Range will not negatively impact the budget, as there will be significant cost savings as functions contracted to external agencies will now be provided by BUSD staff.

LCAP Goal: Goal 2: Increase Connectedness, Involvement, and Positive School Environments. Ensure a positive and respectful school climate for students, staff, and families which includes positive school cultures, safe, secure accessible, and efficient classrooms, facilities, and grounds.

Supporting Documents:
Updated Maintenance Job Description
Original Maintenance Job Description
MOU with CSEA - Under Separate Cover

Bellevue Union School District

Job Title:	Maintenance Technician	**Department:**	Maintenance & Operations
Status:	Non-Exempt	**Classification:**	Classified

Shift:	Days, night and weekend emergency response	**FTE/Hours Per Shift:**	1.0 FTE 8 hours
Overtime:	Occasionally	**Hours Per Week**	40
Salary Range	Range 19: $22.93 -$33.98	**Work Calendar**	Class 12/12 month

General Job Summary

The Maintenance Technician performs basic carpentry, cleaning, custodial, electrical, emergency maintenance, plumbing, and routine repair work to facilities and grounds throughout the District as directed. Performs any related work as required.

Organizational Relationships

Supervision Given:	Employee does not provide any direct, formal supervision
Supervision Received:	Employee receives direct supervision from tDirector of Maintenance and Operations with coordination of site administration.

Essential Job Functions

Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign duties and responsibilities for this job.

Function

- Assists the Director of Maintenance and Operations in the regular inspection of buildings to which assigned, performs emergency maintenance tasks, and performs repairs and other adjustments to building fixtures and equipment.
- Reports safety hazards and repair needs to the Director of Maintenance and Operations on a regular basis for the purpose of ensuring safe facility operations.
- Performs a variety of skilled work in the maintenance and repair of District buildings, facilities, and equipment.
- Receives and processes approved work orders and determines necessary tools, materials, and equipment needed to complete assignment.
- Replaces light bulbs, adjusts shades and windows, adjusts and moves desks and other furniture, sets up rooms for special occasions and later restores them to their original order, as the need might arise or as directed.
- Performs carpentry work in the alteration, repair, construction and maintenance of buildings, including room additions, partitions, cabinets, counters, doors, window frames, sheds, scaffolds forms, and fences.
- Installs, maintains, and makes repairs to motors, bells, clocks, lighting circuits, electrical control equipment, transformers, conduit and duct systems and other types of electrical lighting and power equipment.
- Sandblasts, scrapes, sands, fills, or in other manner prepares surfaces for painting or repainting. Applies under and finish coats.
- Uses roller, brush or spray gun in applying paint, varnish, shellac, enamel, lacquer or other protective or decorative finishes to various surfaces such as wood, metal, glass, plaster, stucco, wallboard, brick and cement.
- Patches and repairs roofs and gutters.
- Installs and makes repairs and adjustments to plumbing fixtures and equipment including pipes, washers and gaskets, faucets, drinking fountains, floats and valves.
- Repairs and replaces pipes, valves and fittings and other fixtures, including irrigation equipment.
- Installs and makes repairs and adjustments to HVAC systems and units. Cleans and performs maintenance and adjustments to HVAC units; changes filters, checks pilot lights, etc.
- Repairs damage to interior and exterior walls.
- Repairs and replaces blinds, drapes and rods.
- Repairs and replaces floor tile (vinyl, ceramic) and carpet.
- Installs and makes repairs to key locks and locksets. Maintains the district key identification system.
- Cleans out drains and obstructions in water and sewer systems.
- Performs grounds maintenance/groundskeeping as directed.
- Does welding and minor sheet metal repairs to furniture and fixtures.
- Replaces glass in windows, doors, science cases, cabinets and sky lights by cleaning out broken glass, measuring and cutting glass to fit, and installs glass.
- Performs custodial work upon request of site administrators and supervisory personnel.
- Provides training for district custodial staff for the purpose of promoting efficient practices.

- Repairs custodial equipment as needed for the purpose of ensuring employees have the necessary equipment to complete job requirements.
- Assists in the scheduling of and performs thorough cleaning of facilities during vacation periods and participates in major summer and extended vacation operational and maintenance programs.
- Opens and closes classrooms and other school facilities for various community activities and services.
- Operates a variety of hand and power tools.
- Loads and transports needed tools and equipment to work sites.
- Maintains work logs and records related to completed work tasks.
- Assists in the distribution of district supplies and equipment.
- Works work vendors to ensure completion of identified district facilities projects.
- Projects a positive image of the District to the public and community.
- Performs other related duties as assigned.

Non Essential Functions: None

Job Qualifications

Education:	High school equivalent
Experience:	NA
License/Certification	CA driver's license, must pass background check, pre-employment physical

Knowledge

- **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
- **Customer and Personal Service** — Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
- **Design** — Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.
- **Engineering and Technology** — Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.
- **Maintenance** — Knowledge of maintenance, general construction, use of tools/equipment
- **Mathematics** — Knowledge of arithmetic, statistics, and their applications.
- **Mechanical** — Knowledge of machines and tools, including their designs, uses, repair, and maintenance

Skills

- **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- **Active Listening** — Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- **Attention to Detail** — Maintaining appropriate attention to detail based on the complexity of work performed.
- **Communication and Comprehension** — Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
- **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- **Equipment Maintenance** — Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.
- **Construction** — Basic carpentry and construction skills
- **Equipment Selection** — Determining the kind of tools and equipment needed to do a job.
- **Installation** — Installing equipment, machines, wiring, or programs to meet specifications.
- **Mathematics** — Using mathematics to solve problems.

Board Approval:
HR: SS 11-10-22
Aligned to RESIG Post-Offer/Pre-Placement Program Job Analysis
Originally language prepared by DMG

- **Operation, Monitoring and Control** — Watching gauges, dials, or other indicators to make sure a machine is working properly; controlling operations of equipment or systems.
- **Repairing** — Repairing machines or systems using the needed tools.
- **Time Management** — Managing one's own time and the time of others.

Abilities

- **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information.

Physical Demands

Never (N)	Not Required
Rare (R)	Less than 10% of the shift
Occasional (O)	Up to 33% of the shift
Frequent (F)	Up to 66% of the shift
Constant (C)	Over 66% of the shift

Lifting

Weight Range	Frequency					Examples of Items Lifted	Height Lifted	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X		Hand tools, loose supplies/materials, phone, keys, power tools	1-6’	Y	
11 – 25 lbs			X			Power tools, materials, lumber, piping, various materials	1-6’	Y	
26 – 50 lbs			X			Power tools, materials, lumber, piping, various materials	1-6’	Y	
51 – 75 lbs			X			Buckets of paint/sand, lumber, materials, power tools	1-5’	Y	
76 – 100 lbs	X								
Over 100 lbs	X								
Heaviest Item Lifted			X			Various lumber/materials	1-5’	Y	

Notes regarding items weighed (if any): None

Carrying

Weight Range	Frequency					Examples of Items Carried	Distance Carried	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X		Hand tools, loose supplies/materials, phone, keys, power tools	1-100’	Y	
11 – 25 lbs			X			Power tools, materials, lumber, piping, various materials	1-100’	Y	
26 – 50 lbs			X			Power tools, materials, lumber, piping, various materials	1-50’	Y	
51 – 75 lbs			X			Buckets of paint/sand, lumber, materials, power tools	1-50’	Y	
76 – 100 lbs	X								
Over 100 lbs	X								
Heaviest Item Carried			X			Various lumber/materials	1-50’	Y	

Notes regarding items weighed (if any): None

Category	Frequency	Surface(s)	Activity

Board Approval:
HR: SS 11-10-22
Aligned to RESIG Post-Offer/Pre-Placement Program Job Analysis
Originally language prepared by DMG

	N	R	O	F	C		
Sitting		X				Vehicle seat, floor ground	Operating vehicle, working near floor/ground
Walking				X		Carpet, linoleum/tile, concrete, outdoor terrain, asphalt	Transporting materials, gathering tools/supplies, performing maintenance/repairs
Standing			X			Carpet, linoleum/tile, concrete, outdoor terrain, asphalt	Accessing materials/supplies/tools, operating hand and power tools, performing maintenance

Category	**Frequency**					**Activity**
	N	R	O	F	C	
Bending (Neck)			x-x			Observing work/documents, inspections, operating hand/power tools
Bending (Waist)			X			Reaching low drawers/shelves, working near floor/ground
Twisting (Neck)			X			Observing surroundings, operating vehicles/equipment
Twisting (Waist)			X			Accessing supplies/materials, performing maintenance
Squatting			X			As alternative to bending
Climbing		X				Stepstool, ladder
Kneeling			X			Obtaining dropped items, working near floor/ground
Crawling			X			Obtaining dropped items, working near floor/ground
Pushing/Pulling (Dominant hand)				X		Drawers/doors, cart, using hand/power tools, installing materials
Pushing Pulling (Non-Dominant hand)				X		Drawers/doors, cart, using hand/power tools, installing materials
Reaching – Above Shoulder Level			X			Accessing items on upper shelves
Reaching – Below Shoulder Level				X		Operating vehicle, performing maintenance/installations
Balancing		X				Ladder
Coordination (Eye, Hand, Foot)			X			Operating vehicles

Category	**Frequency**					**Activity**
	N	R	O	F	C	
Repetitive Use of Hands				X		Operating hand/power tools, performing repairs/maintenance
Simple Grasping (Dominant Hand)			X			Transporting materials/supplies
Simple Grasping (Non-Dominant Hand)			X			Transporting materials/supplies
Power Grasping (Dominant Hand)				X		Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance
Power Grasping (Non-Dominant Hand)				X		Transporting heavier materials/supplies, operating power tools, performing repairs/maintenance
Fine Manipulation (Dominant Hand)				X		Operating hand tools, operating equipment, performing installations
Fine Manipulation (Non-Dominant Hand)				X		Operating hand tools, operating equipment, performing installations

Environmental Demands

Factor	**Y**	**N**	**If yes, describe**

Board Approval:
HR: SS 11-10-22
Aligned to RESIG Post-Offer/Pre-Placement Program Job Analysis
Originally language prepared by DMG

Driving cars, trucks, forklifts and other equipment	·	□	Company vehicle, tractor, lifts
Working around equipment and machinery	·	□	Power tools, tractor, lifts
Walking on uneven ground	·	□	Ramps, outdoor locations
Exposure to excessive noise	·	□	Power tools, machinery/equipment
Exposure to extremes in temperature, humidity, wetness	·	□	Outdoor conditions, refrigeration, freezer
Exposure to dust, gas, fumes, or chemicals	·	□	Dust, primer, solvents
Working at heights	·	□	Ladder, scaffold, roof tops
Operation of foot controls or repetitive foot movement	·	□	Driving
Use of special visual or auditory protective equipment	·	□	Gloves, safety glasses
Working with bio-hazards	·	□	Waste products

Sensory Demands

Factor	Y	N	If yes, describe
Seeing close (inspecting)	·	□	Operating hand/power tools, observing work
Seeing far (observing)	·	□	Monitoring work area, operating vehicles
Seeing to sides (peripheral vision)	·	□	Monitoring work area, operating vehicles
Seeing colors	·	□	Electrical wiring
Speaking	·	□	Communicating with co-workers
Hearing Speech	·	□	Communicating with co-workers
Hearing mechanical sounds	·	□	Operating power tools
Sensing odors	·	□	Inspections
Sensing touch	·	□	Inspections

Machinery/Equipment/Work Aids

Machinery	Lifts, tractor
Equipment	Phone, computer, scaffolds
Tools	Screwdriver, hammer, saw, wrench, pliers, drills, compressor, variety of other hand/power tools as needed
Other Work Aids	None

Bellevue Union School District does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental or physical disability, sex orientation, genetics, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which an application has been made.

MENTAL/COGNITIVE DEMANDS	Required Yes/No Y	N
Relate to other people	·	□
Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.)	·	□
Maintain personal habits	·	□
Multitask relative to job duties	·	□
Understand, carry out, and remember instructions	·	□
Respond appropriately to supervision	·	□
Perform work requiring regular contact with others	·	□
Perform work where contact with others will be minimal	·	□
Perform tasks requiring minimal intellectual effort	·	□
Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills	·	□
Perform repetitive tasks	·	□
Perform varied tasks	·	□

Board Approval:
HR: SS 11-10-22
Aligned to RESIG Post-Offer/Pre-Placement Program Job Analysis
Originally language prepared by DMG

Make independent judgment	·	
Supervise or manage others		·
Provide clinical direction		·
Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or-break aspects of the job	·	
Ability to work relative to the job description	·	

Pre-Employment Requirements:
Valid California Drivers License
Negative Tuberculosis Test (cost covered by district)
Pre-Employment Physical (cost covered by district)

Board Approval:
HR: SS 11-10-22
Aligned to RESIG Post-Offer/Pre-Placement Program Job Analysis
Originally language prepared by DMG

Maintenance Technician

Classified Employee

DEFINITION

Under the general supervision of the Director of Maintenance and Operations and the coordination of site administrators, the Maintenance Technician performs cleaning, custodial, Emergency maintenance and plumbing, routine repair work to facilities and grounds throughout the District as required.

PRIMARY DUTIES AND RESPONSIBILITIES:

Duties may include, but are not limited to, the following:

- Assists the Supervisor of Maintenance and Operations in the regular inspection of buildings to which assigned, performs emergency maintenance tasks, and performs repairs and other adjustments to building fixtures and equipment
- Reports needed major repair work to the Supervisor of Maintenance and Operations or to the Site Administrators on a regular basis.
- Replaces light bulbs, adjusts shades and windows, adjusts and moves desks and other furniture, sets up rooms for special occasions and later restores them to their original order, as the need might arise or as directed.
- Alters, repairs, or constructs articles and structures of wood such as room additions, partitions, counters, doors, window frames, sheds, scaffolds forms, and fences.
- Makes and repairs school and office furniture and wooden fixtures, performing mill and cabinet work when necessary.
- Maintains and repairs woodwork of buildings.
- Lays and repairs floors and roofs, including work with hardwood, cork, asphalt tile and other composition materials.
- Fits doors, windows, sashes, and screens.
- Operates sanders, planers, jointers, band saws and other woodworking equipment, minor cement repair and finish work including forms.
- Installs, maintains, and makes repairs to motors, bells, clocks, lighting circuits, electrical control equipment, transformers, conduit and duct systems and other types of electrical lighting and power equipment.
- Uses roller, brush or spray gun in applying paint, varnish, shellac, enamel, lacquer or other protective or decorative finishes to various surfaces such as wood, metal, glass, plaster, stucco, wallboard, brick and cement.

- Performs other related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles, methods, materials, tools, and equipment used in the plumbing trades including safety practices; plumbing codes.
- Principles, methods, materials, tools and equipment used in painting.
- Principles, methods, materials, tools, and equipment used in the installation, maintenance, and repair of electrical equipment.
- Principles, methods, materials, tools and equipment used in carpentry.
- Basic, general building and grounds maintenance, inventory, ordering and scheduling practices.
- Requirements for maintaining school buildings in a safe, clean and orderly condition.
- Painting, minor repairs and emergency maintenance work, tools required for these purposes and their proper use.
- Basic grounds keeping practices.

Ability to:

- Perform physical labor.
- Use mechanical tools to perform repairs and adjustments.
- Use cleaning materials and equipment with skill and efficiency.
- Work a flexible schedule; adjust to changes in scheduling and to accommodate the needs of emergency situations.

Licenses and Other Requirements:

- Valid Drivers License
- Criminal Justice Fingerprint Clearance

EDUCATION / EXPERIENCE

- High School Diploma or Equivalent
- At least two years of experience in custodial and/or maintenance work.
- Training and/or experience and demonstrated knowledge in one or more of the building trades.
- Experience working in an educational environment preferred.

WORKING CONDITIONS: ENVIRONMENT:

Indoor, outdoor, office and shop environment; subject to driving from site to site to conduct work; subject to adverse weather conditions and subject to noise from equipment operation; subject to call outs for emergencies.

HAZARDS: Chemical and solvents, fumes, and working around and with machinery with moving parts.

PHYSICAL ABILITIES:

Standing and walking for extended periods of time, climbing, bending at the waist, reaching overhead, dexterity of hands and fingers to operate computer terminal, and seeing to observe needed repairs. Ability to lift up to 50 lbs., and push up to 100 lbs.

Bellevue Union School District

Agenda Item for Board Meeting of November 15, 2022

Agenda Category:	Review and Action
Agenda Item Title:	Approval of School Plan for Student Achievement (SPSAs) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary, and Taylor Mountain Elementary
Prepared By:	Aracely Romo-Flores, Director of Curriculum & English Learner Services

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Background:

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state's consolidated application process and any other school program they choose to include, will develop a School Plan for Student Achievement (SPSA).

The school site council is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of verifiable student data and annual updates will reflect the appropriate modifications to the program.

These SPSAs are for the 2022-2023 school year, however, they reflect the 2021-2022 school year data. They have been reviewed for accuracy and approved by each school site principal.

Recommended Action:
It is recommended that the Board of Trustees approve the SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary, and Taylor Mountain Elementary.

Supporting Documents:
Bellevue Elementary's SPSA
Kawana Springs Elementary's SPSA
Meadow View Elementary's SPSA
Taylor Mountain Elementary's SPSA

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bellevue Elementary School	49706156051585	May 23, 2022	

Purpose and Description

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

Schoolwide Program

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

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
Students

Bellevue 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 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.
Belevue 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 througout the school year.

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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 site and district surveys were sent to the school community which addressed the following topics:

Community involvement
Tech needs
English Learner support
Academic support
Enrichment opportunities
School culture and safety

A summary of the results indicated that there is a need for increased instructional support in the classroom, increased postiive relationships between staff and students on campus, additional opportunities for students to participate in enrichment activities, 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 ELD, Intervention, and Writing.

Classroom Observations

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

Bellevue School and Bellevue district follows comprehensive classroom observation model. Teachers being evaluated are observed multiple times throughout the year to gain a truer picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following each observation the teacher and the site administrator meet to discuss observations and create next steps goals to constantly improve instructional practices and curriculum implementation. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.

Regularly, the principal visits classrooms. 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, in Spring 2021, students grades 1-6
participated in district adopted Standardized Tests for the Assessment of Reading (STAR), for English Languarge Arts and Math. TK and Kindergarten 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)

Assessments that are linked to the My Math curriculum and the English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Bellevue School certificated staff meet three times per month in grade level or cross grade level Professional Learning Communities. Each team uses assessment data to plan new instruction based on student learning needs. Bellevue Elementary participates in the Principal Support Network that supports development of professional learning communities. The site 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)

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. The Director of Curriculum and English Learners provides professional development training for our staff as well as identifyiing requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2021/2022 school year focuses on Professional Learning Communities, Systematic Intervention in Phonics and Phonemic Awareness, and English Language Development standards and Guided Language Aquisition Strategies (GLAD).

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

Our district has a Director of Curriculum and English Learners and Teacher on Special Assignments. These positions provide support for all staff on a structured (district wide professional development) as well as on an as needed basis.
Bellevue School provides on-going instructional assistance in a variety of models: Teachers meet weekly in grade level PLCs to analyze assessment data, discuss student learning needs, and what instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals proved Systematic Intervention in Phonics and Phonemic Awareness for students in grades Kinder - Sixth. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance and support. Teachers in grades K-6 can consult with the principal, the PLC leardership team, district Director of Curriculum and English Learners, Director of Innovation and Technology, and Teachers on Special Assignment for additional instructional assistance and support.

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. The district provides Professional Development the second Wednesday of every month as well. In addition, the principal often facilitates opportunities for collaboration during staff meetings. Teachers in grades TK-6 often collaborate with our site Resource Specialist, Teacher on Special Assignment, and Director of Curriculum and English Learners.

Teaching and Learning

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

All materials are state approved and supplementary materials purchased are research based curriculum.
English Language Arts and Math programs are aligned to the new Common Core Standards for California.

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

Instructional minutes are reviewed on an annual basis. All classes meet or exceed the state recommended required minutes for 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 2021/22 teachers continued to prioritize the priority standards agreed upon in order to meet student needs. Moving forward, grade level teams will create pacing guides to reflect these standards.

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

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

All students have access to the instructional materials they need. All students have access to a text book, and accompanying practice books for reading, language arts, math, science, and social science.

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 state approved and supplementary materials purchased are reseach based curriculum.

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. The Resource Service Provider on site provides Tier 3 intervention for students. Moving forward focus on building teacher capacity.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide 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 part 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.
During the 2021-2022 School Year, Cool School provided an after school program to assist with reading supports, and homework. They also provided an Ameri-corps tutor support for small group interventions.
One full time counselor to assist students with school-related issues impacting academics.

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)

Title One Parent Meetings, English Language Advisory Council, School Site Council, Bellevue Site Leadership Committee

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 below:
In grades K-3, we participate in class size reduction. Some students are given early literacy instruction in small groups when possible.
LIteracy Paraprofessionals provide intervention for grades Kindergarten-Sixth for varying amounts of time. Our school counselor providessupport to underperforming students. Moving forward, our Teacher on Special Assignment will be proving instruction to underperforming students as well.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School Site Council
English Language Advisory Council (ELAC)
Staff
Parents
Students

Bellevue 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. The District English Language Advisory Council has representaiton from all sites and meets regularly throughout the year.

