



N O T I C E

**BOARD MEETING OF THE BELLEVUE UNION SCHOOL
DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday
November 16, 2021, 5:30 PM CLOSED SESSION, 6:30PM OPEN SESSION IN
PERSON at 3150 EDUCATION DR & ZOOM TELECONFERENCE HOSTED BY
BELLEVUE UNION SCHOOL DISTRICT 3150 EDUCATION DRIVE SANTA
ROSA, CA 95407**

DATED: November 12, 2021

**David Alexander, Ed.D.
SECRETARY TO THE BOARD
AND DISTRICT SUPERINTENDENT**

POSTED: November 12, 2021

BELLEVUE UNION SCHOOL DISTRICT
Regular Board Meeting
In Person At the 3150 Education Dr. &
Video Teleconference Streamed Via Zoom linked on the BUSD Homepage
Tuesday, November 16, 2021

As authorized by the Governor's Emergency Executive Order issued on March 12, the Bellevue Union School District Board of Education will conduct Board of Education meetings in-person and by live video conference until further notice. The meeting will be live streamed on zoom which can be reached via a link from our Bellevue Union School District homepage @ www.BUSD.org

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. 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.

To access the [Public Comment Form](#), please click on the link: [BUSD Digital Comment Form](#) to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.

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.

To access the [Public Comment Form](#), please click on the link: [BUSD Digital Comment Form](#) to submit your comment to Moriah Hart prior to the start of the meeting. All comments received prior to the start of the meeting will be shared during the meeting.

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. Hearing

5.1. Educator Effectiveness Block Grant

6. Information

- 6.1. COVID-19 Updates, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator
- 6.2. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 1st Reading, David Alexander, Ed.D., Superintendent

7. Action

- 7.1. Consider Approval of December 14, 2021 for the Annual Organizational Meeting
- 7.2. Consider Approval of the Governance Handbook
- 7.3. Consider Approval of Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) Regarding Changes in Working Conditions Related to COVID-19
- 7.4. Consider Approval of SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary
- 7.5. Ratification of Bills and Warrants

8. Consent Calendar

8.1. Board Meeting Minutes

- 8.1.1. Regular Board Meeting Minutes October 19, 2021

8.2. Acknowledge and Accept Grants & Donations

- 8.2.1. Donors Choose: Keeping Kids Current Scholastic News Subscription for all of 6th grade: \$543, Bellevue Elementary School - Bridges
- 8.2.2. Donors Choose: Books and Board Games for Bridges, AR books and Indoor recess games: \$529, Bellevue Elementary School - Bridges
- 8.2.3. Donors Choose: Arts and Crafts Are Good for the Soul: \$734, Bellevue Elementary School - Logston
- 8.2.4. Donors Choose: Learning About Our World With Scholastic News: \$264, Bellevue Elementary School - Logston
- 8.2.5. Donors Choose: A Place for Everything, and Everything in Its Place (classroom organizational materials, binders, highlighters, magnets): \$346, Bellevue Elementary School - Simpson

- 8.2.6. Donors Choose: It's Raining, It's Pouring, Our Old Toys Are Boring (indoor recess games, play-doh, puzzles, Lego): \$308, Bellevue Elementary School - Simpson
- 8.2.7. Donors Choose: Let's get rewarding (classroom prizes): \$200, Bellevue Elementary School - Ballard
- 8.2.8. Donors Choose: Reading pointers for all seasons: \$192, Bellevue Elementary School - Lewis
- 8.2.9. Donors Choose: Christmas Art projects: \$220, Bellevue Elementary School - Lewis
- 8.2.10. Donors Choose: Audio Speaker system: \$100, Bellevue Elementary School - Lewis
- 8.2.11. Donors Choose: Laminator for in class projects: \$202, Bellevue Elementary School - Lewis
- 8.2.12. Donors Choose: Headphones for the class: \$378, Bellevue Elementary School - Lewis
- 8.2.13. Grant: Adopt a Classroom/Burlington - Recess Supplies: \$1,000, Bellevue Elementary School- Boyce
- 8.2.14. Grant: NFL Flag in School: \$450, Bellevue Elementary School - Boyce
- 8.2.15. Grant: Adopt a Classroom: Books in Spanish: \$100, Bellevue Elementary School - Bridges
- 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

10. Planning

December 14, 2021	Regular Board Meeting	5:30pm	In person at the Bellevue Union School District Office and live streamed via Zoom linked on the District's Homepage: www.busd.org
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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 16, 2021

Agenda Category: Public Hearing

Agenda Item Title: Public Hearing of the Bellevue Union School District Educator Effectiveness Plan

Prepared By: Aracely Romos-Flores, Curriculum/English Learner Director

Background:

The Educator Effectiveness Block Grant is funding for county offices of education, school districts, charter schools, and state special schools for professional learning for teachers, administrators, paraprofessionals that work with pupils, and classified staff that interact with pupils.

Requirements for these funds include developing and adopting a plan and accompanying budget, coordinating with Title II allocation and spending, presenting the plan at a public meeting of the Governing Board and Board approval at a subsequent meeting.

Recommended Action:

None

Supporting Documents:

[Bellevue Union School District Educator Effectiveness Block Grant Plan](#)

**Bellevue Union School District
Educator Effectiveness Block Grant Plan
(2021-22 through 2025-26)**

Total Educator Effectiveness Block Grant funds awarded to the LEA:		\$352,682.00
Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
<p>1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized Educator Effectiveness Block Grant 2021 for SCOE Page 2 of 6 Allowable Use of Funds Planned Use of Funds (Actions) Planned Expenditures around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.</p>	1a. Establish the Bellevue Educational Success Team (BEST) to work towards a guaranteed and viable curriculum for all students.	\$20,000.00
	1b. Provide support through coaching and mentoring of beginning teachers through the NCSOE and other institutions.	\$30,000.00
	1c. New Teacher Orientation and Support	\$30,000.00
	1d. Grade Level Collaboration to prioritize standards, identify learning targets, determine proficiency, plan units of study, analyze strategies, create common formative assessments, analyze student work, analyze assessment data, analyze strategies, review assessments, plan classroom interventions, identify and use systems of support, and plan enrichment activities. (To be completed over a 5 year period)	\$202,682.00
	1e. Provide professional development opportunities to administrators and teacher leaders, including Teachers on Special Assignment to lead the work above.	

<p>2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history social science, science, technology, engineering, mathematics, and computer science.</p>	<p>* To be addressed in our BEST work. See 1a and 1d..</p>	
<p>3. Practices and strategies that reengage pupils and lead to accelerated learning.</p>	<p>* To be addressed in our BEST work. See 1a and 1d.</p>	
<p>4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.</p>		
<p>5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.</p>		
<p>6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.</p>	<ul style="list-style-type: none"> ● Provide professional development to our teachers, administrators and staff who support students with IEPs 	<p>\$30,000.00</p>
<p>7. Instruction and education to support implementing effective language acquisition</p>	<ul style="list-style-type: none"> ● Provide professional development to our teachers, administrators and staff to 	<p>\$30,000.00</p>

<p>programs for English Educator Effectiveness Block Grant 2021 for SCOE Page 3 of 6 Allowable Use of Funds Planned Use of Funds (Actions) Planned Expenditures learners, which may include integrated language development within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.</p>	<p>support effective language acquisition practices, and strengthen bilingual and biliterate proficiency.</p>	
<p>8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).</p>	<p>N/A</p>	
<p>9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.</p>	<p>N/A</p>	
<p>10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.</p>	<ul style="list-style-type: none"> • Provide TK teachers professional development and support to meet the needs of universal TK students as outlined by AB130. 	<p>\$10,000.00</p>
<p style="text-align: right;">TOTAL:</p>		<p>\$352,682.00</p>

Bellevue Union School District

Agenda Item for Board Meeting of November 16, 2021

Agenda Category: Information

Agenda Item Title: COVID-19 Updates

Prepared By: Tracy Whitaker, Director of Student Services & BUSD COVID-19
Coordinator

Background:

Each month at the regularly scheduled Board meetings, Tracy Whitaker, BUSD Director of Student Services & BUSD COVID-19 Coordinator & David Alexander, Ed.D. Superintendent will provide up to date information to the BUSD Governing Board.

Recommended Action:

No action required

Supporting Documents:

none

Bellevue Union School District
Agenda Item for Board Meeting

Agenda Category: Informational Item

Agenda Item Title: Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

Prepared By: David Alexander, Ed.D., Superintendent

Background:

The California School Boards Association (CBSA) policy services provide sample policies, administrative regulations, bylaws and exhibits as a resource for school districts and county offices of education to develop their own policy manual. These policies are in line with current state/federal laws and have been reviewed and compared to our local policies.

This is the first reading. No action will be taken until the second reading/adoption.

Recommended Action:

No action

Supporting Documents:

Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations - First Reading

Bellevue Union School District
Agenda Item for Board Meeting

Agenda Category: Action

Agenda Item Title: Consider Approval of December 14, 2021 for the Annual Organizational Meeting

Prepared By: Moriah Hart, Executive Assistant

Background:

The law requires school boards to hold annual organizational meetings during open session at a board meeting.

Organization Meeting Items:

- 1.1a Designation of Board President
- 1.1b Designation of Vice President/Clerk
- 1.1c Designation of District Superintendent as Board Secretary
- 1.1d Designation of Monthly Meeting Location
- 1.1e 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 14, 2021 for the Annual Organizational Meeting

Supporting Documents:

None

Bellevue Union School District

Agenda Item for Board Meeting of November 14, 2021

Agenda Category: Review and Action

Agenda Item Title: Governance Handbook

Prepared By: David Alexander, EdD, Superintendent

Background:

In a school district, the board and superintendent work together as a governance team, as delineated in the Governance Handbook. The BUSD Governance Handbook is reviewed annually and updated as appropriate.

Recommended Action:

It is recommended that the Board of Trustees approve the Governance Handbook

Supporting Documents:

Proposed Governance Handbook



Bellevue Union School District

Governance Handbook

November 16, 2021

Board of Trustees

Adele Walker, President
Stephanie Merrida-Grant, Vice President, Clerk
Jamie Padilla, Trustee
John Jarvis, Trustee
Lisa Reyes, Trustee

Superintendent

David Alexander, Ed.D

This handbook reflects the governance team's work on the creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, commitment to norms and coming to agreement on protocols/formal structures that will enable the governance team to perform its responsibilities in a way that best benefits all students.