Bellevue 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.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.24%	%	%	1		
African American	0.48%	0.3%	%	2	1	
Asian	2.17%	2.0%	%	9	8	
Filipino	0%	%	%	0		
Hispanic/Latino	89.16%	89.0%	%	370	357	
Pacific Islander	0%	0.3%	%	0	1	
White	6.51%	7.0%	%	27	28	
Multiple/No Response	1.2%	1.5%	%	5	6	
			Total Enrollment	415	401	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	73	79	
Grade 1	59	54	
Grade 2	63	58	
Grade3	54	58	
Grade 4	54	54	
Grade 5	44	54	
Grade 6	68	44	
Total Enrollment	415	401	

Conclusions based on this data:

1. We had a slight decrease in enrollent of 14 students in the 2020/21 school year.
2. Hispanic/Latino continues to be the majority group representing 89% of our total population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	269	253	218	64.8%	63.10%	56.5%
Fluent English Proficient (FEP)	49	46	59	11.8%	11.50%	15.3%
Reclassified Fluent English Proficient (RFEP)	11	23		4.2%	5.70%	

Conclusions based on this data:

1. The number and percentage of English Learners has remained relatively consistent from year to year. There was a slight decline of 1.7% from the 2019/20 to the 2020/21 school year.
2. The percentage of students being reclassified from 2019/2020 to 2020/2021 more than doubled.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53	55	51	53	0	50	53	0	50	100	0.0	98.0
Grade 4	43	54	45	41	0	44	41	0	44	95.3	0.0	97.8
Grade 5	71	54	47	70	0	45	70	0	45	98.6	0.0	95.7
Grade 6	40	44	55	40	0	52	40	0	52	100	0.0	94.5
All Grades	207	207	198	204	0	191	204	0	191	98.6	0.0	96.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2407.		2335.	16.98		2.00	24.53		16.00	30.19		26.00	28.30		56.00
Grade 4	2393.		2370.	7.32		4.55	9.76		9.09	29.27		20.45	53.66		65.91
Grade 5	2487.		2449.	12.86		4.44	34.29		24.44	25.71		24.44	27.14		46.67
Grade 6	2531.		2465.	17.50		9.62	30.00		11.54	32.50		30.77	20.00		48.08
All Grades	N/A	N/A	N/A	13.73		5.24	25.98		15.18	28.92		25.65	31.37		53.93

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.98		4.00	50.94		54.00	32.08		42.00
Grade 4	2.44		2.27	39.02		52.27	58.54		45.45
Grade 5	10.00		2.22	61.43		66.67	28.57		31.11
Grade 6	20.00		9.62	47.50		40.38	32.50		50.00
All Grades	12.25		4.71	51.47		52.88	36.27		42.41

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.21		0.00	56.60		40.00	30.19		60.00
Grade 4	7.32		0.00	46.34		47.73	46.34		52.27
Grade 5	18.57		11.11	62.86		44.44	18.57		44.44
Grade 6	20.00		7.69	60.00		36.54	20.00		55.77
All Grades	15.20		4.71	57.35		41.88	27.45		53.40

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.21		8.00	56.60		62.00	30.19		30.00
Grade 4	4.88		4.55	60.98		65.91	34.15		29.55
Grade 5	5.71		8.89	72.86		68.89	21.43		22.22
Grade 6	12.50		9.62	72.50		71.15	15.00		19.23
All Grades	8.82		7.85	66.18		67.02	25.00		25.13

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.98		2.00	56.60		54.00	26.42		44.00
Grade 4	7.32		4.55	51.22		61.36	41.46		34.09
Grade 5	15.71		13.33	60.00		62.22	24.29		24.44
Grade 6	27.50		7.69	60.00		65.38	12.50		26.92
All Grades	16.67		6.81	57.35		60.73	25.98		32.46

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

Conclusions based on this data:

1. N/A for 20-21. CAASPP was not adminstered due to the Covid Pandemic.
2. N/A

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	53	55	51	53	0	51	53	0	51	100	0.0	100.0
Grade 4	43	54	45	43	0	45	43	0	45	100	0.0	100.0
Grade 5	71	54	47	71	0	47	71	0	47	100	0.0	100.0
Grade 6	40	44	55	40	0	54	40	0	54	100	0.0	98.2
All Grades	207	207	198	207	0	197	207	0	197	100	0.0	99.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2410.		2358.	9.43		3.92	18.87		7.84	41.51		23.53	30.19		64.71
Grade 4	2414.		2379.	2.33		0.00	6.98		11.11	39.53		22.22	51.16		66.67
Grade 5	2449.		2422.	5.63		2.13	9.86		4.26	28.17		31.91	56.34		61.70
Grade 6	2526.		2429.	25.00		3.70	17.50		3.70	27.50		24.07	30.00		68.52
All Grades	N/A	N/A	N/A	9.66		2.54	13.04		6.60	33.82		25.38	43.48		65.48

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.75		5.88	43.40		27.45	35.85		66.67
Grade 4	6.98		2.22	27.91		24.44	65.12		73.33
Grade 5	5.63		2.13	25.35		46.81	69.01		51.06
Grade 6	32.50		5.56	25.00		33.33	42.50		61.11
All Grades	14.98		4.06	30.43		32.99	54.59		62.94

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.43		7.84	54.72		31.37	35.85		60.78
Grade 4	2.33		2.22	46.51		33.33	51.16		64.44
Grade 5	7.04		4.26	35.21		38.30	57.75		57.45
Grade 6	22.50		3.70	35.00		29.63	42.50		66.67
All Grades	9.66		4.57	42.51		32.99	47.83		62.44

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.32		5.88	58.49		52.94	30.19		41.18
Grade 4	9.30		4.44	25.58		37.78	65.12		57.78
Grade 5	4.23		4.26	50.70		38.30	45.07		57.45
Grade 6	22.50		9.26	45.00		48.15	32.50		42.59
All Grades	10.63		6.09	46.38		44.67	43.00		49.24

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

Conclusions based on this data:

1. N/A for the 2020-21. CAASPP was not administered due to the Covid Pandemic.
2. N/A

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1405.3	1419.4	1404.9	1420.1	1442.0	1424.4	1370.6	1366.3	1359.4	46	52	38
1	1455.4	1439.3	1437.3	1458.5	1458.4	1463.9	1451.8	1419.7	1410.5	39	35	42
2	1488.2	1459.5	1450.6	1485.3	1477.4	1459.9	1490.6	1441.1	1440.7	44	34	29
3	1501.9	1458.1	1483.2	1494.0	1478.4	1499.7	1509.3	1437.5	1466.2	39	34	30
4	1488.9	1499.4	1511.7	1480.4	1517.6	1527.2	1496.9	1480.7	1495.7	28	28	26
5	1551.9	1527.3	1519.5	1549.7	1538.1	1535.4	1553.5	1515.9	1503.1	35	25	24
6	1535.2	1510.6	1528.5	1518.3	1523.5	1540.1	1551.6	1497.1	1516.5	19	19	26
All Grades										250	227	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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.35	21.57	5.26	28.26	41.18	52.63	47.83	17.65	21.05	19.57	19.61	21.05	46	51	38
1	5.13	14.29	9.52	43.59	22.86	40.48	43.59	45.71	28.57	7.69	17.14	21.43	39	35	42
2	15.91	5.88	3.45	54.55	47.06	37.93	22.73	26.47	37.93	6.82	20.59	20.69	44	34	29
3	17.95	5.88	13.33	41.03	41.18	36.67	35.90	35.29	30.00	5.13	17.65	20.00	39	34	30
4	10.71	14.81	3.85	35.71	29.63	57.69	28.57	44.44	34.62	25.00	11.11	3.85	28	27	26
5	37.14	40.00	16.67	48.57	20.00	45.83	11.43	28.00	29.17	2.86	12.00	8.33	35	25	24
6	21.05	5.26	30.77	42.11	47.37	34.62	31.58	26.32	15.38	5.26	21.05	19.23	19	19	26
All Grades	15.20	15.56	11.16	42.00	36.00	43.72	32.40	31.11	27.91	10.40	17.33	17.21	250	225	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.35	35.29	18.42	32.61	31.37	44.74	45.65	15.69	18.42	17.39	17.65	18.42	46	51	38
1	17.95	28.57	47.62	41.03	34.29	19.05	35.90	28.57	19.05	5.13	8.57	14.29	39	35	42
2	34.09	29.41	27.59	45.45	41.18	41.38	13.64	23.53	17.24	6.82	5.88	13.79	44	34	29
3	25.64	41.18	33.33	48.72	41.18	36.67	17.95	2.94	20.00	7.69	14.71	10.00	39	34	30
4	25.00	40.74	61.54	39.29	40.74	30.77	14.29	18.52	3.85	21.43	0.00	3.85	28	27	26
5	60.00	60.00	62.50	34.29	32.00	29.17	2.86	0.00	0.00	2.86	8.00	8.33	35	25	24
6	31.58	42.11	57.69	47.37	31.58	23.08	15.79	15.79	7.69	5.26	10.53	11.54	19	19	26
All Grades	27.20	38.22	42.33	40.80	36.00	32.09	22.40	15.56	13.49	9.60	10.22	12.09	250	225	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.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.70	5.88	2.63	19.57	21.57	18.42	41.30	35.29	39.47	30.43	37.25	39.47	46	51	38
1	7.69	2.86	7.14	35.90	20.00	21.43	30.77	25.71	19.05	25.64	51.43	52.38	39	35	42
2	11.36	0.00	3.45	45.45	29.41	24.14	36.36	32.35	31.03	6.82	38.24	41.38	44	34	29
3	17.95	0.00	0.00	33.33	2.94	20.00	35.90	55.88	33.33	12.82	41.18	46.67	39	34	30
4	14.29	3.70	0.00	14.29	7.41	19.23	46.43	40.74	53.85	25.00	48.15	26.92	28	27	26
5	11.43	8.00	0.00	34.29	20.00	16.67	54.29	48.00	54.17	0.00	24.00	29.17	35	25	24
6	10.53	0.00	0.00	31.58	5.26	30.77	47.37	52.63	34.62	10.53	42.11	34.62	19	19	26
All Grades	11.60	3.11	2.33	31.20	16.44	21.40	40.80	40.00	36.28	16.40	40.44	40.00	250	225	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.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.22	19.61	7.89	67.39	68.63	76.32	17.39	11.76	15.79	46	51	38
1	66.67	25.71	33.33	30.77	62.86	54.76	2.56	11.43	11.90	39	35	42
2	38.64	20.59	10.34	50.00	61.76	68.97	11.36	17.65	20.69	44	34	29
3	17.95	20.59	30.00	71.79	61.76	50.00	10.26	17.65	20.00	39	34	30
4	21.43	22.22	61.54	60.71	62.96	34.62	17.86	14.81	3.85	28	27	26
5	20.00	16.00	4.17	74.29	64.00	87.50	5.71	20.00	8.33	35	25	24
6	15.79	10.53	11.54	68.42	52.63	73.08	15.79	36.84	15.38	19	19	26
All Grades	29.20	20.00	22.79	59.60	63.11	63.26	11.20	16.89	13.95	250	225	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.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.52	56.86	39.47	73.91	23.53	44.74	19.57	19.61	15.79	46	51	38
1	0.00	34.29	47.62	74.36	60.00	35.71	25.64	5.71	16.67	39	35	42
2	22.73	41.18	41.38	65.91	52.94	41.38	11.36	5.88	17.24	44	34	29
3	48.72	70.59	66.67	41.03	17.65	23.33	10.26	11.76	10.00	39	34	30
4	39.29	59.26	73.08	32.14	40.74	23.08	28.57	0.00	3.85	28	27	26
5	97.14	88.00	87.50	0.00	4.00	4.17	2.86	8.00	8.33	35	25	24
6	47.37	78.95	73.08	42.11	15.79	15.38	10.53	5.26	11.54	19	19	26
All Grades	34.40	58.67	58.60	50.00	32.00	28.84	15.60	9.33	12.56	250	225	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.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.17	3.92	2.63	71.74	64.71	65.79	26.09	31.37	31.58	46	51	38
1	25.64	8.57	14.29	35.90	31.43	19.05	38.46	60.00	66.67	39	35	42
2	13.64	8.82	0.00	75.00	58.82	51.72	11.36	32.35	48.28	44	34	29
3	7.69	0.00	0.00	64.10	35.29	26.67	28.21	64.71	73.33	39	34	30
4	10.71	7.41	0.00	50.00	25.93	42.31	39.29	66.67	57.69	28	27	26
5	17.14	8.00	4.17	80.00	60.00	41.67	2.86	32.00	54.17	35	25	24
6	10.53	0.00	3.85	63.16	10.53	46.15	26.32	89.47	50.00	19	19	26
All Grades	12.40	5.33	4.19	63.60	44.44	41.40	24.00	50.22	54.42	250	225	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.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.74	22.45	15.79	32.61	34.69	42.11	45.65	42.86	42.11	46	49	38
1	5.13	5.71	7.14	79.49	60.00	61.90	15.38	34.29	30.95	39	35	42
2	11.36	0.00	10.34	79.55	55.88	65.52	9.09	44.12	24.14	44	34	29
3	23.08	0.00	6.67	74.36	70.59	70.00	2.56	29.41	23.33	39	34	30
4	14.29	3.70	7.69	67.86	66.67	73.08	17.86	29.63	19.23	28	27	26
5	17.14	8.00	12.50	80.00	72.00	66.67	2.86	20.00	20.83	35	25	24
6	36.84	10.53	3.85	57.89	73.68	80.77	5.26	15.79	15.38	19	19	26
All Grades	17.20	8.07	9.30	67.20	58.74	64.19	15.60	33.18	26.51	250	223	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.

Conclusions based on this data:

1. There was a decrease in the overall proficiency score of 4 for grades 2, 3, and 6.

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**
401	**84.3**	**63.1**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	253	63.1
Foster Youth	2	0.5
Homeless	36	9.0
Socioeconomically Disadvantaged	338	84.3
Students with Disabilities	65	16.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native		
Asian	8	2.0
Filipino		
Hispanic	357	89.0
Two or More Races	6	1.5
Native Hawaiian or Pacific Islander	1	0.2
White	28	7.0

Conclusions based on this data:

1. Socioeconomicallly disadvantaged is our largest subgroup of 87.5%. (Please note: this is not 2020/21 data)

2. Our hispanic population is consistently the clear majority of our students at 89.2%

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**  Orange	**Suspension Rate**  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Some improvements have been made in ELA and Math overall. - This is not 2020/21 data
2. Chronic Absenteeism is a struggle for the site and the community. - This is not 2020/21 data

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	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	Orange	No Performance Color
26.2 points below standard	33.3 points below standard	0 Students
Increased ++6.8 points	Maintained -0.1 points	
200	152	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
70.8 points below standard	31.2 points below standard	65 points below standard
Declined -14.9 points	Increased ++8.1 points	Increased Significantly ++48.2 points
16	178	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 27.4 points below standard Increased ++6.2 points 184	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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**
68 points below standard Increased ++7.5 points 108	51.7 points above standard Increased ++11.2 points 44	4.7 points below standard Increased Significantly 45

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need support meeting standards. Please note: this is not 2020/21 data
2. Although below standard, Students with Disabilities increased by 48.2 points. Please note: this is not 2020/21 data

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
50.3 points below standard	55.8 points below standard	
Increased ++4.9 points	Maintained ++1.2 points	
200	152	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
58.1 points below standard	54.5 points below standard	77.7 points below standard
Maintained -2.4 points	Increased ++5.6 points	Increased Significantly
16	178	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 50.8 points below standard Increased ++5.8 points 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.9 points below standard Increased ++13.4 points 108	8.2 points above standard Maintained -1.4 points 44	36.4 points below standard Increased Significantly 45

Conclusions based on this data:

1. Data indicates we either maintained or increased points in all Subgroups; however, we remain below standard. Please note: not 2020/21 data
2. English Learners and Socioeconomically disadvanged students are well below standard in math. Please note: not 2020/21 data

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
41.8 making progress towards English language proficiency
Number of EL Students: 196
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
22.4	35.7	7.1	34.6

Conclusions based on this data:

1. Less than half of our English Learners are making progress towards language proficiency. Please note: not 2020/21 data

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
10.4	10.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.3	Increased +2.9	0
432	284	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Orange	Orange
10	10.1	17.6
Declined -0.9	Increased +2.6	Increased +4.6
40	376	51

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
0	0	7	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
10.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16
Increased +1.8	8	0	Increased +6.9
392			25

Conclusions based on this data:

1. Chronic absenteeism is improving for all subgroups except homelss students. Please note: not 2020/21 data

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	
1.3	0.7	
Increased +0.6	Maintained -0.1	
450	293	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Orange	Orange
2.4	1.5	5.6
Increased +2.4	Increased +0.7	Increased +4.2
41	389	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data 7	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 1.5 Increased +0.7 406	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 Maintained 0 29

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.3

Conclusions based on this data:

1. Suspension rates overall remain low. Please note: not 2020/21 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 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 for All Students in ELA is yellow. Although we increased by 6.8 points we are still 26.2 points below standard in 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment - 40th Percentile Ranked	Percentage of each grade that met or exceeded standard (40th percentile ranked) on the 2022 End of year STAR: 3rd grade: 40% 4th grade: 22% 5th grade: 19% 6th grade: 19%	Increase the percentage of students who met or exceeded standard to 50% for every grade. 3rd grade: 50% 4th grade: 50% 5th grade: 50% 6th grade: 50%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
102696	Title I None Specified Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23684	Title II Part A: Improving Teacher Quality None Specified Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides 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)
0	Title II Part A: Improving Teacher Quality None Specified

	District Grade Level Achievement Teams (14 Days of Instructional Time Release / Substiutes). Cost Included in Strategy / Activity 2 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title II Part A: Improving Teacher Quality None Specified Cost Included in Strategy / Activity 2 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We were not able to hire all of the Literacy Paraprofessional staffing that we had intended due to no qualified applicants for the position. K-3 teachers began implementing SIPPS in January 2022.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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

The intended metric will continue to be our District STAR assessment as indicated above in baseliine data. However, next year, we will have CAASPP data to revert back to.

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 assessment.

Identified Need

Due to a decrease in percentage of students reclassifying over the past few years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students being reclasssified	7.8% of students reclassifed in 2021/22	Increase 5% in relcassification percentage

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 and GLAD strategies 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)
26233.50	Title III None Specified 3 Days of ELD Training for TOSA's + GLAD Training (Timesheets) + Registration Costs

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

Using data from ELLevation 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	Title III None Specified Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring rotations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title III None Specified Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 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

Provide Newcomer tutor groups to support foundational English acquisition skills.

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

Amount(s)	Source(s)
3715.75	Title III Immigrant Education Program None Specified Certificated and Classified Afterschool Timesheet Hours.

Strategy/Activity 5

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.

	.

Strategy/Activity 6

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

Strategy/Activity

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

Amount(s)	Source(s)
	.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies were implemented as intended. ELPAC scores used to determine Reclassifcation criteria were from the 2020/21 school year, which was primarily Distance Learning due to Covid 19.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 tutoring groups for students new to the country (within 1 yr). Also, providing additional support to English Learners in their area of need as indicated on the ELPAC. Additionally, we will work with our Director of Curriculum and English Learners along side professionals at the county office to provide necessary ELD professional development for our staff.

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 climate/culture

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 the degree to which families experience positive relationships in our school based on respect, care, and approachability.

Identified Need

Youth Truth Survey student results demonstrated a lack of percieved strong relationships between students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Results	83% of students with an overeall positve response to the theme of engagement 74% of students with an overall positive response to the theme of relationships	These per.centages will increase by 5% on the Youth Truth Survey in 2023. 88% of students should rate the overall positive responses to the theme of engagement 79% of students should rate the overall positive responses to the theme of relationships

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

Offer after school/evening family events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9400	Title IV Part A: Student Support and Academic Enrichment None Specified
	.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent meeting and Back-to-School Welcome Night

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide monthly Parent Coffee Events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment

	None Specified Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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. Promotion Family event.

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Even though most of the 2021/22 school year have Covid guidelines to follow, we were able to successfully implement many of our strategies and school events in safe and creative ways.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 oppportunities for community involvement when we return to our traditional school setting and guidelines allow for in person gatherings.

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

Math

LEA/LCAP Goal

Improve student success

Goal 4

Increase overall student math growth

Identified Need

Students in all grades have not been making adequate growth according to STAR Math data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	Students meeting or exceeding grade level expectations on End of Year STAR Assessment. 3rd grade: 39% 4th grade: 40% 5th grade: 27% 6th grade: 32%	Spring 2023 - Math STAR Assessment Grades 3-6th should have 60% of class meeting or exceeding grade level expectations on the STAR Math.

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

Incorporate systematice math intervention during the school day

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

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

All students

Strategy/Activity

Research and purchase a math intervention program

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

Amount(s) Source(s)

Strategy/Activity 3

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

All students

Strategy/Activity

Provide after school tutoring support, summer school, and homework club.

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

Amount(s) Source(s)

Strategy/Activity 4

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

All students

Strategy/Activity

Provide common core math training for teacher, including math practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 5

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

All students

Strategy/Activity

Provide additional Instructional Aides in math

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

n/a

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

n/a

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

n/a

Goals, Strategies, & Proposed Expenditures

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

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 6

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	$165,729.25
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	$165,729.25

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	$102,696.00
Title II Part A: Improving Teacher Quality	$23,684.00
Title III	$26,233.50
Title III Immigrant Education Program	$3,715.75
Title IV Part A: Student Support and Academic Enrichment	$9,400.00

Subtotal of additional federal funds included for this school: $165,729.25

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 ($)

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

Total of federal, state, and/or local funds for this school: $165,729.25

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	102,696	102,696.00
Title II Part A: Improving Teacher Quality	23684	0.00
Title III Immigrant Education Program	3715	-0.75
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	-150.00

Expenditures by Funding Source

Funding Source	Amount
Title I	102,696.00
Title II Part A: Improving Teacher Quality	23,684.00
Title III	26,233.50
Title III Immigrant Education Program	3,715.75
Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	165,729.25

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	102,696.00
None Specified	Title II Part A: Improving Teacher Quality	23,684.00
None Specified	Title III	26,233.50
None Specified	Title III Immigrant Education Program	3,715.75

None Specified	Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,380.00
Goal 2	29,949.25
Goal 3	9,400.00

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
Nina Craig	Principal
Celeste King	Classroom Teacher
Melanie Nichols	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amy Flores	Other School Staff
Stephanie Chavez	Parent or Community Member
Amy Carlisle	Parent or Community Member
Greta Doolittle	Classroom Teacher
Stephanie Gerke	Classroom Teacher
Vanessa Hermosillo	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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/2022.

Attested:

Principal, Nina Craig on 5/23/2022
SSC Chairperson, Stephanie Chavez on 5/23/2022

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kawana Springs Elementary	49706156051593	May 26, 2022	

Purpose and Description

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

Schoolwide Program

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) facilitates the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan for Student Achievement (SPSA). It monitors the implementation of the approved SPSA, making modifications as necessary.

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 Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Committee, Staff, Students and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommend actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan.

Kawana Springs Elementary School also offers "Parent Coffee" which meets throughout the year to share updates, provide a forum for questions and answers, 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 site and district surveys were sent to the school community which addressed the following topics:

School Culture and Safety
Academic Challenge and
Social Emotional Support
Greatest areas of challenge
Community involvement
Student Motivation
Enrichment opportunities

A summary of the results indicated that there is a need for improvement in the areas of instructional methods, academic challenge, belonging, culture and engagement.

Classroom Observations

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

Kawana Springs School follows a comprehensive classroom observation model. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.
Teachers being evaluated are observed multiple times throughout the year to gain a true picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following observations the teacher and the site administrator meet to discuss observations and create next steps and goals to constantly improve instructional practices and curriculum implementation.
In addition, weekly, the principal walks through several classrooms. Classroom instructional strategies, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide 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.

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 grades 3-6 attending Bellevue Unified School District typically participate annually in the California Assessment of Student Performance and Progress (CAASPP). Students grades 1-6 also participate in n the district adopted Standardized Test for the Assessment of Reading (STAR) assessments in Math and English Language Arts. Kindergarten classes participated in district Educational Software for Guiding Instruction (ESGI) assessments. These trimester assessments are used to guide instruction and determine intervention needs.

All English Learners K-6 take the ELPAC exam to determine level of English Proficiency and to guide designated and integrated English Language Development for students, with the goal of Reclassification to Fluent English Proficient for all students.
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.

A variety of local assessments are used, such as Estrellitas and Maravillas reading assessments, My Math unit and benchmark assessments, phonics survey, oral reading fluency assessments and genre writing assessments.

The BUSD Curriculum Committee meets monthly to help us identify and address district curricular needs.

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

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Maravillas/Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement.
Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

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)

Teachers meet the highly qualified status and have completed in-service training. In addition instructional assistants and literacy paraprofessionals meet the highly qualified status, passing the district proficiency tests or college requirements. Professional development is provided for staff for our current curricular programs.

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

The Director of Curriculum and Instruction, in collaboration with District Leadership, gather input from staff and identify areas of need for staff development. Professional development is provided on a regular basis for our certificated and classified instructional staff in the identified areas. Educational consultants for professional development are brought in on an as needed basis to provide training for staff.

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

Professional Development is provided by the the Director of Curriculum and Instruction, Principal, PLC Leadership team, Teacher on Special Assignment and outside consultants.

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 for grade level planning purposes. The principal often facilitates opportunities for collaboration during staff meetings. Once per trimester, teachers participate in district wide grade level collaboration. In addition, 90 minutes of district provided professional development, once monthly, is allotted for during the certificated contracted work day.

Teaching and Learning

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

All materials are state approved and supplemental materials purchased are research based curriculum.

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

Instructional minutes are reviewed on an annual basis.

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

The lesson pacing calendar is determined and reviewed by teachers. The district's Language Arts priority standards are referred to for lesson pacing.

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

All students have 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 state approved and supplementary materials purchased are research based curriculum.

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-3, working with small groups of students. A bilingual instructional aide works with grades 4-6. Moving forward, a Teacher On Special Assignment is helping with building teacher capacity to better serve underperforming students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide 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 provides small group instruction and support for RSP and students needing intervention.
Two Literacy Paraprofessionals provide small group literacy instruction in grades K-3, using the Estrellitas, Despegando and SIPPS programs.
A bilingual instructional aide provides small group support in language arts using the SIPPS program for intervention.
Technology resources include Chromebooks and Ipads for students. Adaptable programs are available to students for differentiated practice.

Cool School provides an after school program until 6:00 PM for students needing additional support. Homework assistance is provided.
Additionally 1 Americorps mentor provides tutoring support for students needing additional academic support.

A full time bilingual counselor assist students with school-related issues impacting academics and social emotional success. The counselor provides individual counseling, friendships groups, whole class lessons and parent support and communication when needed.

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 provide input about our English Learner and intervention programs through the ELAC committee and an annual Title 1 meeting.

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 Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:
In grades K-3, we participate in class size reduction. Students receive early literacy instruction in small groups.
Literacy Paraprofessionals and a bilingual instructional aide are provided for grades Kindergarten-sixth for varying amounts of time.

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning and monitoring of the Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Committee, Staff, Students and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommends actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan. The District English Learner Advisory Committee, with representation from each school, meets regularly throughout the school year.

Kawana Springs Elementary School also meets regularly with parents during a Parent Coffee to obtain feedback, provide a forum for questions and answers, discuss parent involvement and how to support students, staff and the school community.

Resource Inequities

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

n/a

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.3%	0.9%	%	1	3	
African American	0.3%	1.7%	%	1	6	
Asian	1.48%	0.6%	%	5	2	
Filipino	0.3%	%	%	1		
Hispanic/Latino	91.1%	91.3%	%	307	314	
Pacific Islander	0.3%	0.3%	%	1	1	
White	5.34%	4.4%	%	18	15	
Multiple/No Response	0.89%	0.9%	%	3	3	
			Total Enrollment	337	344	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	51	48	
Grade 1	56	47	
Grade 2	35	54	
Grade3	39	38	
Grade 4	48	44	
Grade 5	61	49	
Grade 6	47	64	
Total Enrollment	337	344	

Conclusions based on this data:

1. Overall enrollment increased by 7 students in 2020-21, but was lower than the 2018-19 school year.
2. Latino/Hispanic continues to be the majority group, representing 91.3% of total student population in 2020-21.
3. Kindergarten enrollment continued to decline in 2020-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	195	202	163	57.9%	58.70%	57.0%
Fluent English Proficient (FEP)	52	47	36	15.4%	13.70%	12.6%
Reclassified Fluent English Proficient (RFEP)	8	15		4.3%	4.40%	

Conclusions based on this data:

1. The percentage of English Language Learners Reclassified as Fluent English Proficient increased by 3.4% in 2020-21.
2. English Learner Enrollment increased by 7 students in 2020-21.
3. The percentage of Initial Fluent English Proficient students decreased by 2% in 2020-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	38	47	46	0	45	46	0	45	100	0.0	95.7
Grade 4	63	42	32	63	0	31	63	0	31	100	0.0	96.9
Grade 5	44	48	34	44	0	34	44	0	34	100	0.0	100.0
Grade 6	43	63	30	42	0	30	42	0	30	97.7	0.0	100.0
All Grades	196	191	143	195	0	140	195	0	140	99.5	0.0	97.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2401.		2346.	8.70		8.89	26.09		13.33	34.78		13.33	30.43		64.44
Grade 4	2409.		2366.	6.35		6.45	14.29		3.23	26.98		9.68	52.38		80.65
Grade 5	2485.		2382.	6.82		0.00	27.27		8.82	38.64		5.88	27.27		85.29
Grade 6	2532.		2443.	9.52		3.33	47.62		10.00	28.57		23.33	14.29		63.33
All Grades	N/A	N/A	N/A	7.69		5.00	27.18		9.29	31.79		12.86	33.33		72.86

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.87		6.67	43.48		57.78	45.65		35.56
Grade 4	7.94		3.23	49.21		45.16	42.86		51.61
Grade 5	11.36		0.00	56.82		55.88	31.82		44.12
Grade 6	11.90		3.33	59.52		53.33	28.57		43.33
All Grades	10.26		3.57	51.79		53.57	37.95		42.86

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.87		4.55	54.35		38.64	34.78		56.82
Grade 4	3.17		0.00	47.62		38.71	49.21		61.29
Grade 5	20.45		0.00	50.00		20.59	29.55		79.41
Grade 6	21.43		6.67	69.05		26.67	9.52		66.67
All Grades	12.82		2.88	54.36		31.65	32.82		65.47

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.35		6.67	73.91		64.44	21.74		28.89
Grade 4	9.52		3.23	55.56		61.29	34.92		35.48
Grade 5	11.36		2.94	77.27		67.65	11.36		29.41
Grade 6	9.52		0.00	76.19		66.67	14.29		33.33
All Grades	8.72		3.57	69.23		65.00	22.05		31.43

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.52		4.44	67.39		48.89	26.09		46.67
Grade 4	6.35		6.45	44.44		54.84	49.21		38.71
Grade 5	11.36		0.00	61.36		50.00	27.27		50.00
Grade 6	26.19		3.33	61.90		76.67	11.90		20.00
All Grades	11.79		3.57	57.44		56.43	30.77		40.00

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

Conclusions based on this data:

1. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
2. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
3. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	38	47	46	0	45	46	0	45	100	0.0	95.7
Grade 4	63	42	32	63	0	30	63	0	30	100	0.0	93.8
Grade 5	44	48	34	44	0	34	44	0	34	100	0.0	100.0
Grade 6	43	63	30	42	0	30	42	0	30	97.7	0.0	100.0
All Grades	196	191	143	195	0	139	195	0	139	99.5	0.0	97.2

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2421.		2353.	15.22		4.44	26.09		4.44	26.09		24.44	32.61		66.67
Grade 4	2435.		2346.	4.76		0.00	14.29		6.67	50.79		3.33	30.16		90.00
Grade 5	2465.		2387.	2.27		0.00	18.18		5.88	29.55		14.71	50.00		79.41
Grade 6	2508.		2430.	4.76		0.00	19.05		10.00	52.38		26.67	23.81		63.33
All Grades	N/A	N/A	N/A	6.67		1.44	18.97		6.47	40.51		17.99	33.85		74.10

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.26		4.44	36.96		31.11	34.78		64.44
Grade 4	6.35		0.00	36.51		13.33	57.14		86.67
Grade 5	9.09		0.00	34.09		26.47	56.82		73.53
Grade 6	9.52		0.00	50.00		36.67	40.48		63.33
All Grades	12.82		1.44	38.97		27.34	48.21		71.22

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.87		4.44	54.35		33.33	34.78		62.22
Grade 4	9.52		0.00	53.97		20.00	36.51		80.00
Grade 5	4.55		0.00	47.73		35.29	47.73		64.71
Grade 6	9.52		0.00	59.52		50.00	30.95		50.00
All Grades	8.72		1.44	53.85		34.53	37.44		64.03

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.74		4.44	52.17		53.33	26.09		42.22
Grade 4	6.35		3.33	49.21		26.67	44.44		70.00
Grade 5	2.27		0.00	52.27		35.29	45.45		64.71
Grade 6	14.29		6.67	47.62		30.00	38.10		63.33
All Grades	10.77		3.60	50.26		38.13	38.97		58.27

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

Conclusions based on this data:

1. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
2. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.
3. N/A for 2020-21, CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1402.9	1412.3	1393.2	1423.8	1443.6	1415.6	1354.1	1339.1	1340.5	35	27	19
1	1416.6	1392.3	1416.2	1450.5	1460.0	1455.4	1382.3	1324.3	1376.5	22	23	25
2	1459.8	1452.4	1488.0	1478.6	1492.5	1562.5	1440.5	1411.9	1413.2	31	32	28
3	1517.5	1473.8	1485.7	1503.4	1483.0	1502.2	1531.2	1464.1	1468.7	30	20	29
4	1513.0	1489.0	1492.6	1501.5	1498.6	1499.2	1524.0	1478.8	1485.4	40	29	15
5	1537.4	1475.1	1532.1	1539.3	1472.1	1543.3	1534.9	1478.0	1520.6	19	21	23
6	*	1525.5	1570.3	*	1525.5	1616.8	*	1525.0	1523.3	10	29	12
All Grades										187	181	151

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	14.81	5.26	25.71	22.22	36.84	57.14	44.44	26.32	17.14	18.52	31.58	35	27	19
1	4.55	0.00	0.00	0.00	8.70	12.00	63.64	26.09	56.00	31.82	65.22	32.00	22	23	25
2	12.90	6.25	25.00	19.35	28.13	32.14	48.39	53.13	28.57	19.35	12.50	14.29	31	32	28
3	30.00	10.00	3.45	46.67	30.00	51.72	23.33	35.00	37.93	0.00	25.00	6.90	30	20	29
4	15.00	3.57	6.67	62.50	57.14	20.00	15.00	25.00	60.00	7.50	14.29	13.33	40	28	15
5	36.84	25.00	17.39	21.05	30.00	56.52	42.11	25.00	21.74	0.00	20.00	4.35	19	20	23
6	*	14.29	33.33	*	53.57	66.67	*	25.00	0.00	*	7.14	0.00	*	28	12
All Grades	14.97	10.11	11.92	34.22	33.71	38.41	37.97	34.27	34.44	12.83	21.91	15.23	187	178	151

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.71	22.22	21.05	51.43	40.74	36.84	28.57	25.93	15.79	14.29	11.11	26.32	35	27	19
1	4.55	21.74	20.00	45.45	30.43	36.00	40.91	34.78	36.00	9.09	13.04	8.00	22	23	25
2	19.35	37.50	78.57	51.61	40.63	14.29	29.03	21.88	7.14	0.00	0.00	0.00	31	32	28
3	36.67	30.00	44.83	43.33	50.00	37.93	16.67	5.00	13.79	3.33	15.00	3.45	30	20	29
4	35.00	39.29	26.67	50.00	46.43	40.00	7.50	7.14	20.00	7.50	7.14	13.33	40	28	15
5	52.63	45.00	60.87	31.58	35.00	34.78	15.79	0.00	4.35	0.00	20.00	0.00	19	20	23
6	*	21.43	91.67	*	64.29	8.33	*	7.14	0.00	*	7.14	0.00	*	28	12
All Grades	24.60	30.90	48.34	47.59	44.38	30.46	21.39	15.17	14.57	6.42	9.55	6.62	187	178	151

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	0.00	0.00	5.26	57.14	55.56	36.84	42.86	44.44	57.89	35	27	19
1	4.55	0.00	0.00	0.00	4.35	0.00	13.64	0.00	8.00	81.82	95.65	92.00	22	23	25
2	6.45	3.13	0.00	12.90	21.88	21.43	22.58	18.75	17.86	58.06	56.25	60.71	31	32	28
3	26.67	5.00	3.45	40.00	10.00	6.90	33.33	30.00	51.72	0.00	55.00	37.93	30	20	29
4	10.00	3.57	0.00	47.50	10.71	13.33	30.00	46.43	46.67	12.50	39.29	40.00	40	28	15
5	5.26	15.00	0.00	10.53	5.00	21.74	84.21	60.00	65.22	0.00	20.00	13.04	19	20	23
6	*	3.57	0.00	*	21.43	8.33	*	53.57	75.00	*	21.43	16.67	*	28	12
All Grades	8.56	3.93	0.66	21.93	11.24	11.26	38.50	37.64	39.74	31.02	47.19	48.34	187	178	151

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.86	18.52	10.53	85.71	66.67	68.42	11.43	14.81	21.05	35	27	19
1	9.09	26.09	24.00	86.36	65.22	68.00	4.55	8.70	8.00	22	23	25
2	29.03	28.13	60.71	61.29	68.75	35.71	9.68	3.13	3.57	31	32	28
3	30.00	30.00	27.59	60.00	50.00	62.07	10.00	20.00	10.34	30	20	29
4	30.00	35.71	40.00	65.00	53.57	40.00	5.00	10.71	20.00	40	28	15
5	26.32	15.00	17.39	73.68	65.00	82.61	0.00	20.00	0.00	19	20	23
6	*	14.29	41.67	*	75.00	58.33	*	10.71	0.00	*	28	12
All Grades	20.32	24.16	31.79	71.66	64.04	59.60	8.02	11.80	8.61	187	178	151

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.71	37.04	31.58	74.29	40.74	31.58	20.00	22.22	36.84	35	27	19
1	0.00	21.74	20.00	90.91	56.52	68.00	9.09	21.74	12.00	22	23	25
2	16.13	37.50	85.71	80.65	62.50	14.29	3.23	0.00	0.00	31	32	28
3	50.00	45.00	62.07	43.33	45.00	34.48	6.67	10.00	3.45	30	20	29
4	45.00	46.43	40.00	47.50	46.43	46.67	7.50	7.14	13.33	40	28	15
5	73.68	70.00	86.96	21.05	10.00	13.04	5.26	20.00	0.00	19	20	23
6	*	62.96	100.00	*	33.33	0.00	*	3.70	0.00	*	27	12
All Grades	31.55	45.20	60.26	59.36	43.50	31.13	9.09	11.30	8.61	187	177	151

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	77.14	59.26	63.16	22.86	40.74	36.84	35	27	19
1	4.55	4.35	4.00	4.55	0.00	4.00	90.91	95.65	92.00	22	23	25
2	3.23	6.25	7.14	29.03	37.50	35.71	67.74	56.25	57.14	31	32	28
3	16.67	5.00	3.45	76.67	35.00	31.03	6.67	60.00	65.52	30	20	29
4	5.00	7.14	0.00	70.00	53.57	46.67	25.00	39.29	53.33	40	28	15
5	10.53	20.00	0.00	78.95	50.00	78.26	10.53	30.00	21.74	19	20	23
6	*	0.00	0.00	*	39.29	41.67	*	60.71	58.33	*	28	12
All Grades	5.88	5.62	2.65	58.29	39.89	41.06	35.83	54.49	56.29	187	178	151

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	10.53	42.86	25.93	31.58	57.14	74.07	57.89	35	27	19
1	4.55	0.00	0.00	18.18	13.64	40.00	77.27	86.36	60.00	22	22	25
2	6.45	3.13	3.57	35.48	34.38	42.86	58.06	62.50	53.57	31	32	28
3	36.67	10.00	6.90	63.33	45.00	75.86	0.00	45.00	17.24	30	20	29
4	25.00	0.00	0.00	67.50	75.00	73.33	7.50	25.00	26.67	40	28	15
5	5.26	10.00	8.70	94.74	70.00	86.96	0.00	20.00	4.35	19	20	23
6	*	17.86	0.00	*	78.57	100.00	*	3.57	0.00	*	28	12
All Grades	14.44	5.65	4.64	54.55	49.15	61.59	31.02	45.20	33.77	187	177	151

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

Conclusions based on this data:

1. There was a decrease in the overall proficiency score of 4 in 2020-21 from grades 1-6.
2. The mean score for students grades 1-6 has declined.
3. Oral Language scores are significantly higher than Written Language scores for all grade levels.

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**
344	**73.5**	**58.7**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	202	58.7
Foster Youth	3	0.9
Homeless	7	2.0
Socioeconomically Disadvantaged	253	73.5
Students with Disabilities	41	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.7
American Indian or Alaska Native	3	0.9
Asian	2	0.6
Filipino		
Hispanic	314	91.3
Two or More Races	3	0.9
Native Hawaiian or Pacific Islander	1	0.3
White	15	4.4

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
28.4 points below standard	30.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.7 points	Increased ++4.7 points	5
191	140	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	31.7 points below standard	47 points below standard
7	Maintained ++0.7 points	Increased Significantly ++88.2 points
	165	18

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	Less than 11 Students - Data Not Displayed for Privacy
3	2	3	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
29 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.6 points	3		9
170			

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**
56.2 points below standard	25 points above standard	25 points below standard
Increased ++8.3 points	Declined -7.2 points	Maintained ++0.2 points
95	45	49

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	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
41.6 points below standard	39.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.8 points	Increased ++10.7 points	5
191	140	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45.2 points below standard	54 points below standard
7	Increased ++6.2 points	Increased Significantly ++108.2 points
	165	18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 40.8 points below standard Increased ++8.7 points 170	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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**
57.3 points below standard Increased Significantly ++17.2 points 95	2.6 points below standard Declined -6.4 points 45	45.7 points below standard Increased ++7.3 points 49

Conclusions based on this data:

1. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. The data provided is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
43.5 making progress towards English language proficiency
Number of EL Students: 147
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
23.8	32.6	7.4	36.0

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Orange	 No Performance Color
12.8	10.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Maintained +0.3	6
374	201	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Yellow	 No Performance Color
35.7	14.4	3.6
Increased +18.1	Declined -0.7	Declined -16.4
14	306	28

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	2	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
12.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17.4
Maintained -0.1	5	1	Declined -1.8
332			23

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
1	0.9	Less than 11 Students - Data Not
Increased +1	Increased +0.9	7
396	213	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
0	0.9	0
Maintained 0	Increased +0.9	Maintained 0
16	320	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
6	2	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
0.9	Less than 11 Students - Data	Less than 11 Students - Data	4
Increased +0.9	8	1	Increased +4
348			25

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	1

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
2. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
3. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

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 and Spanish Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 1

Increase overall student growth in English Language Arts

Identified Need

Current results of the STAR Reading English, STAR Reading Spanish, and STAR Early Literacy Spanish assessments indicate that the majority of students at Kawana Springs Elementary are achieving below the district percentile rank proficiency benchmark of 40%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goals will be measured by the district STAR assessment results in both languages.	Percent of each grade that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in English: 3rd grade: 21% 4th grade: 23% 5th grade: 6% 6th grade: 20% Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in Spanish: 2nd grade: 11% 3rd grade: 20% 4th grade: 19% 5th grade: 13% Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading Early Literacy in Spanish:	Increase the percentage of students who meet or exceed standard to 60% in grades 2-6 on the STAR Reading in English and Spanish. Increase the percentage of students who meet or exceed standard to 60% in grade 1 on the STAR Reading Early Literacy in Spanish:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	1st grade: 26.5%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students K-2, Intervention students grades 3-6

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
102696	Title I None Specified Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students K-2, Intervention students grades 3-6

Strategy/Activity

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23684.25	Title II Part A: Improving Teacher Quality None Specified Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides 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)
0	Title II Part A: Improving Teacher Quality None Specified District Grade Level Achievement Teams (14 Days of Instructional Time Release / Substiutes). Cost Included in Strategy / Activity 2 Above.