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Effective Governance

There are three dimensions to the effective governance of any organization. These include the actions of an individual, a group coming together to govern, and the performance of the governance by the group.

In a school district, the board and superintendent work together as a governance team. For a governance team to work effectively, members need to: 1) Maintain a unity of purpose, 2) Agree on and govern within appropriate roles, 3) Create and sustain a positive governance structure, and 4) Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student achievement.

Governance – A Definition

School district governance is the act of transforming the needs, wishes, and desires of the community into policies that direct the community's schools.

Unity of Purpose

Unity of purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

Our District's Core Values

- all students will be academically successful
- all students will be socially responsible
- all students will be emotionally/physically healthy
- our schools will be the multi-cultural, ethnic centerpiece in the community

Our District's Mission

The mission of the Bellevue Union School District is to inspire learning. We as a community do this through collaborative, responsive, reflective practice.

Our District's Vision

BUSD students and staff are engaged, accountable, and supported by a collaborative community that uses evidence to plan and meet every student's needs. The school is the center of the community where members are active participants in the education of our children.

Our Governance Team's Unity of Purpose

We believe that a high quality educational experience provides opportunity for students.

- Our shared purpose is to ensure the best learning environment for all students.
- We want to become an effective team to build trust and move the district forward.
- We want to be a team with a common focus so we are a catalyst for focused efforts of employees and the community.
- We set fiscal priorities that reflect our goals and values while protecting our taxpayers' investments.
- We want to perpetuate a legacy of positive culture.

Governance Roles and Responsibilities

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school boards is to ensure school districts are responsive to the values, beliefs, and priorities of their communities. Boards fulfill this role by performing six major responsibilities. These are 1) setting direction, 2) establishing an effective and efficient structure, 3) providing support, 4) ensuring accountability, 5) providing community leadership as advocates for children, the school district, and public schools, and 6) hiring, evaluating, and, if necessary, replacing the superintendent.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body.

Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The board carries out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The superintendent assists the board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the board performs its governance responsibilities in each job area. It is important to remember that boards who inadvertently get involved in staff responsibilities undercut their ability to hold the superintendent accountable for the results of those efforts.

Performing Governance Responsibilities

We agree with the responsibilities of school Boards as described below by the California School Boards Association (CSBA):

Set the direction for the community's schools

Focus on student learning process and outcomes

Assess needs/obtain baseline data

Generate, review, or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)

Ensure an appropriate inclusive process is used

Ensure these documents are the driving force for all district efforts

Establish an effective and efficient structure for the school district

Employ and support the superintendent

Establish a human resources framework that includes policies for hiring and evaluating other personnel

Oversee the development of and adopt policies

Set direction for and adopt curriculum and require data-producing assessment systems

Establish budget priorities, adopt the budget, and oversee facilities issues

Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

Act with professional demeanor that models the district's beliefs and vision

Make decisions and provide resources that support mutually agreed upon priorities and goals

Uphold the board-approved district policies and support staff implementation of board directions

Ensure that a positive working climate exists

Be knowledgeable enough about district efforts to explain them to the public

Ensure accountability to the public

Evaluate the superintendent

Monitor, review, and revise policies

Serve as a judicial and appeal body

Monitor student achievement and program effectiveness and require program changes as indicated

Monitor and adjust district finances and periodically review facilities issues

Monitor the collective bargaining process

Act as community leaders

Speak with a common voice about district priorities, goals, and issues

Engage and involve the community in district and school activities

Communicate clear information about policies, programs, and fiscal condition of the district

Educate the community and the media about issues facing students, the district, and public education

Advocate for children, district programs, and public education to the general public, key community members, and local, state, and national leaders

Agreement to Facilitate Governance Leadership

Governance Team Norms and Protocols:

The Board of education for the Bellevue Union School district is entrusted by the community to uphold the Constitution of the California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

The Board and Superintendent must function together as a governance team in order to effectively meet district challenges. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the Bellevue Union School District governance team agreements is to ensure a positive and productive working relationship among board members, the superintendent, district staff, students, and the community. The following norms and protocols were developed for and by the members of the governance team, and may be modified over time as needed.

Our Agreements to Facilitate Governance Leadership:

Norms: That address our behavior as we interact as a highly effective team.

Protocols: That address our interactions and commitments as a highly effective team.

We have reviewed and agreed to the governance team norms and protocols as attached in order to support a positive and productive working relationship among the Bellevue Union School district Board of Education, staff, students, and the community. We shall renew these agreements at our annual governance workshop.

Affirmed on this 19th day of October, 2021

Adele Walker, Board President

Stephanie Merrida-Grant, Board Vice-President/Clerk

Jamie Padilla, Board Trustee

Lisa Reyes, Board Trustee

John Jarvis, Board Trustee

David Alexander Ed.D, Superintendent

Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school board members to set and monitor the direction of the school district, and the district superintendent translates all efforts into action, it is vital that the board members and superintendent have a respectful and productive working relationship based on trust and open communications.

Our Governance Norms

We agree to:

- Focus on students' best interests
- Be informed and prepared
- Do our homework
- Stay on task
- Be on time
- Honor our commitments
- Maintain confidentiality
- Be respectful to others
- Maintain open communication
- Focus on the best interests of the students

Structure and Processes to Support Effective Governance

Effective governance teams discuss and agree on the formal structures and process used by the trustees and the superintendent in their functioning as a team (e.g., process or structures for agenda setting, set-up of board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, how they do business. These agreements about how groups will operate are often called protocols.

Our Protocols

Issue	Protocol
1. Board Decisions	<ul style="list-style-type: none"> • We support every decision made by the full Board, even if an individual member did not support the decision when voted upon. • Each trustee respects the right of other trustees to vote ‘No’ on an issue. • We agree it is a courtesy to the team to explain the reasons for the “No” vote either during deliberations or before casting the vote. • We state our support of an action by stating “Aye” and state our opposition to an action by stating “No”.

Issue	Protocol
2. Visiting Schools	<ul style="list-style-type: none"> • We contact the principal ahead of time, with the exception of awards ceremonies. • Board members will identify themselves with name tags, whenever possible. • If we want to observe a specific classroom or program, we let the principal know this. • We check in at the office when arriving and out when leaving.

Issue	Protocol
3. Handling Concerns from the Public and Staff	<ul style="list-style-type: none"> • When someone complains to us, we listen carefully and then direct that person to the person in the district most appropriate and able to help them resolve their concern. • We make sure they understand the appropriate order of whom to contact (teacher, then principals, then district staff). • We then contact the Superintendent to make he/she aware of the complaint and to state what action we took. • This will ensure everyone is treated fairly, equally, and expeditiously and the process and procedures of the district are upheld. • It will also clarify that one board member has no individual authority to fix a problem.

Issue	Protocol
4. Individual Board Member Requests for Information	<ul style="list-style-type: none"> • Trustees will contact the superintendent when asking questions or requesting additional information. • When an individual board member requests information, as appropriate, it may be provided to all board members. • Board members may directly contact the appropriate staff member when they have a specific question.

	<ul style="list-style-type: none"> • An individual board member will, as possible, let the superintendent and staff know ahead of time when a request for information will be made in public so staff can be prepared to provide a thorough answer. • Individual board members will self-monitor to ensure requests are reasonable and do not divert an inordinate amount of time from staff efforts to achieve district goals.
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Issue	Protocol
5. Individual Board Member requests for Action	<ul style="list-style-type: none"> • The only authority to direct action rests with the full board at the board table. • Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a board majority to support moving in that direction. • A majority vote sets direction.

Issue	Protocol
6. Setting the Agenda	<ul style="list-style-type: none"> • Individual board member requests for an agenda item are directed to the Board President. The President will then contact the Superintendent. • The President and the Superintendent shall agree to a protocol for finalizing the monthly agenda.

Issue	Protocol
7. Board Meeting Management	<ul style="list-style-type: none"> • We understand board meetings are meetings of the board held in public, not open forum town hall meetings. • We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform board deliberations. • However, when the board deliberates, it will be a time for the board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. • We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally. • We review our policies, bylaws, and protocols relating to board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

Issue	Protocol
8. Internal Board Relationships and Communication	<ul style="list-style-type: none"> • We are committed to adhering to the Brown Act.

Issue	Protocol
9. New Member Support	<ul style="list-style-type: none"> • The Superintendent will meet with the new trustee to provide an orientation. • New members may utilize fellow board members as resources. • New Board members may choose a veteran trustee as a mentor. • The mentor and new trustee will meet to determine how best to enculturate the new trustee.

Issue	Protocol
10. Rotation of Officers	<ul style="list-style-type: none"> • Board officers serve for one year, appointed and seated each December. • The outgoing President becomes a Trustee; the Trustee becomes the Alternate Representative; the Alternate Representative becomes the Representative; the Representative becomes the Vice President/Clerk. The Vice President/Clerk becomes the President. • Should any member decline the Presidency, the rotation skips to the next person. • The Superintendent serves as the permanent Secretary. • At Board meetings, the order of seating from right to left (facing the audience) is as follows: Secretary, President, Vice President/Clerk, Representative, Alternate Representative, Trustee.

Issue	Protocol
11. Professional Growth	<ul style="list-style-type: none"> • The District and Board are committed to professional development locally and statewide.

Bellevue Union School District

Agenda Item for Board Meeting of November 14, 2021

Agenda Category: Action

Agenda Item Title: Consider Approval of Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) Regarding Changes in Working Conditions Related to COVID-19

Prepared By: David Alexander Ed.D., Superintendent

Background:

The Bellevue District Management (“District”) and the Bellevue Education Association (“Association”), jointly known as the Parties (“Parties”) enter into this Memorandum of Understanding (“MOU”) regarding changes in working conditions related to COVID-19.

1. Compensation for Teacher Providing Substitute Coverage
2. Sick Leave Days as “Mental Health Days”
3. Clear Communication regarding schedule and plan for replacing HVAC and air purifier filters

Recommended Action:

Approve

Supporting Documents:

Memo of Understanding with Bellevue Education Association (BEA) with Bellevue Union School District (BUSD) Regarding Changes in Working Conditions Related to COVID-19

**Memorandum of Understanding
Between
Bellevue Union School District
And
Bellevue Education Association
November 9, 2021**

The parties agree to the following for the 2021-22 school year, in light of changes in working conditions related to COVID-19:

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. The District will work with the Director of Maintenance and Operations to ensure that clear communication is provided to the school community regarding the schedule and plan for replacing HVAC and air purifier filters.

4. This applies for the 21-22 school year only, and shall not set precedent. This MOU expires on June 30, 2022.

Date: 11/10/21

For the District:



Date: 11/10/21

For BEA:



Bellevue Union School District

Agenda Item for Board Meeting of November 16, 2021

Agenda Category: Review and Action

Agenda Item Title: Approval of SPSAs (School Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary

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

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 are the current SPSAs that reflect the 2020-2021 school year data and 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 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 28, 2021	

Purpose and Description

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

Schoolwide Program

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of 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

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.

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

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

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

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

Classroom Observations

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

Bellevue School and Bellevue district follows comprehensive classroom observation model. Teachers being evaluated are observed multiple times throughout the day and 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.

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of

1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

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

Standards, Assessment, and Accountability

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

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

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

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

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 identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2020/2021 school year focused on Professional Learning Communities, Technology, and English Language Development standards and instructional strategies.

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 an Instructional Coach. 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 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 the principal, the PLC leadership team, Director of English Learners and Curriculum, Teacher on Special Assignment, and Director of Innovation and Technology 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. 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 2020/21 teachers prioritized the priority standards agreed upon in order to meet student needs during Distance Learning model due to Covid 19 Pandemic.

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

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

All students have access to the instructional materials they need. All students have access to a text book, and accompanying practice books for read/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 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-6, working with small groups of students. The Resource Service Provider on site provide Tier 2 intervention for 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 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 2020-2021 School Year, CalServes provides a day program until 3:30PM to assist with reading supports, and homework. They also provide Ameri-corps tutor support for small group interventions.
CalServes supplies a part-time guidance 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)

N/A

Funding

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

Literacy Paraprofessionals are provided for grades Kindergarten-Sixth for varying amounts of time.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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 representation 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.24%	%		1	
African American	%	0.48%	0.3%		2	1
Asian	1.72%	2.17%	2.0%	7	9	8
Filipino	%	0%	%		0	
Hispanic/Latino	90.64%	89.16%	89.0%	368	370	357
Pacific Islander	%	0%	0.3%		0	1
White	5.67%	6.51%	7.0%	23	27	28
Multiple/No Response	0.25%	0.24%	%	1	1	
Total Enrollment				406	415	401

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	73	79
Grade 1	58	59	54
Grade 2	54	63	58
Grade 3	59	54	58
Grade 4	40	54	54
Grade 5	72	44	54
Grade 6	41	68	44
Total Enrollment	406	415	401

Conclusions based on this data:

1. We had a slight increase in enrollment of 9 students in the 2019/2020 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	260	269	253	64.0%	64.8%	63.1%
Fluent English Proficient (FEP)	38	49	46	9.4%	11.8%	11.5%
Reclassified Fluent English Proficient (RFEP)	6	11	24	2.4%	4.2%	8.9%

Conclusions based on this data:

1. The number and percentage of English Learners has remained relatively consistent from year to 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	41	53	69	39	53	69	39	53	95.8	95.1	100
Grade 4	46	65	43	45	65	41	45	65	41	97.8	100	95.3
Grade 5	58	40	71	57	38	70	57	38	70	98.3	95	98.6
Grade 6	62	63	40	60	61	40	60	61	40	96.8	96.8	100
All	238	209	207	231	203	204	231	203	204	97.1	97.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2414.	2415.	2407.	21.74	15.38	16.98	18.84	33.33	24.53	30.43	23.08	30.19	28.99	28.21	28.30
Grade 4	2432.	2431.	2393.	20.00	10.77	7.32	20.00	21.54	9.76	8.89	23.08	29.27	51.11	44.62	53.66
Grade 5	2494.	2448.	2487.	19.30	15.79	12.86	26.32	13.16	34.29	31.58	21.05	25.71	22.81	50.00	27.14
Grade 6	2498.	2505.	2531.	10.00	4.92	17.50	25.00	34.43	30.00	36.67	36.07	32.50	28.33	24.59	20.00
All Grades	N/A	N/A	N/A	17.75	10.84	13.73	22.51	26.11	25.98	28.14	26.60	28.92	31.60	36.45	31.37

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.84	12.82	16.98	43.48	58.97	50.94	37.68	28.21	32.08
Grade 4	22.22	12.31	2.44	35.56	55.38	39.02	42.22	32.31	58.54
Grade 5	15.79	15.79	10.00	49.12	39.47	61.43	35.09	44.74	28.57
Grade 6	16.67	11.48	20.00	45.00	60.66	47.50	38.33	27.87	32.50
All Grades	18.18	12.81	12.25	43.72	54.68	51.47	38.10	32.51	36.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.39	12.82	13.21	59.42	51.28	56.60	23.19	35.90	30.19
Grade 4	15.56	10.77	7.32	46.67	46.15	46.34	37.78	43.08	46.34
Grade 5	31.58	21.05	18.57	42.11	28.95	62.86	26.32	50.00	18.57
Grade 6	13.33	14.75	20.00	55.00	49.18	60.00	31.67	36.07	20.00
All Grades	19.48	14.29	15.20	51.52	44.83	57.35	29.00	40.89	27.45

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.59	7.69	13.21	71.01	71.79	56.60	17.39	20.51	30.19
Grade 4	15.56	9.23	4.88	44.44	67.69	60.98	40.00	23.08	34.15
Grade 5	12.28	13.16	5.71	66.67	47.37	72.86	21.05	39.47	21.43
Grade 6	6.67	18.03	12.50	75.00	63.93	72.50	18.33	18.03	15.00
All Grades	11.26	12.32	8.82	65.80	63.55	66.18	22.94	24.14	25.00

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	25.64	16.98	55.07	46.15	56.60	18.84	28.21	26.42
Grade 4	28.89	10.77	7.32	26.67	63.08	51.22	44.44	26.15	41.46
Grade 5	29.82	13.16	15.71	50.88	42.11	60.00	19.30	44.74	24.29
Grade 6	23.33	18.03	27.50	48.33	67.21	60.00	28.33	14.75	12.50
All Grades	26.84	16.26	16.67	46.75	57.14	57.35	26.41	26.60	25.98

Conclusions based on this data:

1. 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	41	53	70	41	53	70	41	53	97.2	100	100
Grade 4	46	65	43	46	65	43	46	65	43	100	100	100
Grade 5	58	40	71	58	40	71	58	40	71	100	100	100
Grade 6	62	63	40	60	63	40	60	63	40	96.8	100	100
All	238	209	207	234	209	207	234	209	207	98.3	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2428.	2410.	11.43	12.20	9.43	31.43	36.59	18.87	31.43	21.95	41.51	25.71	29.27	30.19
Grade 4	2444.	2420.	2414.	17.39	7.69	2.33	15.22	10.77	6.98	23.91	35.38	39.53	43.48	46.15	51.16
Grade 5	2457.	2427.	2449.	8.62	10.00	5.63	8.62	10.00	9.86	32.76	2.50	28.17	50.00	77.50	56.34
Grade 6	2503.	2501.	2526.	16.67	11.11	25.00	16.67	19.05	17.50	30.00	36.51	27.50	36.67	33.33	30.00
All Grades	N/A	N/A	N/A	13.25	10.05	9.66	18.80	18.18	13.04	29.91	26.79	33.82	38.03	44.98	43.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.86	36.59	20.75	32.86	29.27	43.40	34.29	34.15	35.85
Grade 4	26.09	12.31	6.98	19.57	23.08	27.91	54.35	64.62	65.12
Grade 5	12.07	12.50	5.63	29.31	12.50	25.35	58.62	75.00	69.01
Grade 6	21.67	17.46	32.50	33.33	39.68	25.00	45.00	42.86	42.50
All Grades	23.50	18.66	14.98	29.49	27.27	30.43	47.01	54.07	54.59

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	12.20	9.43	45.71	60.98	54.72	37.14	26.83	35.85
Grade 4	19.57	10.77	2.33	34.78	38.46	46.51	45.65	50.77	51.16
Grade 5	10.34	10.00	7.04	41.38	15.00	35.21	48.28	75.00	57.75
Grade 6	16.67	9.52	22.50	40.00	53.97	35.00	43.33	36.51	42.50
All Grades	15.81	10.53	9.66	41.03	43.06	42.51	43.16	46.41	47.83

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.14	21.95	11.32	62.86	43.90	58.49	20.00	34.15	30.19
Grade 4	21.74	7.69	9.30	32.61	36.92	25.58	45.65	55.38	65.12
Grade 5	8.62	12.50	4.23	46.55	22.50	50.70	44.83	65.00	45.07
Grade 6	18.33	15.87	22.50	45.00	39.68	45.00	36.67	44.44	32.50
All Grades	16.24	13.88	10.63	48.29	36.36	46.38	35.47	49.76	43.00

Conclusions based on this data:

1. 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	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1405.3		1420.1		1370.6		46	
Grade 1	1455.4		1458.5		1451.8		39	
Grade 2	1488.2		1485.3		1490.6		44	
Grade 3	1501.9		1494.0		1509.3		39	
Grade 4	1488.9		1480.4		1496.9		28	
Grade 5	1551.9		1549.7		1553.5		35	
Grade 6	1535.2		1518.3		1551.6		19	
All Grades							250	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.78	4.35	31.48	28.26	27.78	47.83	*	19.57	54	46
1	53.85	5.13	*	43.59	*	43.59	*	7.69	39	39
2	47.37	15.91	39.47	54.55	*	22.73	*	6.82	38	44
3	*	17.95	*	41.03	*	35.90	*	5.13	25	39
4	30.23	10.71	41.86	35.71	*	28.57	*	25.00	43	28
5	*	37.14	*	48.57	*	11.43		2.86	17	35
6	*	21.05	46.43	42.11	*	31.58	*	5.26	28	19
All Grades	34.02	15.20	37.30	42.00	20.08	32.40	8.61	10.40	244	250