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 instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title II Part A: Improving Teacher Quality None Specified Cost Included in Strategy / Activity 2 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies positively impacted overall progress towards our goals. Not all grade levels met the stated goal for the current year. However, with continued focus on the strategies and actions, we expect growth to continue at all grade levels and expect more grade levels to exceed their goal in the coming year.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 2

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

Identified Need

Reclassification data indicates that there is a need to increase the percentage of students Reclassified as English Proficient

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	8.6% of English Learners were Reclassified as English Proficient in 2021-22	Increase percentage of English Language students Reclassified by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learner students

Strategy/Activity

Train staff on ELD framework and GLAD strategies 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)
26233.50	Title III None Specified

	3 Days of ELD Training for TOSA's + GLAD Training (Timesheets) + Registration Costs

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 Learner students

Strategy/Activity

Using data from ELLevation 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	Title III None Specified Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring rotations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title III None Specified Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide Newcomer tutor groups to support foundational English acquisition skills.

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

Amount(s)	Source(s)
3715.75	Title III Immigrant Education Program None Specified Certificated and Classified Afterschool Timesheet Hours.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies were implemented as intended. We did not meet our goal of increasing reclassification rates by 5%.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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.

With the addition of a Teacher on Special Assignment at Kawana Springs, she will participate in the EL Collaborative and share strategies and information with our instructional staff.

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

Math and Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 3

Increase the degree to which families experience positive relationships in our school based on respect, care, and approachability.

Identified Need

As indicated in the STAR Math and Language Arts results, the majority of students at KS are not demonstrating proficiency. This lack of proficiency is particularly pronounced in the upper grades in the content area of math and language arts.
As indicated on the Youth Truth Survey, student responses indicate a low positive response and low percentile rank for questions in the area of Academic Challenge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey- Academic Challenge	Baseline data here 49% of students in grades 3-6 responded "Yes, very often" to the question "Does the work you do for your class really make you think?" 35% of students in grades 3-6 responded "Yes, very often" to the question, "Does what you learn in class help you outside of school?" 59% of students in grades 3-6 responded "Yes, very often" to the question, "Does your teacher let you explain your ideas?" 53% of students in grades 3-6 responded "Yes, very often" to the question, "Does your	Increase the percentage of students that respond "Yes, very often" by 10% to all of the questions names in the baseline/actual outcomes.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	teacher ask you to show your work?" 49% of students in grades 3-6 responded "Yes, very often" to the question, "Do you learn interesting things in class?"	
STAR Language Arts and Math Assessment Results	The majority of students in The majority of students in 1st - 6th grade are scoring below the district proficiency benchmark of 40%.	Increase the percentage of 1st to 6th grade students who meet or exceed the district proficiency benchmark to 60%.
Training in Number Talks	0% of teachers are trained in the Number Talks instructional routine	100% of teachers will be trained in the Number Talks instructional routine
Implementation of Number Talks	0% of teachers are engaging students in the Number Talks instructional routine	100% of teachers will engage students in the Number Talks instructional routine on a weekly basis
Training in Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum	0% of teachers are trained in the Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum	100% of teachers will be trained in the Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum
Implementation of Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum	0% of teachers are implementing Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum in alignment with the training	100% of teachers will implement the Culturally Responsive and Sustaining pedagogical elements of the Wonders/Maravillas curriculum in alignment with the training

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

Offer after school/evening family events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9400	Title IV Part A: Student Support and Academic Enrichment None Specified Offer after school/evening family events.

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

Parent meeting and Back-to-School Welcome Night

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

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

All

Strategy/Activity

Provide monthly Parent Coffee Events

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

6th gr. Promotion Family event

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

Increase Connectedness, Involvement and Participation

Goal 4

Increase parent involvement and engagement with a variety of opportunities

Identified Need

As indicated from the number of participants in parent meetings, there is an increased need for parent participation.
Due to COVID protocols, there has been a decreased amount of community events offered during the school year.
Youth Truth Parent Survey participation was low.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
List of community events offered	In 2021-22, 1 virtual event and 12 in person events (modified due to COVID protocols) were offered	Increase number of in person events by 2
Participation numbers in ELAC and Parent Coffee	ELAC and Parent Coffee participant numbers averaged less than 10 parents	Increase number of participants in ELAC to 15 and Parent Coffee to 20
Youth Truth Parent Survey	32% of parents responded to the Youth Truth Survey	Increase percentage of parent responses by 10%

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Provide a variety of events that foster community

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students

Strategy/Activity

Provide opportunities for parent participation through Parent Coffee, PTO, School Site Council and ELAC

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

Amount(s) Source(s)

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

Outreach to parents with multi-media strategies (monthly newsletter, emails, texts, all calls, phone calls, Facebook)

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

Amount(s) Source(s)

Strategy/Activity 4

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

All Students

Strategy/Activity

Provide technological support to parents with the Youth Truth Survey

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The goal of increasing opportunities for parent involvement to 7 events was met and exceeded.

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

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

Goals, Strategies, & Proposed Expenditures

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

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	$165729.50
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	$165,729.50

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	$102,696.00
Title II Part A: Improving Teacher Quality	$23,684.25
Title III	$26,233.50
Title III Immigrant Education Program	$3,715.75
Title IV Part A: Student Support and Academic Enrichment	$9,400.00

Subtotal of additional federal funds included for this school: $165,729.50

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 ($)

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

Total of federal, state, and/or local funds for this school: $165,729.50

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	102696	102,696.00
Title II Part A: Improving Teacher Quality	23684	-0.25
Title III Immigrant Education Program	3715	-0.75
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9400	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	102,696.00
Title II Part A: Improving Teacher Quality	23,684.25
Title III	26,233.50
Title III Immigrant Education Program	3,715.75
Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	165,729.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	102,696.00
None Specified	Title II Part A: Improving Teacher Quality	23,684.25
None Specified	Title III	26,233.50
None Specified	Title III Immigrant Education Program	3,715.75

None Specified	Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,380.25
Goal 2	29,949.25
Goal 3	9,400.00

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
Denise McCullough	Principal
Michelle Toth	Classroom Teacher
Erika Corrales	Other School Staff
Rachel Spaeth	Parent or Community Member
Megan Izen	Parent or Community Member
Zeke Baker	Parent or Community Member
Michelle Hart-Tinsley	Parent or Community Member
Holly Cumbie	Parent or Community Member
Juan Carrillo	Classroom Teacher
Rosanna Carrillo	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on December 9, 2021.

Attested:

	Principal, Denise McCullough on 5/26/22
	SSC Chairperson, Rachel Spaeth on 5/26/22

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow View Elementary School	49706156115695	May 25, 2022	

Purpose and Description

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

Schoolwide Program

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

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
Students

Meadow View 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 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.

Meadow View 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, 9 times during the school year.

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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 site surveys and the district adopted survey of the Youth Truth Survey were sent to the school community which addressed the following topics:

Community involvement
Technology needs
EL support
Academic support
Academic challenge
Enrichment opportunities
School culture and safety

A summary of the results indicated that there is a need for increased support in the classroom, 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 after school academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development. Student surveyed indicated a need in teacher student relationships.

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 classrooms. 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 addition to the CAASPP, students grades 3-6 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. The K-6th grade students take the STAR reading and Math assessment. Students in grades 3-6 also take the STAR. 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)

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

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. The Director of Curriculum and Instruction provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2021/22 school year focused on Professional Learning Communities, Technology, ELD standards and instructional strategies.

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)

Meadow View School provides on-going instructional assistance in a variety of models: Teachers meet three times per month in grade level PLCs to analyze assessment data, discuss student learning needs, and what
instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals push-in to K-6 classrooms to provide additional small group support in language arts. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance
and support. Teachers in grades K-6 can consult with Aracely Romo-Flores (Director of Curriculum and ELD) orTOSA (Teacher on Special Assignment) for additional instructional assistance and support. In addition the principal often facilitates opportunities to engage in 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 reseach based curriculum.

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 recommended required minutes for 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 2021-2022 teachers continued to priortiize standards for their grade level in order to meet student needs. Moving forward grade level teams will create pacing guides to reflect these students.

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 reseach based curriculum.

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 and TOSA will support grades K-6th, working with small groups of students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide 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 Chrome books, and iPads.
Full time school counselor
After school program (Cool school)

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

At Meadow View we have an annual Title 1 meeting and monthly ELAC meeting, where parents are invited and participate to help strategize to make our school better.

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.

Educational Partner 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
Staff
Parents
Students

Meadow View 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 (English Language Advisory Council) 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. DELAC, the District English Language Advisory Committee has representation from all sites meets regularly throughout the year.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, which occurs every month.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.49%	0.5%	%	2	2	
African American	1.48%	1.6%	%	6	6	
Asian	4.69%	3.7%	%	19	14	
Filipino	0%	%	%	0		
Hispanic/Latino	87.65%	87.2%	%	355	327	
Pacific Islander	0.99%	0.8%	%	4	3	
White	4.2%	4.8%	%	17	18	
Multiple/No Response	0.49%	0.8%	%	2	3	
			Total Enrollment	405	375	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	44	49	
Grade 1	54	41	
Grade 2	66	50	
Grade3	60	60	
Grade 4	63	54	
Grade 5	55	63	
Grade 6	63	58	
Total Enrollment	405	375	

Conclusions based on this data:

1. There was a dip in enrollment in the 2020-2021 school year.
2. Latino Hispanics continue to be the majority group, representing the 85.75% of the total enrollment.
3. The "American Indian" student group has decreased in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	272	248	251	67.2%	66.10%	63.1%
Fluent English Proficient (FEP)	42	36	46	10.4%	9.60%	11.6%
Reclassified Fluent English Proficient (RFEP)	9	17		3.3%	4.50%	

Conclusions based on this data:

1. The number of students reclassified has increased in 2020-2021 compared to previous years.
2. The percentage of English learners has decreased slightly.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	63	62	52	63	0	50	63	0	50	100	0.0	96.2
Grade 4	54	56	66	53	0	61	53	0	61	98.1	0.0	92.4
Grade 5	63	62	62	62	0	61	62	0	61	98.4	0.0	98.4
Grade 6	47	63	63	45	0	60	45	0	60	95.7	0.0	95.2
All Grades	227	243	243	223	0	232	223	0	232	98.2	0.0	95.5

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2373.		2347.	11.11		2.00	7.94		10.00	31.75		38.00	49.21		50.00
Grade 4	2380.		2389.	1.89		4.92	9.43		11.48	20.75		24.59	67.92		59.02
Grade 5	2487.		2427.	12.90		3.28	37.10		18.03	19.35		26.23	30.65		52.46
Grade 6	2498.		2478.	11.11		1.67	35.56		30.00	15.56		35.00	37.78		33.33
All Grades	N/A	N/A	N/A	9.42		3.02	21.97		17.67	22.42		30.60	46.19		48.71

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.70		8.00	36.51		50.00	50.79		42.00
Grade 4	7.55		3.28	28.30		63.93	64.15		32.79
Grade 5	12.90		6.56	56.45		63.93	30.65		29.51
Grade 6	15.56		8.33	42.22		63.33	42.22		28.33
All Grades	12.11		6.47	41.26		60.78	46.64		32.76

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.70		4.00	33.33		50.00	53.97		46.00
Grade 4	3.77		1.64	37.74		37.70	58.49		60.66
Grade 5	20.97		4.92	56.45		45.90	22.58		49.18
Grade 6	26.67		1.67	37.78		56.67	35.56		41.67
All Grades	15.70		3.02	41.70		47.41	42.60		49.57

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.94		4.00	63.49		68.00	28.57		28.00
Grade 4	3.77		4.92	54.72		70.49	41.51		24.59
Grade 5	16.13		3.28	64.52		77.05	19.35		19.67
Grade 6	8.89		6.67	62.22		73.33	28.89		20.00
All Grades	9.42		4.74	61.43		72.41	29.15		22.84

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.94		4.00	39.68		56.00	52.38		40.00
Grade 4	1.89		9.84	35.85		59.02	62.26		31.15
Grade 5	20.97		1.64	50.00		59.02	29.03		39.34
Grade 6	13.33		5.00	60.00		73.33	26.67		21.67
All Grades	11.21		5.17	45.74		62.07	43.05		32.76

2019-20 Data:
Executive Order N-30-20 was issued 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 for 2020-2021 CAASSP was not administered due to the COVID pandemic

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	63	62	52	62	0	52	62	0	52	98.4	0.0	100.0
Grade 4	54	56	66	54	0	62	53	0	62	100	0.0	93.9
Grade 5	63	62	62	62	0	62	62	0	62	98.4	0.0	100.0
Grade 6	47	63	63	47	0	62	47	0	62	100	0.0	98.4
All Grades	227	243	243	225	0	238	224	0	238	99.1	0.0	97.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2363.		2345.	3.23		3.85	11.29		9.62	24.19		25.00	61.29		61.54
Grade 4	2393.		2388.	0.00		1.61	9.43		9.68	32.08		27.42	58.49		61.29
Grade 5	2462.		2421.	4.84		0.00	9.68		4.84	43.55		35.48	41.94		59.68
Grade 6	2485.		2436.	8.51		3.23	23.40		9.68	29.79		27.42	38.30		59.68
All Grades	N/A	N/A	N/A	4.02		2.10	12.95		8.40	32.59		28.99	50.45		60.50

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.29		1.92	20.97		36.54	67.74		61.54
Grade 4	1.89		3.23	24.53		35.48	73.58		61.29
Grade 5	8.06		0.00	37.10		33.87	54.84		66.13
Grade 6	17.02		1.61	29.79		37.10	53.19		61.29
All Grades	9.38		1.68	28.13		35.71	62.50		62.61

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.45		1.92	33.87		38.46	59.68		59.62
Grade 4	1.89		1.61	32.08		38.71	66.04		59.68
Grade 5	3.23		1.61	56.45		50.00	40.32		48.39
Grade 6	8.51		3.23	44.68		41.94	46.81		54.84
All Grades	4.91		2.10	41.96		42.44	53.13		55.46

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	8.06		3.85	37.10		59.62	54.84		36.54
Grade 4	1.89		3.23	33.96		54.84	64.15		41.94
Grade 5	9.68		1.61	50.00		59.68	40.32		38.71
Grade 6	8.51		4.84	59.57		54.84	31.91		40.32
All Grades	7.14		3.36	44.64		57.14	48.21		39.50

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

Conclusions based on this data:

1. N/A for 2020-2021 CAASSP was not administered due to the COVID pandemic

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1409.4	1400.5	1413.6	1411.5	1412.5	1423.6	1404.2	1372.7	1390.1	37	33	35
1	1451.4	1425.5	1431.6	1453.2	1469.0	1470.8	1449.0	1381.6	1391.9	51	30	30
2	1487.6	1464.0	1464.1	1480.7	1484.6	1479.3	1493.9	1443.1	1448.4	43	34	35
3	1485.2	1481.8	1480.6	1480.7	1486.4	1490.1	1489.1	1476.6	1470.5	43	40	36
4	1488.9	1494.1	1506.8	1484.1	1498.4	1516.9	1493.2	1489.3	1496.3	42	36	43
5	1537.3	1519.3	1535.5	1536.6	1524.4	1537.2	1537.6	1513.7	1533.4	33	31	36
6	1514.9	1533.3	1520.6	1513.8	1544.0	1518.3	1515.6	1521.8	1522.5	24	31	31
All Grades										273	235	246

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.41	12.12	5.71	24.32	27.27	34.29	59.46	33.33	40.00	10.81	27.27	20.00	37	33	35
1	7.84	3.33	6.67	45.10	26.67	16.67	29.41	40.00	56.67	17.65	30.00	20.00	51	30	30
2	16.28	8.82	5.88	39.53	44.12	44.12	34.88	26.47	29.41	9.30	20.59	20.59	43	34	34
3	9.30	5.00	5.56	41.86	37.50	41.67	32.56	40.00	36.11	16.28	17.50	16.67	43	40	36
4	9.52	11.11	20.93	23.81	44.44	34.88	42.86	22.22	25.58	23.81	22.22	18.60	42	36	43
5	36.36	16.13	33.33	33.33	41.94	38.89	15.15	25.81	11.11	15.15	16.13	16.67	33	31	36
6	29.17	29.03	25.81	29.17	32.26	32.26	16.67	25.81	29.03	25.00	12.90	12.90	24	31	31
All Grades	14.65	11.91	15.10	34.80	36.60	35.10	34.07	30.64	31.84	16.48	20.85	17.96	273	235	245

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.41	12.12	14.29	27.03	39.39	25.71	51.35	24.24	42.86	16.22	24.24	17.14	37	33	35
1	11.76	23.33	30.00	37.25	36.67	36.67	41.18	36.67	26.67	9.80	3.33	6.67	51	30	30
2	16.28	38.24	35.29	53.49	23.53	38.24	27.91	35.29	17.65	2.33	2.94	8.82	43	34	34
3	20.93	22.50	33.33	41.86	50.00	50.00	25.58	12.50	11.11	11.63	15.00	5.56	43	40	36
4	16.67	47.22	44.19	33.33	25.00	32.56	38.10	13.89	11.63	11.90	13.89	11.63	42	36	43
5	54.55	48.39	66.67	24.24	38.71	19.44	9.09	9.68	5.56	12.12	3.23	8.33	33	31	36
6	41.67	48.39	45.16	29.17	35.48	38.71	12.50	6.45	6.45	16.67	9.68	9.68	24	31	31
All Grades	21.61	34.04	38.78	36.26	35.74	34.29	31.14	19.57	17.14	10.99	10.64	9.80	273	235	245

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.41	9.09	2.86	24.32	15.15	22.86	64.86	36.36	60.00	5.41	39.39	14.29	37	33	35
1	11.76	0.00	3.33	33.33	10.00	3.33	19.61	33.33	26.67	35.29	56.67	66.67	51	30	30
2	9.30	0.00	2.94	48.84	38.24	29.41	20.93	32.35	38.24	20.93	29.41	29.41	43	34	34
3	9.30	2.50	0.00	23.26	20.00	22.22	44.19	50.00	44.44	23.26	27.50	33.33	43	40	36
4	0.00	2.78	4.65	28.57	13.89	20.93	28.57	41.67	41.86	42.86	41.67	32.56	42	36	43
5	6.06	6.45	22.22	39.39	19.35	19.44	39.39	38.71	36.11	15.15	35.48	22.22	33	31	36
6	4.17	9.68	9.68	33.33	12.90	38.71	25.00	45.16	19.35	37.50	32.26	32.26	24	31	31
All Grades	6.96	4.26	6.53	32.97	18.72	22.45	34.07	40.00	38.78	26.01	37.02	32.24	273	235	245

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.41	12.12	20.00	83.78	69.70	54.29	10.81	18.18	25.71	37	33	35
1	49.02	30.00	43.33	43.14	66.67	50.00	7.84	3.33	6.67	51	30	30
2	32.56	26.47	17.65	62.79	64.71	73.53	4.65	8.82	8.82	43	34	34
3	18.60	25.00	38.89	58.14	55.00	52.78	23.26	20.00	8.33	43	40	36
4	26.19	31.43	39.53	57.14	42.86	46.51	16.67	25.71	13.95	42	35	43
5	24.24	19.35	25.00	66.67	70.97	66.67	9.09	9.68	8.33	33	31	36
6	20.83	25.81	25.81	50.00	54.84	61.29	29.17	19.35	12.90	24	31	31
All Grades	26.74	24.36	30.20	59.71	60.26	57.55	13.55	15.38	12.24	273	234	245

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.11	21.21	25.71	56.76	45.45	54.29	35.14	33.33	20.00	37	33	35
1	9.80	23.33	20.00	68.63	66.67	76.67	21.57	10.00	3.33	51	30	30
2	16.28	41.18	38.24	76.74	55.88	52.94	6.98	2.94	8.82	43	34	34
3	46.51	43.59	61.11	46.51	43.59	27.78	6.98	12.82	11.11	43	39	36
4	14.29	63.89	46.51	59.52	25.00	41.86	26.19	11.11	11.63	42	36	43
5	63.64	74.19	72.22	24.24	22.58	19.44	12.12	3.23	8.33	33	31	36
6	54.17	70.97	58.06	29.17	22.58	32.26	16.67	6.45	9.68	24	31	31
All Grades	27.47	48.29	46.53	54.58	40.17	42.86	17.95	11.54	10.61	273	234	245

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.41	6.06	2.86	78.38	66.67	74.29	16.22	27.27	22.86	37	33	35
1	33.33	10.00	3.33	23.53	26.67	23.33	43.14	63.33	73.33	51	30	30
2	13.95	8.82	8.82	62.79	52.94	64.71	23.26	38.24	26.47	43	34	34
3	9.30	2.50	0.00	51.16	45.00	50.00	39.53	52.50	50.00	43	40	36
4	4.76	0.00	9.30	33.33	48.57	46.51	61.90	51.43	44.19	42	35	43
5	24.24	9.68	19.44	57.58	51.61	61.11	18.18	38.71	19.44	33	31	36
6	4.17	6.45	12.90	45.83	41.94	45.16	50.00	51.61	41.94	24	31	31
All Grades	14.65	5.98	8.16	49.08	47.86	52.65	36.26	46.15	39.18	273	234	245

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	45.95	18.18	22.86	48.65	42.42	57.14	5.41	39.39	20.00	37	33	35
1	11.76	0.00	0.00	70.59	53.33	50.00	17.65	46.67	50.00	51	30	30
2	27.91	8.82	11.76	65.12	61.76	61.76	6.98	29.41	26.47	43	34	34
3	18.60	5.00	2.78	69.77	70.00	75.00	11.63	25.00	22.22	43	40	36
4	7.14	11.11	9.30	76.19	63.89	67.44	16.67	25.00	23.26	42	36	43
5	12.12	3.23	27.78	78.79	67.74	52.78	9.09	29.03	19.44	33	31	36
6	33.33	13.33	29.03	54.17	76.67	58.06	12.50	10.00	12.90	24	30	31
All Grades	21.25	8.55	14.69	67.03	62.39	60.82	11.72	29.06	24.49	273	234	245

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

Conclusions based on this data:

1. The was a decrease in the overall proficiency score of 4 of all grade levels between the 2019-2020 and 2020-2021 school year.