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.48	4.35	38.89	32.61	*	45.65	*	17.39	54	46
1	61.54	17.95	*	41.03	*	35.90	*	5.13	39	39
2	68.42	34.09	*	45.45	*	13.64	*	6.82	38	44
3	*	25.64	44.00	48.72	*	17.95	*	7.69	25	39
4	51.16	25.00	37.21	39.29	*	14.29	*	21.43	43	28
5	70.59	60.00	*	34.29		2.86	*	2.86	17	35
6	*	31.58	*	47.37	*	15.79	*	5.26	28	19
All Grades	48.36	27.20	31.15	40.80	10.66	22.40	9.84	9.60	244	250

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

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.22	8.70	*	19.57	37.04	41.30	24.07	30.43	54	46
1	28.21	7.69	33.33	35.90	*	30.77	*	25.64	39	39
2	31.58	11.36	39.47	45.45	*	36.36	*	6.82	38	44
3	*	17.95	*	33.33	48.00	35.90	*	12.82	25	39
4	*	14.29	48.84	14.29	25.58	46.43	*	25.00	43	28
5	*	11.43	*	34.29	*	54.29		0.00	17	35
6	*	10.53	46.43	31.58	*	47.37	*	10.53	28	19
All Grades	19.67	11.60	34.02	31.20	30.33	40.80	15.98	16.40	244	250

**Listening Domain
Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.37	15.22	22.22	67.39	*	17.39	54	46
1	76.92	66.67	*	30.77	*	2.56	39	39
2	71.05	38.64	*	50.00	*	11.36	38	44
3	*	17.95	64.00	71.79	*	10.26	25	39
4	44.19	21.43	51.16	60.71	*	17.86	43	28
5	*	20.00	76.47	74.29		5.71	17	35
6	*	15.79	60.71	68.42	*	15.79	28	19
All Grades	52.87	29.20	38.93	59.60	8.20	11.20	244	250

**Speaking Domain
Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.52	61.11	73.91	20.37	19.57	54	46
1	48.72	0.00	38.46	74.36	*	25.64	39	39
2	65.79	22.73	*	65.91	*	11.36	38	44
3	68.00	48.72	*	41.03	*	10.26	25	39
4	74.42	39.29	*	32.14	*	28.57	43	28
5	88.24	97.14	*	0.00	*	2.86	17	35
6	42.86	47.37	46.43	42.11	*	10.53	28	19
All Grades	53.28	34.40	34.84	50.00	11.89	15.60	244	250

**Reading Domain
Percentage of Students by Domain Performance Level for All Students**

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.17	72.22	71.74	*	26.09	54	46
1	35.90	25.64	35.90	35.90	28.21	38.46	39	39
2	42.11	13.64	36.84	75.00	*	11.36	38	44
3	*	7.69	56.00	64.10	*	28.21	25	39
4	*	10.71	62.79	50.00	27.91	39.29	43	28
5	*	17.14	64.71	80.00	*	2.86	17	35
6	*	10.53	42.86	63.16	*	26.32	28	19
All Grades	21.72	12.40	53.69	63.60	24.59	24.00	244	250

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33	21.74	37.04	32.61	29.63	45.65	54	46
1	28.21	5.13	66.67	79.49	*	15.38	39	39
2	31.58	11.36	63.16	79.55	*	9.09	38	44
3	*	23.08	60.00	74.36	*	2.56	25	39
4	30.23	14.29	60.47	67.86	*	17.86	43	28
5	*	17.14	64.71	80.00		2.86	17	35
6	*	36.84	60.71	57.89	*	5.26	28	19
All Grades	29.51	17.20	56.97	67.20	13.52	15.60	244	250

Conclusions based on this data:

1. N/A - 2019/2020 data not provided.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	87.7	64.0	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	260	64.0
Homeless	32	7.9
Socioeconomically Disadvantaged	356	87.7
Students with Disabilities	48	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	7	1.7
Hispanic	368	90.6
Two or More Races	7	1.7
White	23	5.7

Conclusions based on this data:

1. Socioeconomically disadvantaged is our largest subgroup of 87.7%. (Please note: this is not 2019/2020 data)
2. Our hispanic population is consistently over 90% of our students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

Conclusions based on this data:

1. Improvements have been made in ELA and Math
2. Chronic Absenteeism is a struggle for the site and the community.

School and Student Performance Data

Academic Performance English Language Arts

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









This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report











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 26.2 points below standard Increased ++6.8 points 200	 Orange 33.3 points below standard Maintained -0.1 points 152	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 70.8 points below standard Declined -14.9 points 16	 Yellow 31.2 points below standard Increased ++8.1 points 178	 No Performance Color 65 points below standard Increased Significantly ++48.2 points 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 ++30.8 points 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.
2. Although below standard, Students with Disabilities increased by 48.2 points.

School and Student Performance Data

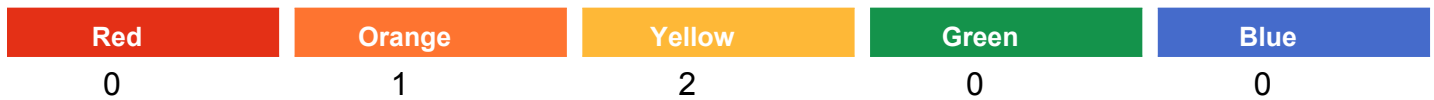
Academic Performance Mathematics

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








This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report



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 50.3 points below standard Increased ++4.9 points 200	 Orange 55.8 points below standard Maintained ++1.2 points 152	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 58.1 points below standard Maintained -2.4 points 16	 Yellow 54.5 points below standard Increased ++5.6 points 178	 No Performance Color 77.7 points below standard Increased Significantly ++56.5 points 25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

5

<table border="1"> <tr> <th>Hispanic</th> </tr> <tr> <td> Yellow 50.8 points below standard Increased ++5.8 points 184 </td> </tr> </table>	Hispanic	 Yellow 50.8 points below standard Increased ++5.8 points 184	<table border="1"> <tr> <th>Two or More Races</th> </tr> <tr> <td> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 </td> </tr> </table>	Two or More Races	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<table border="1"> <tr> <th>Pacific Islander</th> </tr> <tr> <td> </td> </tr> </table>	Pacific Islander		<table border="1"> <tr> <th>White</th> </tr> <tr> <td> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 </td> </tr> </table>	White	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic											
 Yellow 50.8 points below standard Increased ++5.8 points 184											
Two or More Races											
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3											
Pacific Islander											
White											
 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

<table border="1"> <tr> <th>Current English Learner</th> </tr> <tr> <td> 81.9 points below standard Increased ++13.4 points 108 </td> </tr> </table>	Current English Learner	81.9 points below standard Increased ++13.4 points 108	<table border="1"> <tr> <th>Reclassified English Learners</th> </tr> <tr> <td> 8.2 points above standard Maintained -1.4 points 44 </td> </tr> </table>	Reclassified English Learners	8.2 points above standard Maintained -1.4 points 44	<table border="1"> <tr> <th>English Only</th> </tr> <tr> <td> 36.4 points below standard Increased Significantly ++16.3 points 45 </td> </tr> </table>	English Only	36.4 points below standard Increased Significantly ++16.3 points 45
Current English Learner								
81.9 points below standard Increased ++13.4 points 108								
Reclassified English Learners								
8.2 points above standard Maintained -1.4 points 44								
English Only								
36.4 points below standard Increased Significantly ++16.3 points 45								

Conclusions based on this data:

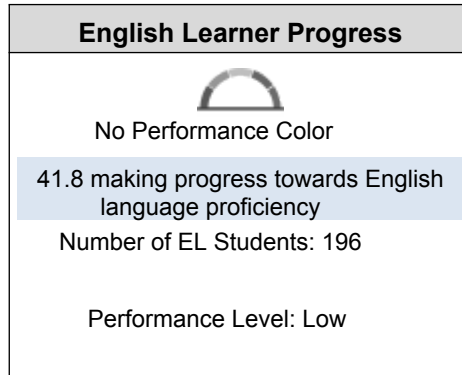
- Data indicates we either maintained or increased points in all Subgroups; however, we remain below standard.
- English Learners and Socioeconomically disadvantaged students are well below standard in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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.

School and Student Performance Data

Academic Performance College/Career

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 College/Career Equity Report



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

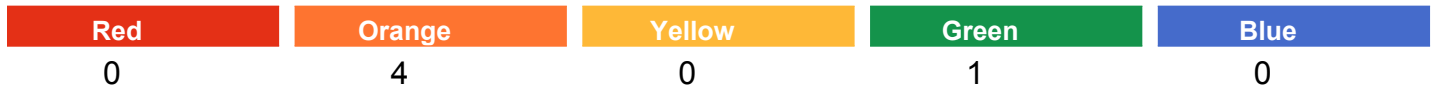
Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report











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 10.4 Increased +2.3 432	 Orange 10.9 Increased +2.9 284	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 10 Declined -0.9 40	 Orange 10.1 Increased +2.6 376	 Orange 17.6 Increased +4.6 51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- Chronic absenteeism is improving for all subgroups except homelss students.

School and Student Performance Data

Academic Engagement Graduation Rate

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 Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
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Homeless	Socioeconomically Disadvantaged	Students with Disabilities
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2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
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Hispanic	Two or More Races	Pacific Islander	White
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This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
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Conclusions based on this data:

- 1.

School and Student Performance Data

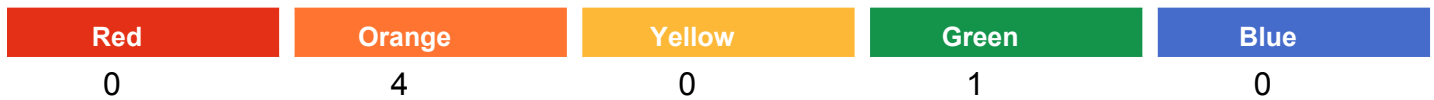
Conditions & Climate Suspension Rate

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








This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report



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 1.3 Increased +0.6 450	 Green 0.7 Maintained -0.1 293	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 2.4 Increased +2.4 41	 Orange 1.5 Increased +0.7 389	 Orange 5.6 Increased +4.2 54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
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No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

<p>Hispanic</p> <p>Orange</p> <p>1.5</p> <p>Increased +0.7</p> <p>406</p>	<p>Two or More Races</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Pacific Islander</p>	<p>White</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>29</p>
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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:

- Suspension rates overall remain low.

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.