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**
375	**85.6**	**66.1**	**1.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	248	66.1
Foster Youth	7	1.9
Homeless	1	0.3
Socioeconomically Disadvantaged	321	85.6
Students with Disabilities	66	17.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.6
American Indian or Alaska Native	2	0.5
Asian	14	3.7
Filipino		
Hispanic	327	87.2
Two or More Races	3	0.8
Native Hawaiian or Pacific Islander	3	0.8
White	18	4.8

Conclusions based on this data:

1. We continue to serve a very high number of economically disadvantaged students.

2. More than half of our students need English Language Development.

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  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Many students appear to be struggling with meeting Math and English Language Arts standards.
2. Chronic absenteeism is an area of struggle for this site and the community.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
48 points below standard	51.3 points below standard	0 Students
Declined -6.2 points	Maintained -2.8 points	
214	169	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	52.2 points below standard	126.6 points below standard
4	Declined -11 points	Declined Significantly -34.3 points
	185	39

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	33.3 points below standard	0 Students
4	1	Maintained -0.3 points	
		12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
53.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.6 points	2		9
186			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.6 points below standard	31 points above standard	34.1 points below standard
Increased ++4.8 points	Increased ++7.5 points	Declined Significantly -18 points
128	41	42

Conclusions based on this data:

1. Our English Learners and socio economically disadvantaged students make up most of our population and need more supports.
2. Reclassified English Learner sub group is demonstrating more progress compared to the English Learner group.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	
72 points below standard	74.5 points below standard	
Declined -7.8 points	Declined -7.6 points	
213	169	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	76 points below standard	147.5 points below standard
4	Declined -10.2 points	Declined Significantly -50.1 points
	184	39

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 33.1 points below standard Declined -13.5 points 12	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 79.2 points below standard Declined -10.1 points 185	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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**
96.6 points below standard Maintained -2.1 points 128	5.7 points below standard Maintained ++2.8 points 41	62 points below standard Declined -6 points 41

Conclusions based on this data:

1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.
2. Students with Disabilities group declined significantly.

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
37 making progress towards English language proficiency
Number of EL Students: 227
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
22.4	40.5	6.1	30.8

Conclusions based on this data:

1. Many of our students are currently at the moderately and well developed levels of language acquisition.
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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
12.2	9.3	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.2	Declined Significantly -3.4	1
434	289	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
46.2	12.4	14.1
Declined -7.7	Declined Significantly -3.3	Declined -0.6
13	379	64

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	4.2	Less than 11 Students - Data Not Displayed for Privacy
8	4	Increased +4.2	0
		24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
11.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1
Declined Significantly -3.2	5	3	Declined -12.1
368			22

Conclusions based on this data:

1. Chronic absenteeism is improving for most students.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
3	2.9	Less than 11 Students - Data Not
Increased +1	Increased +0.9	1
468	312	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0	3.5	6.3
Declined -6.3	Increased +1.3	Increased +3.5
15	401	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 8	No Performance Color Less than 11 Students - Data 4	No Performance Color 0 Maintained 0 24	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 3.3 Increased +1.1 397	No Performance Color Less than 11 Students - Data 6	No Performance Color Less than 11 Students - Data 3	No Performance Color 0 Maintained 0 26

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2	3

Conclusions based on this data:

1. There was an increase of suspensions for students with disabilities.

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 growth for students in English Language Arts.

Identified Need

Our star reading assessment scores indicate that fewer than 50% of all students in grades 1-6th are reading at or above the district benchmark for reading proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR assessment- 40th percentile rank	Percentage of each grade that met or exceeded standard (40th percentile rank) on the 2021 District Spring STAR/EARLY STAR: 1st Grade: 24% met or exceeded standards 2nd Grade: 33% met or exceeded standards 3rd Grade: 30% met or exceeded standards 4th Grade: 31% met or exceeded standards 5th Grade: 18% met or exceeded standards 6th Grade: 22% met or exceeded standards	60% of all students will meet or exceed the standard.

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

Strategy/Activity 1

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

All students

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

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

Amount(s)	Source(s)
102696	Title I None Specified Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

Strategy/Activity 2

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

All students

Strategy/Activity

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

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

Amount(s)	Source(s)
23684.25	Title II Part A: Improving Teacher Quality None Specified Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides 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)
0	Title II Part A: Improving Teacher Quality None Specified District Grade Level Achievement Teams (14 Days of Instructional Time Release / Substiutes). Cost Included in Strategy / Activity 2 Above.

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

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

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

Amount(s)	Source(s)
0	Title II Part A: Improving Teacher Quality None Specified Cost Included in Strategy / Activity 2 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Not all grade levels met previous goals, but we saw overall growth in all grade levels. However with continued dedication toward our actions and strategies we expect growth to continue.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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

Due to the unavailability of CASSPP baseline data 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 assessment.

Identified Need

Due do 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	The reclassification rate for 2021-2022 was 6.6%.	The 2022-23 goal will be to increase the percentage of student scoring an overall ELPAC score of 4 and reclassification rate to 11.6%. Increasing the baseline percentage by 5%.

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

Strategy/Activity 1

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

All English Language Learners

Strategy/Activity

Train staff on ELD framework and GLAD strategies 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)
26233.50	Title III None Specified 3 Days of ELD Training for TOSA's + GLAD Training (Timesheets) + Registration Costs

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

Using data from ELLevation 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	Title III None Specified Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

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

Utilize district intervention materials during after school tutoring rotations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title III None Specified Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 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

Provide Newcomer tutor groups to support foundational English acquisition skills.

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

Amount(s)	Source(s)
3715.75	Title III Immigrant Education Program None Specified Certificated and Classified Afterschool Timesheet Hours.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies were implemented as intended. Though we did not meet our goal of increasing by 5% we did increase overall reclassification by 3%.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 and Newcomer after school tutor groups using newly acquired intervention materials and providing additional support for those students in their area of need as indicated by their summative ELPAC results. We will readjust our annual outcome by increasing it slightly because we are making consistent progress.

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 climate/culture

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 the degree to which families experience positive relationships in our school based on respect, care, and approachability.

Identified Need

As identified in the district youth truth survey there is a need for an increase in positive student school relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey	The total positive response on the relationship section of the youth truth survey for the 2021-2022 school year is at 70%.	The total positive response on the relationship section of the youth truth student survey will be 80% which is an increase from 70%,

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

Offer after school/evening family events.

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

Amount(s)	Source(s)

9400	Title IV Part A: Student Support and Academic Enrichment None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent meeting and Back-to-School Welcome Night

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Provide monthly Parent Coffee Events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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. Promotion Family event

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We 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.

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 positive student relationships and engagement with an increase of family events and student recognition opportunities.

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)

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	$16729.50
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$165,729.50

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	$102,696.00
Title II Part A: Improving Teacher Quality	$23,684.25
Title III	$26,233.50
Title III Immigrant Education Program	$3,715.75
Title IV Part A: Student Support and Academic Enrichment	$9,400.00

Subtotal of additional federal funds included for this school: $165,729.50

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 ($)

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

Total of federal, state, and/or local funds for this school: $165,729.50

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	102696	102,696.00
Title II Part A: Improving Teacher Quality	23684	-0.25
Title III Immigrant Education Program	3715	-0.75
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9400	0.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	102,696.00
Title II Part A: Improving Teacher Quality	23,684.25
Title III	26,233.50
Title III Immigrant Education Program	3,715.75
Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	165,729.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	102,696.00
None Specified	Title II Part A: Improving Teacher Quality	23,684.25

None Specified	Title III	26,233.50
None Specified	Title III Immigrant Education Program	3,715.75
None Specified	Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,380.25
Goal 2	29,949.25
Goal 3	9,400.00

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
Jean Walker	Principal
Nikgiovonie Rogers	Parent or Community Member
Suzanne Bethel	Classroom Teacher
Paula Hernandez	Parent or Community Member
Cody Hawkins	Parent or Community Member
Iris Peoples	Parent or Community Member
Norma Velarde	Parent or Community Member
Shirley Jenner	Classroom Teacher
Donna Rinnels	Other School Staff
Hugh Brown	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:

	Principal, Jean Walker on May 25, 2022
	SSC Chairperson, Cody Hawkins on May 25, 2022

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Mountain Elementary School	49706150113506	May 23, 2022	

Purpose and Description

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

Schoolwide Program

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

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
Students

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, including the Youth Truth surveys, were sent to the school community which addressed the following topics:

Community involvement
Technology needs
English Learner support
Academic support
School culture and relationships
Enrichment opportunities
School climate and safety

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 after school academic support.

Overall families were pleased with school communication and feedback . Family surveys indicated a need for increased school-family engagement. Staff surveys indicated a need for continued support in professional development. Student feedback indicated a need for a greater sense of belonging.

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. This observational data is also used to inform professional development planning throughout the year at the district level.
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 in grades 3-6 participate in the California Assessment of Student Performance and Progress (CAASPP). Students in grades TK-6 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/proficient.

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 2021-22 teachers continued to prioritized the priority standards for their grade level in order to meet student needs. Moving forward grade level teams will create pacing guides to reflect these standards.

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 is provided in grades TK-6, working with small groups of students. Teacher on Special Assignment focus on building teacher capacity.

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 TK-6 (times vary per grade)
Technology resources include 1:1 Chromebook and iPad access for all students.
CalSERVES provides an after school care and homework support program until 6:00 PM to assist with reading support 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.

Educational Partner 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
Students

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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.28%	2.4%	%	10	10	
African American	0.68%	1.0%	%	3	4	
Asian	2.28%	1.7%	%	10	7	
Filipino	0%	0.2%	%	0	1	
Hispanic/Latino	80.59%	80.2%	%	353	336	
Pacific Islander	0.46%	1.0%	%	2	4	
White	12.1%	11.9%	%	53	50	
Multiple/No Response	0.23%	0.7%	%	1	3	
			Total Enrollment	438	419	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	69	53	
Grade 1	47	53	
Grade 2	64	47	
Grade3	59	67	
Grade 4	63	66	
Grade 5	70	61	
Grade 6	66	72	
Total Enrollment	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		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	251	241	234	57.3%	57.50%	56.7%
Fluent English Proficient (FEP)	66	56	66	15.1%	13.40%	16.0%
Reclassified Fluent English Proficient (RFEP)	17	23		6.2%	5.50%	

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	68	52	68	0	48	68	0	48	97.1	0.0	92.3
Grade 4	70	68	62	69	0	60	69	0	60	98.6	0.0	96.8
Grade 5	64	60	69	61	0	66	61	0	66	95.3	0.0	95.7
Grade 6	62	72	65	60	0	63	60	0	63	96.8	0.0	96.9
All Grades	266	268	248	258	0	237	258	0	237	97	0.0	95.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2395.		2380.	16.18		8.33	16.18		14.58	27.94		33.33	39.71		43.75
Grade 4	2416.		2376.	8.70		3.33	15.94		11.67	31.88		23.33	43.48		61.67
Grade 5	2492.		2458.	14.75		10.61	31.15		21.21	18.03		30.30	36.07		37.88
Grade 6	2509.		2482.	10.00		4.76	25.00		31.75	36.67		26.98	28.33		36.51
All Grades	N/A	N/A	N/A	12.40		6.75	21.71		20.25	28.68		28.27	37.21		44.73

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.71		6.25	48.53		68.75	36.76		25.00
Grade 4	8.70		6.67	49.28		51.67	42.03		41.67
Grade 5	22.95		7.58	44.26		66.67	32.79		25.76
Grade 6	13.33		7.94	58.33		57.14	28.33		34.92
All Grades	14.73		7.17	50.00		60.76	35.27		32.07

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	5.88		10.42	55.88		35.42	38.24		54.17
Grade 4	8.70		0.00	55.07		41.67	36.23		58.33
Grade 5	21.31		7.58	52.46		59.09	26.23		33.33
Grade 6	11.67		3.17	55.00		50.79	33.33		46.03
All Grades	11.63		5.06	54.65		47.68	33.72		47.26

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.76		10.42	67.65		70.83	20.59		18.75
Grade 4	8.70		1.67	65.22		70.00	26.09		28.33
Grade 5	13.11		6.06	60.66		80.30	26.23		13.64
Grade 6	8.33		12.70	68.33		68.25	23.33		19.05
All Grades	10.47		7.59	65.50		72.57	24.03		19.83

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.71		6.25	50.00		79.17	35.29		14.58
Grade 4	5.80		5.00	52.17		55.00	42.03		40.00
Grade 5	22.95		10.61	52.46		66.67	24.59		22.73
Grade 6	28.33		12.70	46.67		66.67	25.00		20.63
All Grades	17.44		8.86	50.39		66.24	32.17		24.89

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

Conclusions based on this data:

1. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.
2. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.
3. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	68	52	68	0	48	68	0	48	97.1	0.0	92.3
Grade 4	70	68	62	69	0	62	69	0	62	98.6	0.0	100.0
Grade 5	64	60	69	62	0	68	62	0	68	96.9	0.0	98.6
Grade 6	62	72	65	61	0	64	61	0	64	98.4	0.0	98.5
All Grades	266	268	248	260	0	242	260	0	242	97.7	0.0	97.6

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2411.		2398.	14.71		10.42	22.06		18.75	26.47		37.50	36.76		33.33
Grade 4	2419.		2367.	1.45		1.61	17.39		1.61	34.78		22.58	46.38		74.19
Grade 5	2473.		2430.	6.45		1.47	20.97		13.24	38.71		23.53	33.87		61.76
Grade 6	2516.		2487.	14.75		7.81	21.31		20.31	32.79		34.38	31.15		37.50
All Grades	N/A	N/A	N/A	9.23		4.96	20.38		13.22	33.08		28.93	37.31		52.89

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.47		14.58	35.29		47.92	38.24		37.50
Grade 4	5.80		1.61	34.78		27.42	59.42		70.97
Grade 5	17.74		4.41	33.87		36.76	48.39		58.82
Grade 6	26.23		6.25	37.70		57.81	36.07		35.94
All Grades	18.85		6.20	35.38		42.15	45.77		51.65

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.65		12.50	47.06		47.92	35.29		39.58
Grade 4	4.35		0.00	42.03		27.42	53.62		72.58
Grade 5	6.45		4.41	51.61		33.82	41.94		61.76
Grade 6	16.39		6.25	47.54		57.81	36.07		35.94
All Grades	11.15		5.37	46.92		41.32	41.92		53.31

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.65		8.33	57.35		66.67	25.00		25.00
Grade 4	1.45		1.61	39.13		27.42	59.42		70.97
Grade 5	8.06		0.00	50.00		50.00	41.94		50.00
Grade 6	13.11		4.69	50.82		64.06	36.07		31.25
All Grades	10.00		3.31	49.23		51.24	40.77		45.45

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

Conclusions based on this data:

1. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.
2. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.
3. NA for 2020-21; CAASPP was not administered due to the COVID pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1455.9	1433.9	1446.7	1453.5	1451.9	1458.4	1461.6	1391.7	1419.2	29	43	50
1	1454.2	1441.2	1470.5	1462.5	1475.8	1492.4	1445.4	1406.4	1448.3	46	29	37
2	1480.4	1470.8	1456.0	1479.0	1484.9	1475.4	1481.3	1456.2	1436.0	42	18	27
3	1495.9	1475.2	1478.7	1497.2	1479.9	1488.3	1494.1	1469.9	1468.5	46	36	17
4	1510.0	1489.5	1511.3	1498.4	1500.6	1526.6	1521.0	1478.1	1495.4	40	33	34
5	1544.6	1522.0	1524.5	1541.5	1525.0	1516.2	1547.2	1518.4	1532.3	27	31	28
6	1523.8	1519.8	1561.2	1523.0	1516.2	1582.8	1524.0	1522.8	1539.1	31	25	26
All Grades										261	215	219

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.14	23.26	32.00	48.28	37.21	38.00	27.59	30.23	22.00	0.00	9.30	8.00	29	43	50
1	10.87	10.34	27.03	39.13	31.03	32.43	32.61	34.48	21.62	17.39	24.14	18.92	46	29	37
2	14.29	11.11	0.00	40.48	50.00	33.33	40.48	27.78	44.44	4.76	11.11	22.22	42	18	27
3	21.74	5.56	0.00	28.26	41.67	35.29	30.43	22.22	52.94	19.57	30.56	11.76	46	36	17
4	15.00	12.50	26.47	55.00	25.00	35.29	12.50	50.00	23.53	17.50	12.50	14.71	40	32	34
5	37.04	19.35	25.00	29.63	41.94	39.29	29.63	35.48	21.43	3.70	3.23	14.29	27	31	28
6	12.90	16.00	38.46	45.16	36.00	42.31	32.26	36.00	7.69	9.68	12.00	11.54	31	25	26
All Grades	18.39	14.49	23.74	40.61	36.92	36.53	29.50	33.64	25.57	11.49	14.95	14.16	261	214	219

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.69	23.26	40.00	62.07	55.81	34.00	17.24	11.63	16.00	0.00	9.30	10.00	29	43	50
1	19.57	34.48	45.95	43.48	31.03	32.43	23.91	31.03	10.81	13.04	3.45	10.81	46	29	37
2	19.05	27.78	22.22	52.38	44.44	37.04	23.81	22.22	37.04	4.76	5.56	3.70	42	18	27
3	39.13	25.00	17.65	21.74	41.67	70.59	28.26	11.11	5.88	10.87	22.22	5.88	46	36	17
4	42.50	31.25	55.88	35.00	50.00	23.53	10.00	15.63	11.76	12.50	3.13	8.82	40	32	34
5	44.44	48.39	46.43	37.04	45.16	35.71	18.52	6.45	3.57	0.00	0.00	14.29	27	31	28
6	41.94	32.00	69.23	41.94	32.00	19.23	9.68	28.00	0.00	6.45	8.00	11.54	31	25	26
All Grades	31.80	31.31	43.84	41.00	43.93	33.79	19.54	16.82	12.79	7.66	7.94	9.59	261	214	219

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.24	13.95	10.00	51.72	25.58	28.00	31.03	46.51	50.00	0.00	13.95	12.00	29	43	50
1	8.70	3.45	16.22	30.43	20.69	21.62	28.26	31.03	18.92	32.61	44.83	43.24	46	29	37
2	11.90	0.00	0.00	30.95	38.89	33.33	35.71	33.33	18.52	21.43	27.78	48.15	42	18	27
3	10.87	0.00	0.00	19.57	13.89	17.65	43.48	50.00	35.29	26.09	36.11	47.06	46	36	17
4	10.00	0.00	5.88	42.50	12.50	29.41	32.50	46.88	29.41	15.00	40.63	35.29	40	32	34
5	18.52	3.23	17.86	25.93	25.81	17.86	51.85	45.16	39.29	3.70	25.81	25.00	27	31	28
6	6.45	0.00	7.69	22.58	28.00	42.31	38.71	44.00	34.62	32.26	28.00	15.38	31	25	26
All Grades	11.49	3.74	9.13	31.42	22.43	27.40	36.78	43.46	33.33	20.31	30.37	30.14	261	214	219

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.03	20.93	38.00	68.97	74.42	52.00	0.00	4.65	10.00	29	43	50
1	47.83	34.48	35.14	41.30	65.52	59.46	10.87	0.00	5.41	46	29	37
2	38.10	22.22	29.63	57.14	61.11	70.37	4.76	16.67	0.00	42	18	27
3	26.09	16.67	29.41	47.83	55.56	70.59	26.09	27.78	0.00	46	36	17
4	37.50	34.38	38.24	47.50	50.00	44.12	15.00	15.63	17.65	40	32	34
5	22.22	19.35	17.86	74.07	74.19	71.43	3.70	6.45	10.71	27	31	28
6	19.35	28.00	34.62	58.06	40.00	50.00	22.58	32.00	15.38	31	25	26
All Grades	32.95	24.77	32.88	54.41	61.21	57.99	12.64	14.02	9.13	261	214	219

2019-20 Data:
Executive Order N-30-20 was issued 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	20.69	32.56	44.00	72.41	58.14	46.00	6.90	9.30	10.00	29	43	50
1	17.39	27.59	59.46	65.22	65.52	27.03	17.39	6.90	13.51	46	29	37
2	7.14	50.00	11.11	88.10	44.44	85.19	4.76	5.56	3.70	42	18	27
3	58.70	42.86	29.41	30.43	40.00	64.71	10.87	17.14	5.88	46	35	17
4	37.50	56.25	64.71	55.00	40.63	23.53	7.50	3.13	11.76	40	32	34
5	62.96	93.33	71.43	29.63	6.67	14.29	7.41	0.00	14.29	27	30	28
6	64.52	60.00	80.77	29.03	32.00	15.38	6.45	8.00	3.85	31	25	26
All Grades	36.78	50.47	52.51	54.02	41.98	37.90	9.20	7.55	9.59	261	212	219

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	13.79	0.00	20.00	86.21	83.72	68.00	0.00	16.28	12.00	29	43	50
1	26.09	13.79	29.73	32.61	34.48	18.92	41.30	51.72	51.35	46	29	37
2	11.90	5.56	3.70	61.90	61.11	48.15	26.19	33.33	48.15	42	18	27
3	8.70	2.78	0.00	47.83	50.00	47.06	43.48	47.22	52.94	46	36	17
4	5.00	0.00	2.94	65.00	50.00	50.00	30.00	50.00	47.06	40	32	34
5	14.81	12.90	14.29	77.78	58.06	64.29	7.41	29.03	21.43	27	31	28
6	6.45	0.00	7.69	38.71	36.00	65.38	54.84	64.00	26.92	31	25	26
All Grades	12.64	4.67	13.24	56.32	55.14	52.05	31.03	40.19	34.70	261	214	219

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	62.07	32.56	24.00	34.48	41.86	56.00	3.45	25.58	20.00	29	43	50
1	8.70	3.45	16.22	76.09	62.07	56.76	15.22	34.48	27.03	46	29	37
2	14.29	0.00	3.70	73.81	66.67	62.96	11.90	33.33	33.33	42	18	27
3	23.91	11.11	0.00	60.87	52.78	70.59	15.22	36.11	29.41	46	36	17
4	17.50	0.00	29.41	75.00	75.00	50.00	7.50	25.00	20.59	40	32	34
5	22.22	9.68	28.57	70.37	74.19	53.57	7.41	16.13	17.86	27	31	28
6	25.81	20.00	23.08	67.74	72.00	69.23	6.45	8.00	7.69	31	25	26
All Grades	22.99	12.62	19.63	66.67	61.68	58.45	10.34	25.70	21.92	261	214	219

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

Conclusions based on this data:

1. There was a decrease in the overall proficiency score of 4 at all grade levels between the 2019-20 school year and the 2020-21 school year.
2. The greatest overall of Level 4 proficiency of all grades was in the Speaking Domain.
3. The lowest overall of Level 4 proficiency of all grades was in the Reading Domain.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
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  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	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		1	Declined Significantly -23.3 points
208			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  Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	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	3
245	186	
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 Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 43.8 points below standard Increased ++7.8 points 208		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 25.2 points below standard Declined Significantly -15.9 points 24

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74.2 points below standard Increased ++9 points 131	18 points above standard Maintained ++1.3 points 55	24.8 points below standard Maintained ++2.5 points 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	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  Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	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
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 5	Less than 11 Students - Data 10	Less than 11 Students - Data 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 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 STAR Reading Assessment scores indicate that fewer than 50% of all students in grades 1-6 are reading at or above the district benchmark for reading proficiency.