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 2019/2020 STAR: 3rd grade: 27% 4th grade: 29% 5th grade: 27% 6th grade: 4%	Increase the percentage of students who met or exceeded standard by 4% All students 3rd grade: 31% 4th grade: 33% 5th grade: 31% 6th grade: 8%

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 with use of Literacy Paraprofessionals.

Proposed Expenditures for this Strategy/Activity

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

64775

Title I
2000-2999: Classified Personnel Salaries
Literacy Paraprofessionals: Brunkow,
Robertson, Schalich, and Sotelo

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 to implement CCSS aligned ELA through participation in the California Principals Support Network.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

0

5

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21750

Title II Part A: Improving Teacher Quality
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

8850

Title I
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the Covid 19 global pandemic the CAASPP was not administered, therefore the data was not available to determine effectiveness.

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students being reclassified	8.9% of students reclassified in 2019/2020	Increase 5% in reclassification 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 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)

0	None Specified None Specified
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Adopt ELD Curriculum and provide teacher professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9500	Title III 4000-4999: Books And Supplies ELD Specific Instructional Materials

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

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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: 2019-20

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 increase our reclassification rate by 1.8% from 2018/2019, though we did not meet our goal we did make progress toward our 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.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework.

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

We intend to add English Learner After School tutoring groups; providing additional support to English Learners in their area of need as indicated on the ELPAC. Additionally, we will work with district leadership to refine our reclassification criteria. We will readjust our annual outcome be decreasing it slightly so that is more achievable.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School 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 opportunities for parent involvement, connectedness, and engagement.

Identified Need

District Parent Survey Data indicated a need for increased parent involvement, connectedness, and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/ community events offered	8 parent/community events offered in 2019/2020	Increase number of parent of community events offered by 2 events

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

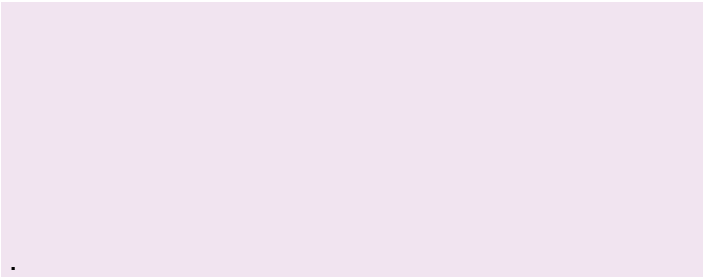
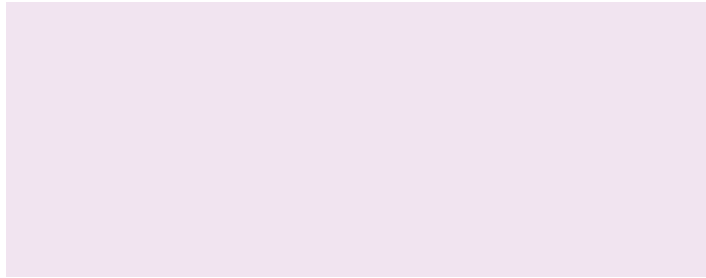
Strategy/Activity

Annual Back to School Night, Title One Parent Meeting, Virtual Classroom Presentations, Reopening Webinars, Hybrid Orientation

Proposed Expenditures for this Strategy/Activity

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

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



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 trainings for parents on the tools to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Outdoor Book Fair, Fall Parade, Holiday Picture Event, Principal and Parent Coffee, Promotion Drive Thru

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified
There are no additional expenditures projected

for this activity, outside of that within the normal scope of operations.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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.

Eventhough we ended the 2019/20 school year in Distance Learning, we were able to successfully implement our strategies and meet our goals increasing engagement and parent involvement.

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

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

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

We hope to increase 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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 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.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

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	\$180607
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	\$111,250.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$73,625.00
Title II Part A: Improving Teacher Quality	\$21,750.00
Title III	\$9,500.00

Subtotal of additional federal funds included for this school: \$104,875.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Unrestricted	\$6,375.00

Subtotal of state or local funds included for this school: \$6,375.00

Total of federal, state, and/or local funds for this school: \$111,250.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	1,934.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	73,625.00
Title II Part A: Improving Teacher Quality	21,750.00
Title III	9,500.00
Unrestricted	6,375.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	101,750.00
4000-4999: Books And Supplies	9,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	73,625.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	21,750.00
4000-4999: Books And Supplies	Title III	9,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	6,375.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	101,750.00
Goal 2	9,500.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Nina Craig	Principal
Celeste King	Classroom Teacher
Alma Gutierrez	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amy Flores	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee



English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

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

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

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

Attested:



Principal, Nina Craig on 5/28/2021



SSC Chairperson, Alma Gutierrez on 5/28/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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 27, 2021	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement. The School Site Council (SSC) 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 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 "Chat with the Principal," 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 surveys were sent to the school community which addressed the following topics:

- Community involvement
- Technology needs
- English Language Learner support
- Academic support
- Enrichment opportunities
- School climate

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

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

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 each observation 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). During the COVID-19 pandemic, in lieu of the CAASPP, students grades 1-6 participated in the district adopted Standardized Test for the Assessment of Reading (STAR) assessments in Math and English Language Arts. TK and K 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 discuss the implementation and effectiveness of district assessments.

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)

All 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 curriculum 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 2020-21 school year focused on Professional Learning Communities, technology for Distance Learning and Hybrid Concurrent instruction and English Language Development standards and instructional strategies.

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, the IT Director, 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. Once per trimester, teachers participate in district wide grade level collaboration. In addition, 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 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 reviewed annually by the district teachers. During the distance learning model due to the COVID-19 pandemic, teachers prioritized the Priority Standards agreed

upon in order to meet students' needs.

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-4, working with small groups of students. A bilingual instructional aide works with various grade levels grades K-6.

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.

A Literacy Paraprofessional in grades K-4 (times vary per grade) provides small group literacy instruction.

A bilingual instructional aide provides small group support in language arts and math.

Technology resources include Chromebooks and Ipads for students.

CalServes provides an all day program until 3:30 PM to assist with the Distance Learning program. Additionally they provide Americorps tutors support for small group interventions.

CalServes provides a part-time guidance counselor to assist students with school-related issues impacting academics and social emotional success.

Sonoma Academy provides a math teacher, four days a week for two hours daily, from September to December, to provide small group math intervention for students in grades 4,5 and 6.

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)

n/a

Funding

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

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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following 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 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. The District English Learner Advisory Committee, with representation from each school, meets regularly throughout the school year.

Kawana Springs Elementary School also meets with parents during a Chat with the Principal, 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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.56%	0.3%	0.9%	2	1	3
African American	1.41%	0.3%	1.7%	5	1	6
Asian	1.41%	1.48%	0.6%	5	5	2
Filipino	0.28%	0.3%	%	1	1	
Hispanic/Latino	89.27%	91.1%	91.3%	316	307	314
Pacific Islander	0.28%	0.3%	0.3%	1	1	1
White	5.65%	5.34%	4.4%	20	18	15
Multiple/No Response	%	0%	%		0	
Total Enrollment				354	337	344

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	70	51	48
Grade 1	41	56	47
Grade 2	43	35	54
Grade3	42	39	38
Grade 4	65	48	44
Grade 5	48	61	49
Grade 6	45	47	64
Total Enrollment	354	337	344

Conclusions based on this data:

1. Overall enrollment decreased by 17 students in 2019-20.
2. Latino/Hispanic continues to be the majority group, representing 91% of total student population in 2019-20.
3. Kindergarten enrollment dropped significantly in 2019-20 by 19 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	188	195	202	53.1%	57.9%	58.7%
Fluent English Proficient (FEP)	55	52	47	15.5%	15.4%	13.7%
Reclassified Fluent English Proficient (RFEP)	6	8	15	3.0%	4.3%	7.7%

Conclusions based on this data:

1. The number of Reclassified Fluent English Learners increased by 1.3% in 2019-20.
2. The percentage of Fluent English Proficient learners remained nearly the same.
3. The percentage of English Learner students increased by 4.8%.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	59	46	44	59	46	44	59	46	95.7	100	100
Grade 4	50	45	63	47	45	63	47	45	63	94	100	100
Grade 5	61	44	44	61	43	44	61	43	44	100	97.7	100
Grade 6	62	69	43	62	69	42	62	69	42	100	100	97.7
All	219	217	196	214	216	195	214	216	195	97.7	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2422.	2399.	2401.	18.18	8.47	8.70	27.27	15.25	26.09	25.00	45.76	34.78	29.55	30.51	30.43
Grade 4	2457.	2429.	2409.	17.02	13.33	6.35	23.40	15.56	14.29	34.04	24.44	26.98	25.53	46.67	52.38
Grade 5	2463.	2480.	2485.	11.48	6.98	6.82	27.87	37.21	27.27	19.67	25.58	38.64	40.98	30.23	27.27
Grade 6	2487.	2495.	2532.	0.00	5.80	9.52	27.42	30.43	47.62	35.48	31.88	28.57	37.10	31.88	14.29
All Grades	N/A	N/A	N/A	10.75	8.33	7.69	26.64	24.54	27.18	28.50	32.87	31.79	34.11	34.26	33.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	6.78	10.87	54.55	59.32	43.48	31.82	33.90	45.65
Grade 4	14.89	11.11	7.94	55.32	55.56	49.21	29.79	33.33	42.86
Grade 5	11.48	16.28	11.36	39.34	46.51	56.82	49.18	37.21	31.82
Grade 6	8.06	8.70	11.90	48.39	46.38	59.52	43.55	44.93	28.57
All Grades	11.68	10.19	10.26	48.60	51.85	51.79	39.72	37.96	37.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.73	11.86	10.87	52.27	55.93	54.35	25.00	32.20	34.78
Grade 4	23.40	13.33	3.17	53.19	40.00	47.62	23.40	46.67	49.21
Grade 5	22.95	16.28	20.45	47.54	58.14	50.00	29.51	25.58	29.55
Grade 6	4.84	8.70	21.43	58.06	56.52	69.05	37.10	34.78	9.52
All Grades	17.76	12.04	12.82	52.80	53.24	54.36	29.44	34.72	32.82