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 Spring STAR/Early STAR Reading Assessment : 1st grade: 51% 2nd grade: 52% 3rd grade: 43% 4th grade: 22% 5th grade: 36% 6th grade: 33%	60% 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 using district-adopted intervention materials.

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

Amount(s)	Source(s)
102696	Title I None Specified Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.
0	

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 for instructional staff, including the site TOSA, to implement CCSS in ELA.

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

Amount(s)	Source(s)
23684.25	Title II Part A: Improving Teacher Quality None Specified Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides 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)

0	Title II Part A: Improving Teacher Quality None Specified District Grade Level Achievement Teams (14 Days of Instructional Time Release / Substiutes). Cost Included in Strategy / Activity 2 Above.

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 instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title II Part A: Improving Teacher Quality None Specified Cost Included in Strategy / Activity 2 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategies positively impacted overall progress towards our goals. Not all grade levels met the stated goal for the current year. However, with continued focus on the strategies and actions, we expect growth to continue at all grade levels and expect more grade levels to exceed their goal in the coming year.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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

Due to the unavailability of CAASPP baseline data, 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 assessment.

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	15% of students reclassified in 2021-22	2022-23 Goal will be to increase the percentage of students scoring an Overall ELPAC Score of 4 and reclassification rate to 20%, 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 and GLAD strategies 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)
26233.50	Title III None Specified 3 Days of ELD Training for TOSA's + GLAD Training (Timesheets) + Registration Costs

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

Using data from ELLevation 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	Title III None Specified Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

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

Utilize district intervention materials during after school tutoring rotations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title III None Specified Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 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

Provide Newcomer tutor groups to support foundational English acquisition skills.

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

Amount(s)	Source(s)
3715.75	Title III Immigrant Education Program None Specified Certificated and Classified Afterschool Timesheet Hours.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All strategies were implemented as intended. We met our goal and anticipate continued growth in this goal area.

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

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 and Newcomer after school tutor groups using newly acquired intervention materials, and providing additional support for those students in their area of need as indicated by their summative ELPAC results. We will re-adjust our annual outcome by increasing it slightly, because we are making consistent progress.

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 the degree to which families experience positive relationships in our school based on respect, care, and approachability.

Identified Need

As identified by the district Youth Truth survey, there is a need for an increase in positive family-school relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth district survey	The total positive response on the Relationship section of the Youth Truth Family survey for the 2021-22 school year is 87%.	The total positive response on the Relationships section of the Youth Truth Family Survey will be 90%, which is an increase from 87%.

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

Offer after school/evening family events.

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

Amount(s)	Source(s)
9400	Title IV Part A: Student Support and Academic Enrichment None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Parent meeting and Back-to-School Welcome Night

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide monthly Parent Coffee Events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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. Promotion Family event

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2021-22

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

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

We 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.

There were no substantive categorical differences between the intended implementaiton and/or budgeted expenditures to implement the strategies and activities.

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 positive family relationships, involvement, and engagement with an increase of in-person events this year.

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	$165729.50
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	$165,729.50

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	$102,696.00
Title II Part A: Improving Teacher Quality	$23,684.25
Title III	$26,233.50
Title III Immigrant Education Program	$3,715.75
Title IV Part A: Student Support and Academic Enrichment	$9,400.00

Subtotal of additional federal funds included for this school: $165,729.50

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

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $165,729.50

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	102696	102,696.00
Title II Part A: Improving Teacher Quality	23684	-0.25
Title III Immigrant Education Program	3715	-0.75
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9400	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	102,696.00
Title II Part A: Improving Teacher Quality	23,684.25
Title III	26,233.50
Title III Immigrant Education Program	3,715.75
Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
None Specified	165,729.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	Title I	102,696.00

None Specified	Title II Part A: Improving Teacher Quality	23,684.25
None Specified	Title III	26,233.50
None Specified	Title III Immigrant Education Program	3,715.75
None Specified	Title IV Part A: Student Support and Academic Enrichment	9,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,380.25
Goal 2	29,949.25
Goal 3	9,400.00

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
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Margaret Jacobson on 5-23-22
	SSC Chairperson, Shana Mendoza on 5-23-22

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.

Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/

Developed by the California Department of Education, January 2019

Bellevue Union School District

Agenda Item for Board Meeting of November 15, 2022

Agenda Category: Action

Agenda Item Title: Consider Approval of Resolution 11, Business ATM/CheckCard Access Agreement with Exchange Bank

Prepared By: Chris J. Kim, CBO

Background:

The District maintains a Checking Account with Exchange Bank, which is utilized as the District's Revolving Cash and Check Clearing Account. This Checking account currently does not have an ATM/CheckCard associated with it. This resolution and associated agreement would authorize the District to establish ATM/CheckCards for the current authorized signers on the account.

Recommended Action:

It is recommended that the Board of Trustees approve the Resolution as presented.

Supporting Documents:

1. Exchange Bank Resolution
2. Exchange Bank Access Agreement

Business ATM/CheckCard Access Agreement

Resolutions of the Board of Directors
Of

Bellevue Union School District
(Company Name)

WHEREAS, the Board has reviewed Exchange Bank's Business ATM Card and ATM/CheckCard Access Agreement (the agreement) to be entered into by and between the Company and Exchange Bank (the Bank) and

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. It is in the best interest of the Company to participate in the Atm/CheckCard services offered by the Bank, such participation to be on the terms and conditions set forth in the Agreement.

2. The Board authorizes and directs the President, or any officer of the Company designated by the President or acting with apparent authority on behalf of Company, acting individually or together, for and on behalf of the Company to negotiate, execute and deliver the Agreement with such terms, covenants, and conditions as such officer may approve, such approval to be conclusively evidenced by the execution and delivery of the Agreement. Use of any of the CheckCard banking services by the Company will also constitute the Company's agreement to the Agreement.

3. The Board has considered the security procedures to be utilized in connection with the ATM/CheckCard services contemplated by the Agreement, and finds that such security procedures are commercially reasonable for the Company.

4. The Board recognizes that the ExchangeBank ATM/CheckCard services allows the Company, through employees specified by its officers, to transfer Company funds, withdraw cash, obtain balance information, purchase goods and services and to change from time to time the employees who will be able to engage in such transactions. The Board further recognizes that the Bank will not be responsible for verifying whether a ATM/CheckCard transaction is originated by an authorized individual. Thus, the Bank will treat a cardholder and a transaction as authorized, without verifying that individual with the Company or otherwise investigating whether the individual is exercising authority granted by the Company or consistent with any internal limitations on activity established by Company for that individual. Company will be responsible for all ATM/CheckCard transactions, whether or not by authorized persons and whether or not for authorized purposes.

* * * * * *

I certify that I am the Secretary/Acting Secretary of the Board of Directors of the Company, and that the foregoing is a true and complete copy of Resolutions adopted by the Board on _____[insert date of passage of Resolution] either (a) at a meeting duly called and held, at which a quorum was present and acting throughout, or (b) pursuant to authorized action by unanimous written consent; and further that the above has not been amended, modified, or repealed. I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct, of my own personal knowledge.

DATE: _____

Secretary: _____

Print Name: Michael Kellison

Exchange Bank

BUSINESS ATM CARD
AND ATM/Check CARD ACCESS AGREEMENT

This Electronic Access Agreement ("Agreement") specifies the rights and obligations of Exchange Bank ("Bank") and the Bank's customer ("Company") described below. As of the date shown below, Company agrees to the terms and conditions provided herein.

The electronic access device provided to Company for use under the terms of this Agreement will be a Card. The Card can either be an ATM Card that carries an Exchange Bank logo ("ATM Card") or an ATM Card enhanced with the MasterCard logo on the front of the card ("_Atm/CheckCard"). Unless otherwise specified in this Agreement, the word "Card" means both an ATM Card and an ATM/CheckCard. The ATM Card and the ATM/CheckCard are not a credit cards, which means Company may not defer payment of transactions.

1. **Access Device Issuance.** Bank will issue one or more Cards which may be used to access Company's account(s) that are linked to the Card ("Linked Accounts"). Company will specify each Linked Account on Company's application. Additional accounts may be linked by submitting a new application. Company certifies that all accounts Linked to the Cards have been established for a purpose other than personal, family or household use. Company may from time to time instruct Bank to issue new Cards or replacement Cards, or to retire outstanding or previously issued Cards.

Each Card will be issued in Company's name and that of the person designated by Company as an authorized user (a "Cardholder"). It will also bear a unique identifying number, it will include a field for the signature of the Cardholder, and a unique personal identification number ("PIN") for ATM and POS transactions. A Card may be used with a PIN for POS and ATM transactions and without a PIN for ATM/CheckCard transactions. In ATM/CheckCard transactions, the signature of the named cardholder may or may not be required (for example, no signature is required in Internet, telephone and other signature-less environments).

2. **Services.** Cards provided in connection with this Agreement may be used to obtain the following services ("Services"):

    a. Withdraw cash from Linked Accounts at participating ATMs;

    b. Transfer funds between Linked Accounts (identical ownership with the same signers is required);

    c. Obtain balance information on Linked Accounts (Note: the information may not reflect recent transactions, and may include funds which are not available for immediate withdrawal);

    d. Purchase goods and services at merchants that display the MasterCard or VISA logo;

e. Purchase goods and services at merchants that display the MasterCard logo (applicable to ATM/CheckCard only); or

f. Obtain a cash advance at financial institutions that accept ATM/CheckCards with the MasterCard logo.

Some of these services may not be available at all ATMs, terminals or merchant locations.

3. **Dollar Limitations.** Bank reserves the right to impose dollar limitations on Company's Card transactions. If Company desires dollar limitations as a risk-control measure, Company must inform Bank and inquire if the desired risk-control measures are available from Bank. No access is available to any line of credit associated with a Linked Account. Company's available account balance must be sufficient to cover all withdrawal(s) and other transactions. Different dollar limitations may apply to different ATM Cards, ATM/CheckCards or Services; dollar limitations may vary across nonproprietary network ATMs, POS terminals, or merchant locations (if applicable).

4. **Hold on Funds; Security Interest.** When Company uses a Card, a hold will be placed on the Linked Account. The hold may be for the amount of the transaction, or for a pre-established amount in excess of individual transactions (for example, hotel or car reservations). The held funds will not be available for other account purposes, and Bank has the right to return checks or other items drawn against the Account to maintain sufficient funds to pay for any previously authorized Card transactions. For ATM Cards, the hold will be released on or before the date that the ATM Card Transaction is settled through the network, and Company agrees to maintain sufficient available funds on deposit in the affected account to cover all previously authorized transactions. For ATM/CheckCards, the hold will be released on before the date the Card Transaction is settled through the Network, and Company agrees to maintain sufficient available funds on deposit in the affected account to cover all previously authorized transactions. The hold may continue even if Company does not purchase any goods or services for which authorization was obtained. If checks are returned, Company agrees to pay all applicable non-sufficient funds fees. Bank may, but is not obligated to, allow transactions which exceed Company's available balance. If Bank does, Company agrees to pay the overdraft. Company also agrees to pay the overdraft charges in effect for each transaction which causes Company's available account balance to be exceeded. If Bank allows transactions to be authorized or paid in excess of the available balance, Bank may discontinue that practice at any time for cause or without cause, and with or without notice to Company.

Company grants to Bank a security interest in all accounts of Company at Bank, and in all funds in such accounts, to secure Company's obligations to Bank under this Agreement.

5. **Fees.** Bank may impose fees in connection with the services contemplated under this Agreement. Transactions may be subject to service charges imposed by other financial institutions or by merchants. Bank reserves the right to modify its fees in connection with the services contemplated under this Agreement, upon notice as provided below. Company agrees to pay for all such fees or charges as they may change from time to time.

6. **Company's Representation and Warranties.** Company represents and warrants to Bank as follows:

   a. Company has all requisite power and authority to enter into this Agreement. The entering of the Agreement, and execution of the corresponding application incorporating the same, has been duly and validly authorized by all necessary action. Further, the individual or individuals who execute the application for the services contemplated under the Agreement on Company's behalf is each duly authorized by Company to do so.

   b. Any transaction contemplated hereby will not be in violation of state or federal law; and

   c. All formalities will be followed with respect to each transfer of funds, including but not limited to, proper authorization of individual transactions and any record-keeping requirements with respect thereto.

   d. Company will not allow any Linked Accounts to be linked to a line of credit which may be accessed to cover or prevent overdrafts on the Linked Account and will not allow the Cards to access a line of credit directly.

7. **Company's Liability.** Use of the Card(s) or a PIN is controlled by Company and Bank has no obligation or responsibility to limit Card use to individuals specified as "authorized signers" on a signature card for any Linked Account or to other individuals specifically identified by Company as authorized to use a Card or corresponding PIN.

All use of a Card bearing Company's name to obtain Services will be and will be deemed to be an act of and the responsibility of Company, whether or not the ATM Card is or is not a valid ATM Card. Company will be liable for all transactions made using a Card, PIN or Card number, or otherwise in connection with the Service contemplated under this Agreement. Company shall be responsible regardless of whether such transactions were effectuated: (a) by or on behalf of any authorized individual, or for any authorized purpose, or by an unauthorized person or in conflict with any usage limitation established by Company; (b) using a valid PIN; or (c) in accordance with any rules or regulations of MasterCard, VISA, applicable networks, the Bank or any merchant. Without limiting the foregoing, Company is responsible for any and all transactions of any type processed through an authorized system if Bank receives transaction data identifying a card, pin or other access device as one issued to Company. For purposes of this Agreement, an authorized system is any system that will process transaction data for valid Cards (including STAR Systems and any other POS or ATM system shown as a logo on any Card).

Company acknowledges that Company is responsible for all uses of a Card or PIN, and all transaction data received by the Bank that identifies an access device as a Company access device, whether or not the particular transaction was or was not authorized by Company. Company agrees to pay to Bank for all transactions for which Company is liable under this Agreement, and authorizes Bank to charge any account of Company at Bank for the same (including all Linked Accounts).

Company's liability for all transactions data under this Agreement will continue until the later of the time that all Cards are returned to Bank, or Company instructs Bank to cancel all Cards and Bank has had a reasonable opportunity to cancel all Cards. Company understands that loss or theft of a Card, or any unauthorized use of a Card, is no basis for Company to avoid liability for a Card transaction, whether before or after Company informs Bank of loss or theft of the Card. Bank may from time to time require closure of a Linked Account or accounts and re-issuance of one or more Cards as a means of preventing further losses, and Company agrees to bear all costs associated with the same.

Issuance of the Card(s) provided pursuant to this Agreement creates an inherent risk of unauthorized use. Authorization for use of the Cards and any PIN(s) is not dependent upon or limited to either those individuals specified on the signature card for a Linked Account, or other individuals specifically authorized by Company to use a Card or PIN. Authorization for use of the Card(s) and corresponding PIN(s) will not be subject to review by Bank. Company assumes the risk of loss associated with unauthorized use of the access provided herein, including but not limited to theft and embezzlement of valid Cards and the creation or forgery of invalid cards.

Company specifically assumes any risk associated with the fact that the Company may distribute, and redistribute the Card(s) among various individuals, and to decide whether and to whom PIN information will be provided. Company further assumes any risk associated with disclosing PIN information to others, including, but not limited to, risks of loss associated with theft or embezzlement.

8. **Bank's Liability.** Bank will not be liable for failure to detect or prevent any unauthorized use of a Card or for invalid transactions using fraudulent Cards, provided, only that Company is not responsible for unauthorized transaction data provided to Bank unless Company, a Card, a Cardholder, or a Linked Account is associated with the transaction data. Bank will not be responsible for monitoring Card use or usage patterns. BANK WILL NOT BE LIABLE FOR SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, WHETHER ARISING UNDER ANY CLAIM IN CONTRACT OR TORT OR OTHERWISE.

Without limited the foregoing, Bank will not be liable for failure to complete any transaction under any of the following instances:

a. If, through no fault of Bank, Company does not have enough money in the affected account to complete a transaction;

b. The terminal where the transaction is initiated is damaged or not working properly;

c. Circumstances beyond Bank's control (such as fire, flood, terrorism, power failure, computer breakdown) prevent the transaction;

d. The funds in any Linked Account are subject to legal process, an uncollected funds hold, security interest or other claim;

e. A Linked Account is frozen because of a delinquent loan or a dispute, or Bank receives inconsistent instructions regarding a Card or Linked Account from persons purporting to act on behalf of Company.

9. **Indemnification.** In addition to such other rights as Bank may otherwise have under this Agreement, Company will defend, indemnify and hold harmless Bank, and its officers, directors, agents, and employees, from and against any and all actions, costs, claims, losses, damages or expenses, including attorneys' fees and expenses, resulting from or arising out of the use of: (a) any Card, PIN or the signature of any person previously named as a Cardholder; (b) from Company's actions or inactions under this Agreement; or (c) as a result of Bank's receipt of any transaction data naming, identifying, or otherwise associated with Company, any Card, and Cardholder, any PIN or any other access device relating to the foregoing.

10. **Card and PIN Security.** Company agrees not to disclose or otherwise make the Card(s) or corresponding PIN(s) issued in connection with this Agreement available to anyone not authorized by Company to engage in transactions using the same. Company shall use reasonable security procedures to protect against loss, theft or misuse of a Card. Company agrees to notify Bank immediately if Company knows or suspects the confidentiality of any PIN has been compromised or any Card has been lost or stolen.

11. **Cards.** The Cards are the property of Bank. Company agrees to surrender all Cards to Bank upon request.

12. **Periodic Statements and Terminal Receipts.** Company will receive its normal account statements from Bank, which will reflect Card initiated transactions. Company agrees to review its statements immediately upon receipt and to notify Bank promptly if Company knows or suspects that any Card transaction is unauthorized or that the statement is otherwise incorrect. Company shall be precluded from asserting any unauthorized use of a Card or other error in a periodic statement if not asserted by Company within 90 days following Bank's mailing of the statement on which the unauthorized use (or series of uses) or other error is first reported.

13. **Card Transactions and Disputes.** Company has no right to cause Bank to stop payment, charge back or otherwise dispute any transaction data, including valid and invalid Card transactions. If Company has a dispute with a merchant regarding goods or services purchased with a Card transaction or other Service, Company will need to resolve its dispute with the merchant.

14. **Termination.** Company may terminate this Agreement upon 30 days written notification to Bank. Closure of a Linked Account will not terminate this Agreement or relieve Company of its obligations regarding Cards associated with that Account. Bank reserves the right to terminate this Agreement or any Service immediately, with or without cause and with or without notice of such termination to Company. Any termination of this Agreement shall not affect any of Company's obligations arising prior to such termination, including but not limited to any indemnification obligation that relates to action or inaction taken prior to termination. Bank may hold in reserve funds in any Linked or other Company account and prohibit access by Company to the same for up to the later of (a) 270 days following termination of this Agreement, and (b) 90 days following the last day on which any return or other disputed amount regarding any card transaction may be processed through STAR Systems, PLUS, or other ATM system for return to Company.

15. **Change in Terms**. Bank may change the terms of this Agreement from time to time by sending a written notice or an amended Agreement to the last address shown in Bank's records for the corresponding Linked Account. Any such changes by Bank will be effective as of the day notice is sent.

16. **Disclosing Information to Third Parties.** Bank will disclose information to third parties about Company's account or the transfers Company makes under certain circumstances, including but not limited to, the following:

    a. Where it is necessary or helpful in verifying or completing a transaction.

    b. To verify the existence or condition or your account, or to provide experience information regarding your account or transfers, to a third party (such as an affiliate, credit bureau or merchant) or a member of an ATM network in which we participate.

    c. To communicate with STAR Systems, MasterCard or any other payment system that has its logo displayed on the Card with regard to a Card transaction.

    d. To communicate with STAR Systems, with regard to a ATM or ATM/CheckCard transaction.

    e. To comply with government agencies or court orders.

    f. In connection with any claim of unauthorized use or error, or any dispute regarding an ATM Card, ATM/CheckCard or a Service.

17. **Relation to Other Agreements**. Except as specifically modified herein, all other terms and conditions of the agreement governing Company's use of any Linked Account remain the same.

18. **Miscellaneous**. This Agreement will be governed by the laws of the state of California (excluding choice of law principles), except to the extent preempted by federal law. Company's obligations under this Agreement relating to transactions that occur before termination shall survive termination of this Agreement. Without limiting the foregoing, Section 8, 9 and 14 of this Agreement shall survive termination of this Agreement. Notice by Bank to Company may be given by mail or otherwise sent to the address of Company as shown on the records of Bank and shall be effective 3 days following being placed in the U.S. Mail, postage prepaid, or upon receipt by Company if earlier.

By signing below, Company agrees to this Agreement and its terms and conditions.

DATE: _____

Bellevue Union School District
COMPANY

By: _____

Print Name: Michael Kellison

Its: Superintendent

[Chairman, President or any Vice President]

By: _____

Print Name: CHRIS KIM

Its: CHIEF BUSINESS OFFICIAL

[Secretary, Assistant Secretary, CFO, or any Assistant Treasurer]

Bellevue Union School District

Agenda Item for Board Meeting of November 15, 2022

Agenda Category: Action

Agenda Item Title: Consider Approval of Application for Short Term Staff Permit for Elementary Teacher Mindy Duncan, Special Day Class

Prepared By: Stacy Spector, Director of Human Resources

Background:
The proposed application for a Short Term Staff Permit (STSP) is for the employment of Mindy Duncan, an SDC teacher at Taylor Mountain. Created in response to the phasing out of emergency permits, a "STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully-credentialed teacher cannot be found." Mindy is enrolled in and is completing her coursework and required tests in order to apply for a preliminary Education Specialist Credential: Mild/Moderate.

It is the intent of the District to employ Wendy as a probationary teacher to fill a vacancy created by an increase in projected enrollment for the 2022-2023 school year.

The District was unable to successfully recruit a teacher who possesses an Education Specialist Credential despite several efforts. As a result, we recommend supporting the application of:

Mindy Duncan
Special Day Class (SDC)Teacher
Taylor Mountain Elementary
Hired on the basis of a Short Term Staff Permit

Recommended Action:
Recommend for Approval

Supporting Documents:
Form CL859
Ed Join Posting

Sonoma County
Office of Education
5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

Temporary County Certificate (TCC)
and
Affidavit of Application

Print Name: Duncan (Last) Mindy (First) _____ (Middle Initial)
(Press hard and print clearly)

Social Security Number: [redacted] Date of Birth: 04 (MM) / 03 (DD) / 1996 (YYYY)
(Your social security number and date of birth are requested for identification purposes only)

All Aliases/Former/Maiden Name(s): _____

I certify that I have applied for the following California document: Short-Term Staff Permit (STSP)

Applied through: SCOE Date of issuance: 8/8/22

Preliminary ☐ Clear ☐ Emergency ☑ Other _____

Subject/Service: Education Specialist - Mild/Moderate

I further certify (or affirm) under penalty of perjury that I have provided true and accurate statements of all facts relating to my professional and personal qualifications for the performance of service requiring certification. I am aware that such application may be denied on any of the grounds provided by Education Codes 44345 and 44346, but to the best of my knowledge, no reason exists why I should not be issued this credential or permit.

I acknowledge that this Temporary County Certificate is **valid** until the expiration date as noted on this form or SCOE is notified that the application has either been granted or rejected by the California Commission on Teacher Credentialing (CTC). If the application packet is rejected by CTC, this document is **no longer** valid. I further acknowledge that to render certificated service without the proper credential will be in violation of Education Code 45036.

I am currently employed as a(n) Teacher (Administrator, Teacher, Substitute, etc.) with Bellevue District

Home Address: [redacted]

Phone Number: [redacted]

Signed: _____ Date: 10/19/2022

TEMPORARY COUNTY CERTIFICATE
(County Use Only)

The Sonoma County Office of Education does hereby grant a Temporary County Certificate for service in Sonoma County as authorized by the above named credential and Education Code 44332.

This Temporary County Certificate expires six (6) months from date of issuance 8/8/22.

By: _____ Title: SCOE Credentials **Expires on:** 2/28/23

White-Credentials Yellow-Applicant Pink-District

☐ Escape
☐ TCC
☐ Granted _____
Date

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Short-Term Staff Permit

This form must be completed by the employing agency and submitted with each application for a Short-Term Staff Permit.

Name of Applicant: Mindy Duncan

SSN: _____

Name of Employing Agency: Bellevue Union School District

County/District/CDS Code: Sonoma COunty

- ☐ Multiple Subject
- ☐ Single Subject - Specify subject(s): _____
- ☒ Education Specialist - Specify specialty area(s): Mild/Moderate

The Short-Term Staff Permit can be issued for one year, provided that it expires at the end of the employing agency's school year. The end of the school year shall be no later than July 1 unless the permit is being used for a summer school assignment whereby the end of the school year shall be no later than September 1.

Provide the ending date of your school year below.

Ending Date 06-02-23 This date will be the expiration date of the STSP.

☐ Check here if this is a summer school assignment.

By submitting this form, the employing agency named above verifies that requirements 1-4 have been completed.

1. Local recruitment efforts have been conducted for the Short-Term Staff Permit being requested
2. The permit holder has been provided with orientation to the curriculum and to techniques of instruction and classroom management
3. The permit holder has been assigned a mentor teacher for the term of the Short-Term Staff Permit
4. Justification for the acute staffing need which requires the Short-Term Staff Permit (check one):
   - ☐ The individual needs additional time to complete pre-service requirements for enrollment into a Commission-approved intern program
   - ☐ Enrollment adjustments require the addition of another teacher
   - ☑ The individual is unable to enroll in a Commission-approved intern program due to timelines, lack of space in the program, or needs to complete core area subject matter (for education specialist permit)
   - ☐ Unavailability of a third-year extension or withdrawal from an intern program
   - ☐ The teacher of record is unable to finish the school year due to approved leave/illness

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title Director, Human Resources Date 10-16-22

EDJOIN

Special Day Class Teacher Elementary at Bellevue Union School District

Job Information

Date Posted: 8/29/2022

Application Deadline: Until Filled

Employment Type: Full Time

Length of Work Year: 185

Salary: $58,739-$114,104 DOE + Generous District Contribution toward health benefits.

Number Openings: (At time of posting) 1

Contact: Tracy Whitaker

Email: twhitaker@busd.org

Phone:

Job Summary

The Bellevue Union School District is hiring talented individuals who want to make a difference in the lives of children. True to our mission, we "Inspire Learning" through "Engaging and valuing/caring our students, families and staff."

We are looking to add to our incredible team of Special Education professionals. The Elementary Special Day Class Teacher will work at Kawana Springs Elementary School.

Requirements / Qualifications

All applicants must possess a current California Education Specialist Teaching Credential (Mild/Moderate with Autism Authorization or Moderate/Severe).

Required Documents Include:
Completed EDJOIN Application
Letter of Introduction
Resume
3 Current Letters of Recommendation
Copy of the Credential

*If offered a contract the applicant must provide official transcripts.

- Credential Copy
- Letter of Introduction
- Letter(s) of Recommendation (We require 3 current letters of recommendation dated within the past year.)
- Resume

Comments and Other Information

Please visit our website for more information about our district and our schools at: www.busd.org
The Bellevue Union School District offers an extremely competitive salary and a generous benefit package to its employees. Go to the Human Resources page on our website to review our salary

schedules and employee contracts.

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Bellevue Union School District

Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

Background:
Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:
It is recommended the Board ratify these warrants.

Supporting Documents:
Payroll Totals
Board Report of Checks

Bellevue Union School District
2022-2023
October Payroll Totals

Manual Payroll 10/18/2022	
Certificated	-
Classified	366.60
Total	366.60
Regular Payroll 10/31/2022	
Certificated	844,746.64
Classified	413,997.27
Total	1,258,743.91
Supplemental Payroll 11/10/2022	
Certificated	36,625.00
Classified	9,036.22
Total	45,661.22
Total:	1,304,771.73

Checks Dated 10/14/2022 through 11/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1923835	10/14/2022	BAM Plumbing	01-5800	DO- Plumbing Services		2,200.00
1923836	10/14/2022	Bright Morning Consulting	01-5200	Art of Coaching 101		5,500.00
1923837	10/14/2022	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,443.30	
				OPEN PO: TM Food for Food Svc	1,887.13	
				OPEN PO: MV Food for Food Svc	494.33	3,824.76
1923838	10/14/2022	AT & T	01-5911	Open PO CALNET3		219.33
1923839	10/14/2022	Castino Restaurant Equipment & Supply, Inc.	13-4390	Cafeteria supplies	425.32	
				Kitchen Equipment Supplies	16.42	441.74
1923840	10/14/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	257.50	
				KW- Student Milk	634.00	
				MV- Student Mi k	274.50	
				TM- Student Milk	793.00	1,959.00
1923841	10/14/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	784.15	
				OPEN PO- MV - Fruit & Vegetable	595.50	
				OPEN PO- TM - Fruit & Vegetable	570.10	1,949.75
1923842	10/14/2022	Discovery Office Systems	01-5840	DO: SF5130 RiscoGraph Consumption Fee		177.26
1923843	10/14/2022	EDU Healthcare	01-5100	Speech and Language Services		3,675.00
1923844	10/14/2022	ESP & Alarm Inc.	01-5805	Open PO BV Monthly Patrols	375.00	
				Open PO KS/ELC Monthly Patrols	689.65	
				Open PO MV Monthly Patrols	375.00	
				Open PO TM Monthly Patrols	375.00	
				Unpaid Tax	60.35	1,875.00
1923845	10/14/2022	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ TM	162.45	
				M&O; Custodial Supplies @ KW	1,397.66	
				M&O; Custodial Supplies @ MV	117.07	1,677.18
1923846	10/14/2022	Food Equipment Repair Service	13-5800	Open PO-Food Equipment Repair		320.00
1923847	10/14/2022	Friedman's Home Improvement	01-4380	KW: OPEN PO for Supplies	268.79	
				TM: OPEN PO for Supplies	16.73-	252.06
1923848	10/14/2022	Fun and Function	01-4310	Special Day Class		85.56
1923849	10/14/2022	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	6,533.93	
				OPEN PO MV Food Supply	5,180.69	
				OPEN PO TM Food Supply	579.67-	11,134.95
1923850	10/14/2022	Gopher	01-4390	School Supplies		1,645.73
1923851	10/14/2022	Heinemann	01-4310	Classroom Curriculum		45,094.75
1923852	10/14/2022	Lakeshore Learning	01-5200	Newcomer Class Instruction		808.29
1923853	10/14/2022	Lattice Educational Services	01-5800	NPS: J.C 2022/2023		6,221.25

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ESCAPE ONLINE

Checks Dated 10/14/2022 through 11/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1923854	10/14/2022	Learning Without Tears	01-5800	Handwriting Supplies		834.02
1923855	10/14/2022	Office Depot Inc	01-4310	2022/2023 School Year Supplies	1,398.04	
				ELC & SPED	193.86	
				New Writing Curriculum K-6	2,151.33	3,743.23
1923856	10/14/2022	Oriental Trading Company Inc.	01-4350	Paw Wednesday Folders		626.18
1923857	10/14/2022	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	728.38	
				KW/ELC- Garage & Recycling	919.40	
				MV: Garage & Recycling Pick up	790.02	
				TM- Garage & Recycling	790.02	3,227.82
1923858	10/14/2022	Revolution Foods PBC	13-5100	Meals for KS, TM & BV		31,348.00
1923859	10/14/2022	School Health Corporation	01-4390	Open PO Medical Supplies		376.67
1923860	10/14/2022	TSA Matric Trust (DEN) Aspire	01-9540	Sara Furch [redacted]		50.00
1923861	10/14/2022	Whitaker, Tracy J	01-9540	September Aspire Deduction		485.00
1923862	10/14/2022	Finkbeiner, Katelin C	01-4310	Classroom Supplies		241.60
1923863	10/14/2022	Wong, Lynn M	13-4390	Container for Field Trip all school sites	237.90	
				Cooks Training Supplies	438.91	
				MV & BV Kitchen Supplies	29.56	706.37
1923864	10/14/2022	Apple, Inc	01-4344	ECF Funded IPADS		32,519.50
1923865	10/14/2022	Advanced Reproduction Center	01-5800	Open PO-ARC- Copies 2022/2023		185.30
1923866	10/14/2022	Commercial Kitchen & Appliance	25-6200	Compressor Replacement		2,866.47
1923867	10/14/2022	California School Boards Association	01-5200	BUSD Trustee & Supt		4,620.00
1923868	10/14/2022	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		1,638.00
1923869	10/14/2022	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	644.64	
				Lease Agreement for Copiers Acc# 20399421-1	1,273.10	1,917.74
1923870	10/14/2022	FedEx	01-5800	DO: Fedex Shipments		60.07
1923871	10/14/2022	Fishman Supply Co	01-4350	Copy Paper	1,141.77	
				Xerox Paper	2,197.34	
			01-4370	M&0: Custodial Supplies@BV	1,860.86	5,199.97
1923872	10/14/2022	Friedman's Home Improvement	01-4390	Open PO General Dist Maint		21.65
1923873	10/14/2022	Golden State Electric	01-5800	Electrical General Services		1,055.33
1923874	10/14/2022	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		10.00
1923875	10/14/2022	Heinemann	01-4310	Classroom Instruction		45,094.75
1923876	10/14/2022	Regina Rosenzweig	01-5200	Training for Teachers		7,000.00
1923877	10/14/2022	School Services Of California	01-5200	Position Control Training		195.00
1923878	10/14/2022	US Bank Equipment Finance	01-5632	Contract Number : 500-0627862-000	111.20	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1923878	10/14/2022	US Bank Equipment Finance	01-5858	OpenPO - Contract # 500-0506711-000	548.39	659.59
1923879	10/14/2022	Verizon	01-5800	Support Internet Service		266.07
1923880	10/14/2022	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		447.50
1923881	10/14/2022	Maram-Mccullough, Denise	01-4397	Parent, Staff & Custodian Supplies/Card		155.50
1923882	10/14/2022	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		4,203.60
1923883	10/14/2022	Illuminate Education	01-5200	Illuminate Training		2,500.00
1923884	10/14/2022	Lakeshore Learning	01-5800	4 grade wish list	1,299.83	
				4th grade Wish List	1,308.82	2,608.65
1923885	10/14/2022	McGraw-Hill School Education Holdings, LLC	01-4310	Three Year Math Curriculum		5,269.17
1923886	10/14/2022	Office Depot Inc	01-4350	Student & Office Supplies		104.02
1923887	10/14/2022	School & College Legal Service Sonoma County Office of Ed.	01-5200	HR PD/ Negotiations Prep		45.00
1923888	10/14/2022	SHI International Corp	01-4345	ITECH: Varies Supplies/ Equipment		2,131.44
1924571	10/19/2022	Wong, Lynn M	13-4390	Field Trip Cups		80.37
1924572	10/19/2022	SYNCB/Amazon	13-4390	DO : Office Supplies Purchases		851.42
1924573	10/19/2022	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	397.75	
				OPEN PO: TM Food for Food Svc	1,150.59	
				OPEN PO: MV Food for Food Svc	349.28	1,897.62
1924574	10/19/2022	Castino Restaurant Equipment & Supply, Inc.	13-4390	Cafeteria supplies		114.77
1924575	10/19/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	481.50	
				KW- Student Milk	343.00	
				MV- Student Mi k	447.00	
				TM- Student Milk	411.00	1,682.50
1924576	10/19/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	202.00	
				OPEN PO- MV - Fruit & Vegetable	112.00	
				OPEN PO- TM - Fruit & Vegetable	215.00	529.00
1924577	10/19/2022	Coggins Fence & Supply Inc.	01-5800	OPEN PO: Parts & Repairs		43.63
1924578	10/19/2022	Discount School Supply	01-4310	SDC Preschool		60.63
1924579	10/19/2022	EDU Healthcare	01-5100	Speech and Language Services		2,940.00
1924580	10/19/2022	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies	38.15	
			01-4390	Open PO General Dist Maint	8.93	47.08
1924581	10/19/2022	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	3,500.74	
				OPEN PO MV Food Supply	2,353.31	
				OPEN PO TM Food Supply	2,113.21	7,967.26
1924582	10/19/2022	Lakeshore Learning	01-4310	SDC Classroom TM & MV	5,925.21	

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Checks Dated 10/14/2022 through 11/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1924582	10/19/2022	Lakeshore Learning	01-5800	4 grade wish list	1,308.82	
				Student Supplies	.01	
			01-9510	Student Supplies	915.51	8,149.55
1924583	10/19/2022	Lozano Smith, LLP	01-5823	Open PO-Legal Fees 22/23		3,327.00
1924584	10/19/2022	McGraw-Hill School Education Holdings, LLC	01-4310	Math Curriculum	5,952.13	
				Math Instruction	298.87	
				Three Year Math Curriculum	33,093.23	39,344.23
1924585	10/19/2022	Office Depot Inc	01-4310	2022/2023 School Year Supplies	155.92	
				2022/2023 School Year Supplies /6th grade	312.94	
				2022/2023 School Year Supplies/kinder	93.55	
				Classroom Supplies	124.75	
				Folders for CUM	179.86	
				New Writing Curriculum K-6	399.09	
			01-4350	Office Supplies	136.27	
				Safety Traffic Sign	109.79	
				SDC Classroom	46.97	1,559.14
1924586	10/19/2022	Presence Learning Inc	01-5800	Speech & Psych Services		33,254.94
1924587	10/19/2022	Lockbox Bartley Pump PMLLC	25-5800	Open PO -Bartley Pump		1,275.00
1924588	10/19/2022	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,328.23
1924589	10/19/2022	Redwood Pediatric Therapy Asso	01-5800	Occupational Therapy Services		14,548.98
1924590	10/19/2022	Soliant	01-5100	LPN & SLPA Services		11,588.00
1924591	10/19/2022	Eduardo Barrera Vazquez	01-9515	Reissue LIVE Scan Stale check Ref: 1862889		25.00
1924592	10/19/2022	Craig, Nina S	01-9515	Reissue Stale Check # 1866389 Staff/food		376.33
1924593	10/19/2022	Barajas Contreras, Magali	01-9515	Reissue Stale Check # 1850846 - LIVE SCAN		25.00
1924594	10/19/2022	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		255.33
1924595	10/19/2022	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	327.00	
				MV- Student Mi k	223.50	550.50
1924596	10/19/2022	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		77.95
1924597	10/19/2022	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ KW	61.28	
				M&O; Custodial Supplies @ MV	383.14	444.42
1924598	10/19/2022	Food Equipment Repair Service	01-5800	BV Kitchen		303.50
1924599	10/19/2022	Friedman's Home Improvement	01-4380	KW: OPEN PO for Supplies	85.67	
			01-4390	Open PO General Dist Maint	47.78	133.45
1924600	10/19/2022	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.74	
			01-5950	OPEN PO-Postbase 45 mail machine	162.24	164.98

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ESCAPE ONLINE

Checks Dated 10/14/2022 through 11/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1924601	10/19/2022	Myers FoodService Equip	13-4390	OPEN PO: Kitchen Supplies		169.38
1924602	10/19/2022	PG&E	01-5520	Open PO -PG & E 2022/2023		10,935.50
1924603	10/19/2022	PLTW	01-9510	Professional Developement		4,282.60
1924604	10/19/2022	RGM Kramer Inc	21-6200	RGMK CM Services Agreement KS Modernization		20,000.00
1924605	10/19/2022	RGM Kramer Inc	21-6200	BUSD Portables MOdernization Cousulting	10,000.00	
				Extension Of Agreement/ Construction Mgmt Services	1,785.00	11,785.00
1924606	10/19/2022	School Specialty LLC	01-4310	Special Day Classroom Supplies		1,845.47
1924607	10/19/2022	TLCD Architecture	21-6200	KS Modernizaton Architecture		7,256.73
1924608	10/19/2022	Total School Solutions	01-5800	Accounting Support		7,767.50
1925323	10/21/2022	Romo-Flores, Aracely	01-4310	Supplies for Newcomers/6th grade Resource Book	302.62	
			01-4397	Treats/food for Various Events	731.73	1,034.35
1925324	10/21/2022	Kellison, Michael J	01-4397	Lunch for Board Members/Leadership/Adm	212.34	
			01-5200	Airline Tickets for CSBA Annual Conference	1,790.00	2,002.34
1925325	10/21/2022	Wong, Lynn M	13-4390	National School Lunch Recognitions		120.33
1925326	10/21/2022	Valley Comfort Heating & Air	01-5800	Open PO : 2022/2023		1,190.93
1925327	10/21/2022	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc		385.99
1925328	10/21/2022	Clover Stornetta Farms Inc	13-4715	KW- Student Milk	240.50	
				TM- Student Milk	138.00	378.50
1925329	10/21/2022	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	368.60	
				OPEN PO- TM - Fruit & Vegetable	235.25	603.85
1925330	10/21/2022	TIAA Bank	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	270.80	
				Lease Agreement for Copiers Acc# 20399421-1	1,273.10	1,543.90
1925331	10/21/2022	Fun and Function	01-4310	Special Education Supplies		110.97
1925332	10/21/2022	Gold Star Foods, Inc.	13-4710	OPEN PO TM Food Supply		852.33
1925333	10/21/2022	Heinemann	01-4310	Academic Curriculum		6,251.83
1925334	10/21/2022	McGraw-Hill School Education Holdings, LLC	01-4310	Math Instruction	23,824.94	
				One Year Math Curriculum	1,199.70	
				Three Year Math Curriculum	27,233.29	52,257.93
1925335	10/21/2022	Mentors Moving & Storage	13-5800	Kitchen Storage		150.00
1925336	10/21/2022	Office Depot Inc	01-4310	ELC & SPED	27.75	
				SPED and ELC SDC Classrooms Supplies	111.99	139.74
1925337	10/21/2022	voyager Sopris Learning	01-4310	K-3 SDC		500.00