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.91	8.47	4.35	63.64	72.88	73.91	20.45	18.64	21.74
Grade 4	8.51	6.67	9.52	65.96	55.56	55.56	25.53	37.78	34.92
Grade 5	14.75	6.98	11.36	57.38	69.77	77.27	27.87	23.26	11.36
Grade 6	4.84	10.14	9.52	62.90	66.67	76.19	32.26	23.19	14.29
All Grades	10.75	8.33	8.72	62.15	66.67	69.23	27.10	25.00	22.05

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.18	16.95	6.52	54.55	50.85	67.39	27.27	32.20	26.09
Grade 4	25.53	15.56	6.35	57.45	48.89	44.44	17.02	35.56	49.21
Grade 5	14.75	25.58	11.36	47.54	48.84	61.36	37.70	25.58	27.27
Grade 6	12.90	20.29	26.19	58.06	50.72	61.90	29.03	28.99	11.90
All Grades	17.29	19.44	11.79	54.21	50.00	57.44	28.50	30.56	30.77

Conclusions based on this data:

1. N/A for 2019-20, CAASPP was not administered
2. N/A for 2019-20, CAASPP was not administered
3. N/A for 2019-20, CAASPP was not administered

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46	59	46	46	59	46	46	59	46	100	100	100
Grade 4	50	45	63	49	45	63	49	45	63	98	100	100
Grade 5	61	44	44	61	43	44	61	43	44	100	97.7	100
Grade 6	62	69	43	62	68	42	62	68	42	100	98.6	97.7
All	219	217	196	218	215	195	218	215	195	99.5	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2412.	2421.	13.04	10.17	15.22	30.43	23.73	26.09	28.26	40.68	26.09	28.26	25.42	32.61
Grade 4	32437.	62427.	92435.	2.04	4.44	4.76	20.41	13.33	14.29	51.02	44.44	50.79	26.53	37.78	30.16
Grade 5	32469.	42454.	12465.	16.39	9.30	2.27	11.48	0.00	18.18	27.87	46.51	29.55	44.26	44.19	50.00
Grade 6	52468.	42487.	22508.	6.45	7.35	4.76	14.52	20.59	19.05	29.03	30.88	52.38	50.00	41.18	23.81
All Grades	6N/A	0N/A	0N/A	9.63	7.91	6.67	18.35	15.81	18.97	33.49	39.53	40.51	38.53	36.74	33.85

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	19.57	16.95	28.26	54.35	52.54	36.96	26.09	30.51	34.78	
Grade 4	10.20	13.33	6.35	44.90	26.67	36.51	44.90	60.00	57.14	
Grade 5	18.03	6.98	9.09	32.79	25.58	34.09	49.18	67.44	56.82	
Grade 6	12.90	16.18	9.52	25.81	33.82	50.00	61.29	50.00	40.48	
All Grades	15.14	13.95	12.82	38.07	35.81	38.97	46.79	50.23	48.21	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.57	15.25	10.87	58.70	54.24	54.35	21.74	30.51	34.78
Grade 4	6.12	6.67	9.52	65.31	51.11	53.97	28.57	42.22	36.51
Grade 5	13.11	13.95	4.55	34.43	39.53	47.73	52.46	46.51	47.73
Grade 6	4.84	8.82	9.52	38.71	45.59	59.52	56.45	45.59	30.95
All Grades	10.55	11.16	8.72	47.71	47.91	53.85	41.74	40.93	37.44

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.70	13.56	21.74	65.22	74.58	52.17	26.09	11.86	26.09
Grade 4	0.00	6.67	6.35	61.22	26.67	49.21	38.78	66.67	44.44
Grade 5	14.75	6.98	2.27	31.15	37.21	52.27	54.10	55.81	45.45
Grade 6	11.29	7.35	14.29	33.87	47.06	47.62	54.84	45.59	38.10
All Grades	9.17	8.84	10.77	45.87	48.37	50.26	44.95	42.79	38.97

Conclusions based on this data:

1. N/A for 2019-20, CAASPP was not administered.
2. N/A for 2019-20, CAASPP was not administered.
3. N/A for 2019-20, CAASPP was not administered.

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	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1402.9		1423.8		1354.1		35	
Grade 1	1416.6		1450.5		1382.3		22	
Grade 2	1459.8		1478.6		1440.5		31	
Grade 3	1517.5		1503.4		1531.2		30	
Grade 4	1513.0		1501.5		1524.0		40	
Grade 5	1537.4		1539.3		1534.9		19	
Grade 6	*		*		*		10	
All Grades							187	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	25.71	*	57.14	*	17.14	28	35
1	*	4.55	*	0.00	35.48	63.64	*	31.82	31	22
2	53.33	12.90	*	19.35	*	48.39		19.35	30	31
3	*	30.00	43.59	46.67	43.59	23.33	*	0.00	39	30
4	*	15.00	60.00	62.50	*	15.00	*	7.50	25	40
5	*	36.84	*	21.05	*	42.11	*	0.00	16	19
6	*	*	36.67	*	*	*	*	*	30	*
All Grades	24.12	14.97	37.19	34.22	27.14	37.97	11.56	12.83	199	187

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	46.43	5.71	*	51.43	*	28.57	*	14.29	28	35
1	41.94	4.55	*	45.45	*	40.91	*	9.09	31	22
2	76.67	19.35	*	51.61	*	29.03		0.00	30	31
3	*	36.67	46.15	43.33	*	16.67	*	3.33	39	30
4	44.00	35.00	*	50.00	*	7.50	*	7.50	25	40
5	*	52.63	*	31.58		15.79	*	0.00	16	19
6	53.33	*	*	*	*	*		*	30	*
All Grades	46.73	24.60	33.17	47.59	14.57	21.39	5.53	6.42	199	187

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	0.00	53.57	57.14	39.29	42.86	28	35
1	*	4.55	*	0.00	*	13.64	80.65	81.82	31	22
2	*	6.45	36.67	12.90	*	22.58	*	58.06	30	31
3		26.67	*	40.00	43.59	33.33	30.77	0.00	39	30
4		10.00	44.00	47.50	48.00	30.00	*	12.50	25	40
5	*	5.26	*	10.53	*	84.21	*	0.00	16	19
6	*	*	*	*	*	*	*	*	30	*
All Grades	11.06	8.56	24.12	21.93	32.16	38.50	32.66	31.02	199	187

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	2.86	39.29	85.71	*	11.43	28	35
1	45.16	9.09	48.39	86.36	*	4.55	31	22
2	73.33	29.03	*	61.29		9.68	30	31
3	28.21	30.00	66.67	60.00	*	10.00	39	30
4	*	30.00	64.00	65.00	*	5.00	25	40
5	*	26.32	*	73.68		0.00	16	19
6	*	*	63.33	*	*	*	30	*
All Grades	42.21	20.32	52.76	71.66	*	8.02	199	187

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.71	53.57	74.29	*	20.00	28	35
1	45.16	0.00	48.39	90.91	*	9.09	31	22
2	80.00	16.13	*	80.65		3.23	30	31
3	35.90	50.00	56.41	43.33	*	6.67	39	30
4	64.00	45.00	*	47.50	*	7.50	25	40
5	*	73.68	*	21.05	*	5.26	16	19
6	73.33	*	*	*		*	30	*
All Grades	54.77	31.55	40.20	59.36	*	9.09	199	187

Reading Domain Percentage of Students by Domain Performance Level for All Students								
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Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	78.57	77.14	*	22.86	28	35
1	*	4.55	*	4.55	67.74	90.91	31	22
2	*	3.23	56.67	29.03	*	67.74	30	31
3		16.67	66.67	76.67	33.33	6.67	39	30
4	*	5.00	72.00	70.00	*	25.00	25	40
5	*	10.53	*	78.95	*	10.53	16	19
6	*	*	*	*	66.67	*	30	*
All Grades	10.55	5.88	53.27	58.29	36.18	35.83	199	187

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	42.86	60.71	57.14	28	35
1	*	4.55	*	18.18	61.29	77.27	31	22
2	46.67	6.45	53.33	35.48		58.06	30	31
3	*	36.67	74.36	63.33	*	0.00	39	30
4	*	25.00	68.00	67.50	*	7.50	25	40
5	*	5.26	*	94.74	*	0.00	16	19
6	*	*	76.67	*	*	*	30	*
All Grades	23.62	14.44	54.27	54.55	22.11	31.02	199	187

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
354	81.6	53.1	1.1

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	188	53.1
Foster Youth	4	1.1
Homeless	12	3.4
Socioeconomically Disadvantaged	289	81.6
Students with Disabilities	24	6.8

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	5	1.4
American Indian	2	0.6
Asian	5	1.4
Filipino	1	0.3
Hispanic	316	89.3
Two or More Races	4	1.1
Pacific Islander	1	0.3
White	20	5.6

Conclusions based on this data:

- English Learners represent more than half of the student population, at 53.1%
- The majority of students are Hispanic, at 89.3%.
- The majority of students fall in the Socioeconomically disadvantaged group, at 81.6%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Yellow

Conclusions based on this data:

1. Academic performance in English Language Arts is measured as Yellow on the Dashboard, which falls directly in the mid range between red (low performance) and blue (high performance).
2. Academic Performance in Math is measured as Yellow on the Dashboard, directly in the mid range between red (low performance) and blue (high performance).
3. Chronic Absenteeism and Suspension are measured as Yellow on the Dashboard, directly in the mid range between red (low performance) and blue (high performance).

School and Student Performance Data

Academic Performance English Language Arts

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









This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report











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 28.4 points below standard Increased ++3.7 points 191	 Yellow 30.1 points below standard Increased ++4.7 points 140	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Orange 31.7 points below standard Maintained ++0.7 points 165	 No Performance Color 47 points below standard Increased Significantly ++88.2 points 18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 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
 Orange 29 points below standard Maintained ++1.6 points 170	 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 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 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 Increased ++8.3 points 95	25 points above standard Declined -7.2 points 45	25 points below standard Maintained ++0.2 points 49

Conclusions based on this data:

- Socioeconomically disadvantaged students are measured as Orange in the area of English Language Arts, the level between red (low performance) and yellow (medium performance).
- Hispanic students are the only specific race/ethnic group measured, and are measured as Orange in the area of English Language Arts.
- English Learners and All Students are measured as Yellow in English Language Arts.

School and Student Performance Data

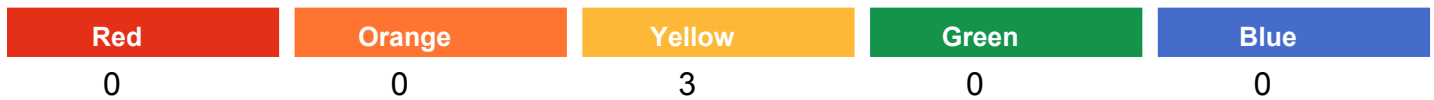
Academic Performance Mathematics

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









This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report










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 41.6 points below standard Increased ++9.8 points 191	 Yellow 39.7 points below standard Increased ++10.7 points 140	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 45.2 points below standard Increased ++6.2 points 165	 No Performance Color 54 points below standard Increased Significantly ++108.2 points 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:

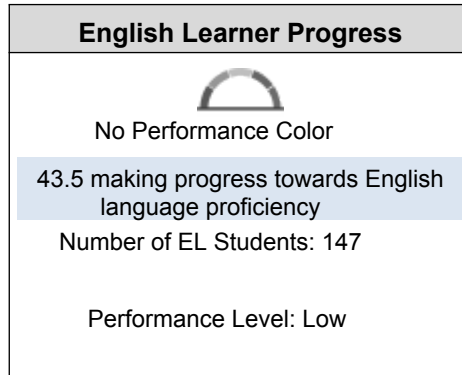
- English Learner students are measured as Yellow in the area of Mathematics, indicating medium level of performance.
- Socioeconomically disadvantaged students are measured as Yellow in the area of Mathematics, indicating medium level of performance.
- Hispanic students are the only specific race/ethnicity measured as a group, and are measured as Yellow in the area of Mathematics, indicating medium level of performance.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	32.6	7.4	36.0

Conclusions based on this data:

1. 36 students progressed at least one English Language Proficiency level.
2. 23.8 students decreased one English Language Proficiency level.
3. 32.6 students maintained their level of English Language Proficiency.

School and Student Performance Data

Academic Performance College/Career

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 College/Career Equity Report



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report











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 12.8 Declined -0.9 374	 Orange 10.4 Maintained +0.3 201	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 35.7 Increased +18.1 14	 Yellow 14.4 Declined -0.7 306	 No Performance Color 3.6 Declined -16.4 28

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- Chronic Absenteeism of English Learner students is measured by Orange, the level of performance between red (low performance) and yellow (medium performance).
- Chronic Absenteeism of the group of Hispanic students is measured by Orange, the level of performance between red (low performance) and yellow (medium performance).
- Chronic Absenteeism of the group of Socioeconomically Disadvantaged students is measured by Yellow, indicating medium level of performance.

School and Student Performance Data

Academic Engagement Graduation Rate

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 Graduation Rate Equity Report



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students English Learners Foster Youth

Homeless Socioeconomically Disadvantaged Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American American Indian Asian Filipino

Hispanic Two or More Races Pacific Islander White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018 2019

Conclusions based on this data:

- 1.

School and Student Performance Data

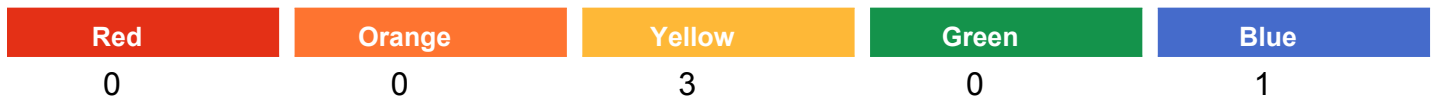
Conditions & Climate Suspension Rate

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









This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report











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 1 Increased +1 396	 Yellow 0.9 Increased +0.9 213	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 16	 Yellow 0.9 Increased +0.9 320	 Blue 0 Maintained 0 30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>
<p>Hispanic</p>  <p>Yellow</p> <p>0.9</p> <p>Increased +0.9</p> <p>348</p>	<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p>	<p>White</p>  <p>No Performance Color</p> <p>4</p> <p>Increased +4</p> <p>25</p>

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. The Suspension Rate of Special Education students is measured as Blue, the highest performance color.
2. The Suspension Rate of Hispanic, English Learner and Socioeconomically disadvantaged students is measured as Yellow, indicating a medium performance level.
3. The Suspension Rate of all students is measured as Yellow, indicating a medium level of performance.

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

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

Goal 1

Increase overall student growth in English and Spanish Language Arts

Identified Need

Our dashboard indicator for all students in ELA is Yellow. Although we increase by 3.7 points for all students, we are still 28.4 points below standard. State data demonstrates that our students are struggling to achieve proficiency in grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goals will be measured by the district STAR assessment	Percent of each grade that met or exceeded standard (40th percentile rank) on the 2019 STAR 3rd grade: 21% 4th grade: 21% 5th grade: 23% 6th grade: 18%	Increase the percentage of students who meet or exceed standards by 2% 3rd grade: 23% 4th grade: 23% 5th grade: 25% 6th grade: 20%

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-1, Struggling students grades 2-6

Strategy/Activity

Provide intervention support through small group instruction with 2 Literacy Paraprofessionals and Bilingual Instructional Aide

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

38650

F
§
Title I
2000-2999: Classified Personnel Salaries
Literacy Paraprofessionals: Burt and Feineman

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and grade levels

Strategy/Activity

Re-prioritize standards in Language Arts and develop common assessments through grade level collaboration during Professional Learning Community process

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to provide professional development to implement high leverage instructional strategies in alignment with Common Core State Standards through participation in the California Principals Support Network (Professional Learning Community professional development for Principal and Teacher Leadership team).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support classroom instruction by providing a Teacher on Special Assignment as Instructional Coach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21750

Title II Part A: Improving Teacher Quality
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

8850

Title I
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

Due to continued COVID-19 circumstances, the intended metric will be our district STAR assessment, as indicated in the baseline above.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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
Percentage of students reclassified	4.3% of English Learners were Reclassified as English Proficient in 2019-20.	Increase 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 instructional 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)
0	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learner students

Strategy/Activity

Monitor reclassified students bi-annually to determine if continued language 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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Adopt English Language Development program for all grade levels

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9500

Source(s)

Title III
4000-4999: Books And Supplies
ELD Specific Instructional Materials

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 Students

Strategy/Activity

District leadership participation in the county English Learner collaborative

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None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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 reclassification rates by 5%, we did increase rates by 1.3%.

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

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework.

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

We intend to add English Learner after school tutoring groups with a focus on increasing student achievement. Additionally, we will work with District Leadership to refine our reclassification criteria.

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 opportunities for parent involvement, connectedness and engagement.

Identified Need

As seen on the district parent survey, there is a need for increased parent involvement, connectedness and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/community events offered	6 Parent Community Events offered in 2019-20	Increase number of events by 1

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide Title 1 meeting, Back to School Night virtual presentation virtual classroom presentations at the beginning of the school year. Kinder virtual presentation, Parent Reopening Webinars, Chat with the Principal at various times in the school year.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide training for parents on technology

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

None Specified

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Fall Parade and 6th grade promotion drive through 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)

0

Source(s)

None Specified

None Specified

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

Strategy/Activity 4

0	<p>al</p> <p>it rc F</p> <p>s</p> <p>None Specified None Specified</p>
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Annual Review

SPSA Year Reviewed: 2019-20

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.

Although we ended the 2019-20 school year in Distance Learning, we were able to successfully implement our strategies and meet our goal with virtual or drive-through events that were deemed safe by state and county health guidelines.

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

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

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

We hope to increase opportunities for 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

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	\$180607
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$78,750.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$47,500.00
Title II Part A: Improving Teacher Quality	\$21,750.00
Title III	\$9,500.00

Subtotal of additional federal funds included for this school: \$78,750.00

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

State or Local Programs	Allocation (\$)
None Specified	\$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: \$78,750.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	1,934.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	47,500.00
Title II Part A: Improving Teacher Quality	21,750.00
Title III	9,500.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	69,250.00
4000-4999: Books And Supplies	9,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	47,500.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	21,750.00
4000-4999: Books And Supplies	Title III	9,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,250.00
Goal 2	9,500.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Denise McCullough	Principal
Hugh Brown	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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



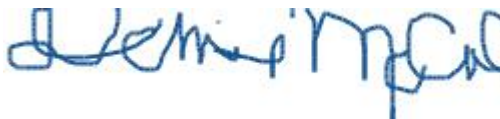
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/21.

Attested:



Principal, Denise McCullough on 5/27/21



SSC Chairperson, Megan Izen on 5/27/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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 24, 2021	

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

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

School Site Council

ELAC

Staff

Parents

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.

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

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

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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 2020/21 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) or TOSA (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 research 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. This year district teachers prioritized priority standards agreed upon in order to meet students needs during distance learning model due to the COVID-19 pandemic.

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

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

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

All materials are on the state matrix and supplementary materials purchased are research based 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-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.
For 20-21 CalServes provides an all day program until 3:30 PM to assist with reading supports, and homework, additionally they provide Americorp tutor support for small group interventions.
CalServes supplies a part-time guidance 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)

N/A

Funding

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

Literacy Para professionals are provided for grades Kindergarten-six for varying amounts of time.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC
Staff
Parents

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		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.97%	0.49%	0.5%	4	2	2
African American	1.45%	1.48%	1.6%	6	6	6
Asian	5.56%	4.69%	3.7%	23	19	14
Filipino	%	0%	%		0	
Hispanic/Latino	85.75%	87.65%	87.2%	355	355	327
Pacific Islander	0.24%	0.99%	0.8%	1	4	3
White	4.83%	4.2%	4.8%	20	17	18
Multiple/No Response	%	0%	0.5%		0	2
Total Enrollment				414	405	375

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	52	44	49
Grade 1	69	54	41
Grade 2	59	66	50
Grade3	62	60	60
Grade 4	58	63	54
Grade 5	63	55	63
Grade 6	51	63	58
Total Enrollment	414	405	375

Conclusions based on this data:

1. Meadow View had a dip in enrollment in 2019-2020 (44 students).
2. Latino Hispanics continue to be the majority group, representing the 87.65% 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	275	272	248	66.4%	67.2%	66.1%
Fluent English Proficient (FEP)	48	42	36	11.6%	10.4%	9.6%
Reclassified Fluent English Proficient (RFEP)	1	9	18	0.3%	3.3%	6.6%