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ESCAPE ONLINE

Checks Dated 10/14/2022 through 11/04/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1925338	10/21/2022	Writing by Design	01-5800	Writing Instruction		768.61
1925339	10/21/2022	Barbara C. Kavanaugh DBA BK Consult	01-5823	Board Governance Training		2,100.00
1925340	10/21/2022	Fishman Supply Co	01-4310	DO: All School Site Paper Order	282.81	
			01-4370	M&0: Custodial Supplies@BV	118.71	
				M&O: Custodial Supplies @ ELC	66.62	468.14
1925341	10/21/2022	Friedman's Home Improvement	01-4380	TM: OPEN PO for Supplies		29.94
1925342	10/21/2022	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		1,270.00
1925343	10/21/2022	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply		1,781.11
1925344	10/21/2022	Roto-Rooter Plumbers	01-5800	Open PO-Roto Rooter Plumbers		425.00
1925345	10/21/2022	Westminster Woods Camp and Conference Center	01-5833	6th grade Outdoor Ed		11,434.00
1928004	11/04/2022	EDD State of California	01-9555	Confirmation NO 1-605-808-352/ Acct# 942-0503-6		15,110.32
1928005	11/04/2022	Mulligan-Hirsch, Susan E	01-4390	Various Supplies		113.47
1928006	11/04/2022	Colombo-Stuart, Cara	01-4310	FC Food		135.08
1928007	11/04/2022	Whitaker, Tracy J	01-5201	Mileage Reimbursment		86.88
1928008	11/04/2022	Santamaria, Jose	01-4440	Apple Store Repair		99.00
1928009	11/04/2022	Bunnell, Mark W	01-4310	Student Supplies		300.00
1928010	11/04/2022	Kellison, Michael J	01-4397	Name Tag for Board Member/Leadership 40 Lunch	40.89	
			01-5200	Airline Tickets for CSBA Conference	407.99	
				Transportation to/from Hotel & Airport	193.50	642.38
1928011	11/04/2022	Wong, Lynn M	01-5200	CSNA Convention Expenses	811.56	
			13-4390	Chefs Store Supplies, Cooks Training	290.10	1,101.66
1928012	11/04/2022	Castillejos, Miriam N	01-4310	Student Supplies	104.62	
				Various School Supplies	189.91	294.53
1928013	11/04/2022	Jereb, Billie Joe	01-4390	Various Classroom Supplies		718.76
1928014	11/04/2022	ACSA	01-5300	ACSA Board of Trustees		1,000.00
1928015	11/04/2022	RosevilleTermite & Pest Contro l	01-5800	Pest Management Services		1,365.00
1928016	11/04/2022	SYNCB/Amazon	01-4440	ITECH: Supplies		62.78
1928017	11/04/2022	Anova Education & Behavior	01-5800	Bahavior & Speech Occupational Therapy: B.T		5,885.04
1928018	11/04/2022	August- Jaye Construction	21-6200	BUSD Portable Building Repairs		144,156.18
1928019	11/04/2022	BAM Plumbing	01-5800	DO- Plumbing Services		5,308.46
1928020	11/04/2022	California's Valued Trust	01-9578	Coverage For Oct 2022		172,817.40
1928021	11/04/2022	Crown Awards	01-4350	Metals for Reclassification		273.42
1928022	11/04/2022	Dave Bang Associates Inc	01-9510	TM Playground Tic Tac Toe Panel Replacement		2,670.12

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1928023	11/04/2022	EDU Healthcare	01-5100	Speech and Language Services		7,350.00
1928024	11/04/2022	Gopher	01-5200	Training for Education Week Nov 1, 2022		2,182.50
1928025	11/04/2022	Janet Gossett	01-4350	DO: OPEN PO:Signature Stamps/ Ink		33.31
1928026	11/04/2022	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2022/2023		10,300.00
1928027	11/04/2022	Lakeshore Learning	01-5800	1st grade supplies	675.17	
				4 grade wish list	1,984.38	2,659.55
1928028	11/04/2022	Language People	01-5803	ELC- OPEN PO Interpreting services		144.00
1928029	11/04/2022	Maria Gabriela Porter	01-5800	Speech Services for Preschool Program		9,371.60
1928030	11/04/2022	McGraw-Hill School Education Holdings, LLC	01-4310	Math Instruction		1,826.09
1928031	11/04/2022	North Bay Children's Center	12-5100	Sub Contract FY 2022/2023		131,321.02
1928032	11/04/2022	Lockbox Bartley Pump PMLLC	25-5800	Open PO -Bartley Pump		1,190.86
1928033	11/04/2022	Pylon Communications LLC	01-5911	IT: Telephone Service 2022/23		2,994.13
1928034	11/04/2022	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		116.65
1928035	11/04/2022	RGM Kramer Inc	21-6200	Additional Services KSM Project		44,633.00
1928036	11/04/2022	Roberta Jue	01-5800	Speech & Language Services		5,280.00
1928037	11/04/2022	Soliant	01-5100	LPN & SLPA Services		7,898.25
1928038	11/04/2022	WEX BANK	01-4362	DO : Fuel Card		380.35
				Total Number of Checks	**150**	**1,115,084.39**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	118	682,231.29
12	Child Development Fund	1	131,321.02
13	Cafeteria Fund	24	68,308.49
21	Building Fund	5	227,830.91
25	Capital Facilities Fund	3	5,332.33
	Total Number of Checks	**150**	1,115,024.04
	Less Unpaid Tax Liability		60.35-
	Net (Check Amount)		**1,115,084.39**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Bellevue Union School District
November 15, 2022

7. Consent Calendar

7.1. Board Meeting Minutes
7.1.1. Regular Board Meeting Minutes October 18, 2022
7.2. Acknowledge and Accept Grants & Donations
7.2.1. Kawana Student Support Fund of Community Foundation Sonoma County, school presentation and materials to support bilingual literacy, $1484.09 - Kawana Springs
7.2.2. Donors Choose: Move Over, Scientists Coming!: $841, Bellevue Elementary School - Boyce
7.2.3. Donors Choose: $155, Bellevue Elementary School - Boyce
7.2.4. Donors Choose: Keeping My Class Looking Good and Feeling Loved: $422, Bellevue Elementary School - Boyce
7.3. Personnel Activity Log

Recommended Action:
It is recommended that the Board of Trustees approve the agenda items on the Consent Calendar.

Supporting Documents:
Backup documentation for each item on the Consent Calendar.

BUSD October 18, 2022 Board Meeting Minutes

1. Open Session 5:30 P.M.

   The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:33 pm by Trustee Jamie Padilla, in person at the Bellevue Union School District Office.

   1.1. Call To Order

   1.2. Public Comment on Closed Session AgendaTiffany Kampmann - Item 2.1.1.1

2. Adjourn to Closed session 5:34 P.M.

   2.1. Closed Session Agenda
   - 2.1.1. Public Employment § 54957
     - 2.1.1.1. Leave of Absence

3. Reconvene To Regular Session: 6:34 P.M.

   3.1. Flag Salute: Michael Kellison led the flag salute.

Members Present:	Jamie Padilla, John Jarvis, Adele Walker, Stephanie Merrida-Grant, and Michael Kellison
Members Absent:	Lisa Reyes
Late Arrivals:	John Jarvis
Early Departures:	None
District Office Staff Present:	Michael Kellison, Moriah Hart, Chris Kim, Aracely Romo-Flores, Stacy Spector, Ryan Green, Bill Jereb
Others Present:	See Sign in

   3.2. Report on Closed Session: Leave of Absence Approved

   3.3. Consider Agenda Adjustment: None

   3.4. Public Comment: None

4. Public Hearing

   4.1. Sufficiency or Insufficiency of Instructional Materials

5. Information

5.1. NCOE Programming at BUSD, Melissa Moore, NCOE Program Manager

6. Discussion/Action Item

6.1. Board Members interviewed applicants for the Appointed as if Elected (AIE) Trustee to Governing Board (to fill the seat being vacated in December):
6.1.1. Applicants
6.1.1.1. Linda Lemus
6.1.1.2. Kathy Mullins
6.1.1.3. Alanya Navarro Blake (via Zoom)
6.2. The Board discussed and reviewed the qualifications of the applicants interviewed for the Appointed as if Elected (AIE) Trustee (Gov. Code 54954.5)
6.3. On a motion by John Jarvis, second by Adele Walker, the Board chose Alanya Navarro Blake to be sworn in as Board of Trustee, filling the seat to be vacated by Stephanie Merrida-Grant, at the December 13, 2022 board meeting.

Action: Approved

Vote	3	Ayes
	1	Noes - Stephanie Merrida-Grant
	1	Absent - Lisa Reyes

7. Discussion

7.1. Financial Feasibility Study: Reorganization of Santa Rosa City High School District and the Nine Feeder Elementary School Districts

8. Action

8.1. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved Resolution No: 7 Proclaiming the Second Monday of October As Indigenous Peoples' Day

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

8.2. On a motion by Stephanie Merrida-Grant, second by Adele Walker, the Board approved Resolution No: 8 Proclaiming November 2022 as Native American Heritage Month

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

8.3. On a motion by Adele Walker, second by John Jarvis, the Board approved Resolution No: 9 Proclaiming October 9–15, 2022 as Week of the School Administrator

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

8.4. On a motion by Adele Walker, second by John Jarvis, the Board approved Resolution No. 10 in Support of Proposition 28

Action: Approved

Vote	3	Ayes
	1	Noes - John Jarvis
	1	Absent - Lisa Reyes

8.5. On a motion by John Jarvis, second by Stephanie Merrida-Grant, the Board approved the 2022-2023 BUSD Governance Handbook Annual Update

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

8.6. On a motion by Adele Walker, second by John Jarvis, the Board approved the Williams Quarterly Uniform Complaint Report Summary (July 1-September 30, 2022)

Action: Approved

Vote	4	Ayes

	0	Noes
	1	Absent - Lisa Reyes

8.7. Ratification of Bills and warrants

Payroll Totals

Manual Payroll 09/16/2022

Certificated:	$0
Classified:	$0
Total:	**$0**

Regular Payroll 09/30/2022

Certificated:	$852,559.07
Classified:	$403,434.31
Total:	**$1,255,993.38**

Supplemental Payroll 10/07/2022

Certificated:	$39,314.61
Classified:	$25,441.96
Total:	**$64,756.57**

Total: **$1,320,749.95**

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	876,902.13
12 Child Dev. Fund	230,989.30
13 Cafeteria Fund	133,361.57
21 Building Fund	437,459.37
25 Cap Facilities Fund	2,174.88
Total Payables	$1,680,887.25

On a motion by Stephanie Merrida-Grant, second by Adele Walker, the Board ratified the Bills and Warrants.

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent - Lisa Reyes

9. Consent Calendar

9.1. Addition of "Health Care Assistant" to Range 14 to the 2022-23 Classified Salary Schedule
9.2. Board Minutes
9.2.1. Regular Board Meeting Minutes September 13, 2022
9.2.2. Special Board Meeting Minutes September 20, 2022
9.3. Donations/Grants
9.3.1. Medtronic of Santa Rosa: an electric pencil sharpener, sanitizing wipes, and a mini first aid kit, Taylor Mountain, all teachers
9.3.2. Donors Choose: Dyeing to Go to Camp: Tie Dye T-shirts, $429, Bellevue, Bridges
9.3.3. Donors Choose: Wobbles for Wigglers, $503, Bellevue, King
9.3.4. Donors Choose: Outdoor tree table with stools, $650, Bellevue, King
9.3.5. Seniors4Students: 7 Handmade Student Desks for Home, chair, and a lamp, Bellevue, Students
9.3.6. Adopt a Classroom and Burlington, $1,000, Bellevue, Bridges

On a motion by Adele Walker, second by John Jarvis, the Board approved the Consent calendar

Action: Approved

Vote	4	Ayes
	0	Noes
	2	Stephanie Merrida-Grant, John Jarvis

10. Reports

10.1. California School Employees Association, Chapter 501
N/A
10.2. Bellevue Education Association

Rebekah Hansen, BEA Co-President Reported:

Good evening members of the board and Superintendent Kellison,

Happy Fall! It's supposed to be 90 degrees tomorrow so it doesn't really feel like it, but I can't wait for the weather to get cooler and for the holiday festivities to begin.

Julie and I have been talking about our board reports and trying to figure out what to say as we feel like we have nothing super urgent to report. But in thinking, part of the reason we have nothing to report is because we have developed a good, open line of communication with superintendent Kellison. At this time, we are able to address our concerns through different avenues like EERC and teacher meetings with the superintendent. We want to again thank you for establishing these norms and look forward to continuing to solve the problems of the world together.

We have some fun things happening at our schools this month. The girls volleyball season is coming to an end with a tournament starting on November 1st. Basketball tryouts will be next month as well. We also have some fun Halloween activities such as parades, Dia de Los Muertos celebrations, and trunk or treat. We invite you to join us on October 28th and the 31st for various activities. We will send an email with specific dates and times.

Although super fun, these next few months are busy ones for teachers.
The first trimester ends November 4th followed by conferences the week of November 14th. Teachers are already preparing report cards and scheduling conferences.
In closing, BEA will not be at the November board meeting as that is our late night for conferences so we want to take this time to extend a very heartfelt thank you to Stephanie Merrida Grant for serving as a board member for the past several years. We appreciate your dedication to our students, teachers, and schools. Your thoughtful insights, unwavering support, and smiling face will be missed. Please come back and visit us.

10.3. Principal Reports

Denise McCullough, Kawana Springs Principal, reported:

Good evening members of the Board, Mr. Kellison, District Community Members,

October is always a special month, as students have settled into the rhythms of the school year and learning is apparent. Art projects can be seen on display of pumpkins, autumn trees, and Halloween themes… students (and staff) can be heard talking about what costume they are going to wear… and there are various occasions to look forward to.

Our calendars are full of community events. Coming soon on our campuses are a fall carnival, a family literacy night, a Dia de los Muertos celebration and costume parades. We also have assemblies happening to celebrate student success. On one campus, students are attending the first overnight outdoor ed field trip at Westminster Woods in years. We continue our effort to boost participation and offer opportunities for parents to share their input through Parent Coffee, ELAC and School Site Councils.

In addition, we're implementing our second month focused on a Character Strong theme. In October, classes have been doing lessons and activities focused on responsibility. It's great to be on the same page with social emotional learning, district wide.

We were also so pleased to offer professional development for our teachers on the new Writing by Design curriculum. This week, teachers are observing demonstration lessons at the Meadowview campus to further their understanding of best practices with the new curriculum.

It's hard to believe that the end of the trimester is soon approaching on November 4th. Report cards have been updated with new priority standards, thanks to all the teachers and admin who helped with this process.

All in all, the work we are doing on our sites and as a district has been focused on learning and building positive school communities and cultures. Thank you all for your support with the important work we do for our students, staff and families.

10.4. Board Reports/Board Items

John Jarvis: I'm excited about outdoor ed. I will be a chaperone on the trip for my last child in the district. I was impressed with the three candidates, usually people only get involved when they're angry and this was such a positive opportunity. We are leaps and bounds from where the district was when I applied to be on the board. Thank you.

Adele Walker: We always say thank you. Thank you to the administrators. You have to listen to it all and you don't get as many kudos, thanks and gifts as teachers do.

Stephanie Merrida-Grant: I could have stayed, but realistically with the amount of work and additional responsibility I have it wasn't possible to give fully. The new candidate will be new blood and bring in new ideas. I'll attend meetings, I still live in the district. I will always fight for our community and our kids. And even though my kids are out of the district I'll still volunteer when I can. There is good work happening here. My kids build their educational foundations here. Thank you for the work you do and the solid foundation you provide to all of our children.

Jamie Padilla: I think they said everything. Thank you all.

10.5. Superintendent Report

10.5.1. Enrollment Update

Superintendent Kellison reported:

As we approach the end of the first trimester, we will begin our work on report cards, hold parent-teacher conferences, and discuss how we can continue to enhance the educational program for our students. Our teachers will continue to engage in professional growth in the area of language arts; students will remain engrossed in learning to be independent, thoughtful scholars; and families will continue to support our efforts in providing their children with a high quality education.

State of the District

Overall, there is much to celebrate in the district. Students are developing their math and language skills, staying physically active through their participation in physical education, engaging with the arts through in class and after school activities, and exploring the world around them by participating in field trips. During my visits to campuses I have the privilege of observing our students and teachers do what they do best; learn, explore and educate.

I recently shared a letter to our community regarding the dangers of opioids, specifically a new opioid marketed specifically for children, Rainbow Fentanyl. With Halloween upcoming, I want to make sure that our families are aware of this new danger and monitor what it is their children consume following an evening of Trick or Treating.

Enrollment continues to remain strong with future growth predicted based upon the number of

housing units being built within our district boundaries. During a recent leadership team meeting, we discussed this issue and began the process of planning for our future. One of the highlights of this discussion was when we brainstormed all of the incredible things that exist within our District and what makes us unique. I thought that I would share that list.

- After School Sports
- Support in Kinder (IA)
- After School Violin and Chorus
- After School Move over Mozart piano lessons
- Physical Education taught by credentialed teachers
- Spanish Language Dual Immersion Program
- Equitable Access to Technology
- Robust Intervention Programs
- Full Day TK and K Programs
- Cool School After School & Summer Programs
- Counselors and Mental Health Supports (i.e. social-emotional curriculum adoption, Character Strong)
- Family Engagement Facilitators
- Parent Education Opportunities
- Community Partnerships
- On Site Chefs and Scratch Cooking
- Modernized Facilities
- Learning Center for Professional Growth
- Bussing District-Wide
- Fiscal Stability
- Community Engagement Events
- Early Learning Center
- On Site Preschools

I am certain that this is just the tip of the iceberg. We will be putting together a marketing plan so that we can inform our community of what makes Bellevue a destination district.

I am excited about our future and look forward to working with our learning community as we do great things on behalf of our students.

With great pride.

Submitted by: Michael Kellison, Superintendent

11. Planning

November 15, 2022	Regular Board Meeting	5:30 pm	**BUSD District Office** 3150 Education Drive

~~12. Return to Closed session as needed~~

Open Session Adjournment Time: 8:34 pm

Respectfully Submitted,

By Michael Kellison
Secretary to the Board and
District Superintendent

Board Signature:_____ Date: _____

Bellevue Union School District
Board Meeting
Tuesday October 18, 2022
Sign-in Sheet

	Name	School Site/Community Member
1	Aracely Romo-Flores	Learning Center
2	Tiffany Kampmann	Taylor Mtn
3	Tracy Whitaker	District Office
4	Denise McCullough	KS
5	Jean Warker	MV
6	Margaret Jackson	TM
7	Julie McMurtrie	BEA
8	Becky Hansen	BEA
9	MELISSA MOORE	COOL SCHOOL
10	BILL VEREB	DO
11		
12		
13		
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18		
19		
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21		
22		

Bellevue Union School District Personnel Activity Log

For the period: October 15-November 9, 2022
Date of Board Approval: November 15, 2022

Employment

Classified:

1. Guerrero, Erika, .5 FTE/4 Hour, Position #388, Student Supervisor, Taylor Mountain Elementary School
   Effective: November 3, 2022
2. Lopez, Gerardo, 1.0 FTE/8 Hour Family Engagement Facilitator, Bilingual, Bellevue Elementary School
   Effective: November 14, 2022

Classified Management: No report at this time.

Certificated:

Certificated Management: No report at this time.

Change of Contract:

Classified:

1. Arenas, Diana, .0625 FTE/30 minutes, Student Supervisor, Bellevue Elementary in addition to her .75 FTE/6 hour, Instructional Assistant, Bilingual at Bellevue Elementary
   Effective: October 17, 2022
2. Quinonez, Silvia .5 FTE/4 hour, Dishwasher, Bellevue Elementary from .25 FTE/2 hour Dishwasher at Bellevue Elementary
   Effective: October 15, 2022
3. Quinonez, Silvia .0625 FTE/30 minutes, Resignation from Student Supervisor, Bellevue Elementary
   Effective: October 31, 2022
4. Reyes, Maria .625 FTE/5 hour, from .75/6 hour in same position, Special Day Class (SDC) Instructional Assistant (IA) Early Learning Center (ELC)
   Effective: October 31, 2022
5. Rivera, Rebeca .75 FTE/6 hour MTTHF and .625 FTE/5 hour W, Special Day Class (SDC) Instructional Assistant (IA), Bellevue Elementary School
6. Effective: October 24, 2022
7. Roza, Kristin, .0625 FTE/ 30 minutes from .13FTE/1 hour, Student Supervision, Taylor Mountain ElementarySchool
   Effective: September 1, 2022

Classified Management: No report at this time.
Certificated Job Shares: No report at this time.

Certificated Leave:

1. Kampmann, Tiffany, 1.0 FTE 7 hours, 3rd Grade Teacher, Taylor Mountain Elementary School
   Effective: November 28, 2022-December 18, 2022

Unpaid Leave of Absence: 39 month rehire: No report at this time.

<u>Separations from the District</u>

Classified:

1. Garcia, Airis, .5 FTE/4 hour, Position #388, Student Supervision, Taylor Mountain Elementary School
   Effective: 10-28-22

Classified Management: No report at this time.
Certificated:

1. O'Rear, Madeleine, 1.0 FTE/ 7 hour, 6th Grade Teacher, Kawana Springs Elementary School
   Effective: November 4, 2022

Certificated Management: No report at this time.
Retirements: No report at this time.

BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	August	September	October	November	December	January	February	March	April	May	
Bellevue	410	407	419	417							
Kawana	314	309	307	305							
Meadow View	416	421	418	420							
Taylor Mountain	442	443	445	448							
Total Enrollment	**1582**	**1580**	**1589**	**1590**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Census Day (CalPADS/LCFF) Enrollment (1st Wednesday of October)

School	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
District	1736	1786	1769	1802	1753	1691	1616	1596	1539	1486	1590
Charter	0	37	71	94	145	144	0	0	0	0	0
Total Enrollment	**1736**	**1823**	**1840**	**1896**	**1898**	**1835**	**1616**	**1596**	**1539**	**1486**	**1590**

Attendance (P2, Average Attendance over 8 Months) Reported in the Month of April

School	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Bellevue	403	406	391	366	387	397	376	336			
Kawana	388	381	365	337	337	322	321	253			
Meadow View	397	409	425	437	406	382	353	340			
Taylor Mountain	502	503	483	456	413	415	381	352			
Independent Study	0	0	0	0	0	0	0	19			
District Attendance	**1690**	**1699**	**1664**	**1597**	**1543**	**1517**	**1430**	**1300**	**TBD**	**TBD**	**TBD**
% Attendance	*95.52%*	*94.26%*	*94.92%*	*94.41%*	*95.46%*	*95.02%*	*92.94%*	*87.48%*			
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	**1765**	**1803**	**1794**	**1737**	**1543**	**1517**	**1430**	**1300**	**TBD**	**TBD**	**TBD**
% Attendance	*95.94%*	*95.12%*	*94.54%*	*94.69%*	*95.46%*	*95.02%*	*92.94%*	*87.48%*			

Updated: *11/8/22*