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	62	63	69	59	63	69	59	63	100	95.2	100
Grade 4	46	69	54	45	69	53	45	69	53	97.8	100	98.1
Grade 5	55	58	63	53	57	62	53	57	62	96.4	98.3	98.4
Grade 6	56	60	47	55	59	45	55	59	45	98.2	98.3	95.7
All	226	249	227	222	244	223	222	244	223	98.2	98	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2399.	2365.	2373.	11.59	5.08	11.11	21.74	15.25	7.94	31.88	27.12	31.75	34.78	52.54	49.21
Grade 4	2391.	2437.	2380.	2.22	13.04	1.89	15.56	17.39	9.43	20.00	33.33	20.75	62.22	36.23	67.92
Grade 5	2465.	2457.	2487.	13.21	7.02	12.90	16.98	28.07	37.10	24.53	24.56	19.35	45.28	40.35	30.65
Grade 6	2504.	2502.	2498.	14.55	13.56	11.11	20.00	30.51	35.56	40.00	22.03	15.56	25.45	33.90	37.78
All Grades	N/A	N/A	N/A	10.81	9.84	9.42	18.92	22.54	21.97	29.73	27.05	22.42	40.54	40.57	46.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.49	6.78	12.70	40.58	42.37	36.51	44.93	50.85	50.79
Grade 4	6.67	11.59	7.55	53.33	53.62	28.30	40.00	34.78	64.15
Grade 5	13.21	8.77	12.90	49.06	52.63	56.45	37.74	38.60	30.65
Grade 6	12.73	27.12	15.56	60.00	32.20	42.22	27.27	40.68	42.22
All Grades	12.16	13.52	12.11	50.00	45.49	41.26	37.84	40.98	46.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.12	10.17	12.70	51.47	35.59	33.33	29.41	54.24	53.97
Grade 4	8.89	13.04	3.77	37.78	52.17	37.74	53.33	34.78	58.49
Grade 5	18.87	14.04	20.97	50.94	49.12	56.45	30.19	36.84	22.58
Grade 6	12.73	20.34	26.67	47.27	42.37	37.78	40.00	37.29	35.56
All Grades	15.38	14.34	15.70	47.51	45.08	41.70	37.10	40.57	42.60

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.14	3.39	7.94	66.67	57.63	63.49	23.19	38.98	28.57
Grade 4	2.22	8.70	3.77	37.78	69.57	54.72	60.00	21.74	41.51
Grade 5	9.43	12.28	16.13	54.72	52.63	64.52	35.85	35.09	19.35
Grade 6	16.36	13.56	8.89	65.45	61.02	62.22	18.18	25.42	28.89
All Grades	9.91	9.43	9.42	57.66	60.66	61.43	32.43	29.92	29.15

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.94	10.17	7.94	50.72	54.24	39.68	33.33	35.59	52.38
Grade 4	6.67	14.49	1.89	37.78	55.07	35.85	55.56	30.43	62.26
Grade 5	16.98	17.54	20.97	35.85	45.61	50.00	47.17	36.84	29.03
Grade 6	18.18	25.42	13.33	60.00	40.68	60.00	21.82	33.90	26.67
All Grades	14.86	16.80	11.21	46.85	49.18	45.74	38.29	34.02	43.05

Conclusions based on this data:

1. 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	62	63	69	60	62	69	60	62	100	96.8	98.4
Grade 4	46	69	54	45	69	54	45	69	53	97.8	100	100
Grade 5	55	58	63	54	58	62	54	58	62	98.2	100	98.4
Grade 6	56	60	47	56	60	47	56	60	47	100	100	100
All	226	249	227	224	247	225	224	247	224	99.1	99.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2379.	2363.	7.25	3.33	3.23	23.19	16.67	11.29	42.03	30.00	24.19	27.54	50.00	61.29
Grade 4	2419.	2435.	2393.	0.00	5.80	0.00	15.56	5.80	9.43	42.22	56.52	32.08	42.22	31.88	58.49
Grade 5	2454.	2422.	2462.	14.81	3.45	4.84	7.41	3.45	9.68	14.81	25.86	43.55	62.96	67.24	41.94
Grade 6	2490.	2493.	2485.	8.93	15.00	8.51	17.86	10.00	23.40	33.93	31.67	29.79	39.29	43.33	38.30
All Grades	N/A	N/A	N/A	8.04	6.88	4.02	16.52	8.91	12.95	33.48	36.84	32.59	41.96	47.37	50.45

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	11.59	10.00	11.29	53.62	38.33	20.97	34.78	51.67	67.74	
Grade 4	2.22	7.25	1.89	35.56	34.78	24.53	62.22	57.97	73.58	
Grade 5	20.37	5.17	8.06	12.96	15.52	37.10	66.67	79.31	54.84	
Grade 6	14.29	20.00	17.02	39.29	25.00	29.79	46.43	55.00	53.19	
All Grades	12.50	10.53	9.38	36.61	28.74	28.13	50.89	60.73	62.50	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.94	5.00	6.45	53.62	40.00	33.87	30.43	55.00	59.68
Grade 4	2.22	7.25	1.89	48.89	49.28	32.08	48.89	43.48	66.04
Grade 5	9.26	3.45	3.23	35.19	27.59	56.45	55.56	68.97	40.32
Grade 6	8.93	15.00	8.51	50.00	38.33	44.68	41.07	46.67	46.81
All Grades	9.82	7.69	4.91	47.32	39.27	41.96	42.86	53.04	53.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.59	5.00	8.06	52.17	46.67	37.10	36.23	48.33	54.84
Grade 4	2.22	8.70	1.89	46.67	50.72	33.96	51.11	40.58	64.15
Grade 5	12.96	1.72	9.68	25.93	39.66	50.00	61.11	58.62	40.32
Grade 6	14.29	16.67	8.51	32.14	36.67	59.57	53.57	46.67	31.91
All Grades	10.71	8.10	7.14	39.73	43.72	44.64	49.55	48.18	48.21

Conclusions based on this data:

1. 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	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1409.4		1411.5		1404.2		37	
Grade 1	1451.4		1453.2		1449.0		51	
Grade 2	1487.6		1480.7		1493.9		43	
Grade 3	1485.2		1480.7		1489.1		43	
Grade 4	1488.9		1484.1		1493.2		42	
Grade 5	1537.3		1536.6		1537.6		33	
Grade 6	1514.9		1513.8		1515.6		24	
All Grades							273	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.81	5.41	28.07	24.32	28.07	59.46	21.05	10.81	57	37
1	39.22	7.84	41.18	45.10	*	29.41	*	17.65	51	51
2	30.77	16.28	38.46	39.53	23.08	34.88	*	9.30	52	43
3	*	9.30	30.77	41.86	38.46	32.56	*	16.28	39	43
4	*	9.52	47.22	23.81	*	42.86	*	23.81	36	42
5	*	36.36	53.57	33.33	*	15.15	*	15.15	28	33
6	*	29.17	*	29.17	42.86	16.67	*	25.00	28	24
All Grades	23.37	14.65	37.46	34.80	23.71	34.07	15.46	16.48	291	273

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.56	5.41	28.07	27.03	22.81	51.35	24.56	16.22	57	37
1	54.90	11.76	*	37.25	*	41.18	*	9.80	51	51
2	51.92	16.28	26.92	53.49	*	27.91	*	2.33	52	43
3	*	20.93	38.46	41.86	*	25.58	*	11.63	39	43
4	44.44	16.67	36.11	33.33	*	38.10	*	11.90	36	42
5	42.86	54.55	39.29	24.24	*	9.09	*	12.12	28	33
6	*	41.67	39.29	29.17	*	12.50	*	16.67	28	24
All Grades	37.46	21.61	30.93	36.26	17.87	31.14	13.75	10.99	291	273

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.82	5.41	*	24.32	33.33	64.86	21.05	5.41	57	37
1	31.37	11.76	33.33	33.33	*	19.61	21.57	35.29	51	51
2	21.15	9.30	44.23	48.84	*	20.93	*	20.93	52	43
3		9.30	*	23.26	35.90	44.19	48.72	23.26	39	43
4	*	0.00	33.33	28.57	44.44	28.57	*	42.86	36	42
5	*	6.06	*	39.39	46.43	39.39	*	15.15	28	33
6	*	4.17	*	33.33	*	25.00	42.86	37.50	28	24
All Grades	17.18	6.96	28.18	32.97	29.21	34.07	25.43	26.01	291	273

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	54.39	5.41	35.09	83.78	*	10.81	57	37	
1	70.59	49.02	27.45	43.14	*	7.84	51	51	
2	51.92	32.56	44.23	62.79	*	4.65	52	43	
3	*	18.60	64.10	58.14	*	23.26	39	43	
4	*	26.19	52.78	57.14	*	16.67	36	42	
5	46.43	24.24	39.29	66.67	*	9.09	28	33	
6	*	20.83	57.14	50.00	*	29.17	28	24	
All Grades	43.30	26.74	43.99	59.71	12.71	13.55	291	273	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.11	50.88	56.76	38.60	35.14	57	37
1	47.06	9.80	35.29	68.63	*	21.57	51	51
2	44.23	16.28	48.08	76.74	*	6.98	52	43
3	48.72	46.51	30.77	46.51	*	6.98	39	43
4	66.67	14.29	*	59.52	*	26.19	36	42
5	60.71	63.64	*	24.24	*	12.12	28	33
6	*	54.17	46.43	29.17	*	16.67	28	24
All Grades	42.27	27.47	38.83	54.58	18.90	17.95	291	273

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.05	5.41	61.40	78.38	*	16.22	57	37
1	39.22	33.33	33.33	23.53	27.45	43.14	51	51
2	32.69	13.95	44.23	62.79	23.08	23.26	52	43
3	*	9.30	46.15	51.16	51.28	39.53	39	43
4	*	4.76	72.22	33.33	*	61.90	36	42
5	*	24.24	64.29	57.58	*	18.18	28	33
6	*	4.17	*	45.83	78.57	50.00	28	24
All Grades	18.21	14.65	48.80	49.08	32.99	36.26	291	273

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.60	45.95	35.09	48.65	26.32	5.41	57	37
1	25.49	11.76	60.78	70.59	*	17.65	51	51
2	21.15	27.91	65.38	65.12	*	6.98	52	43
3	*	18.60	69.23	69.77	28.21	11.63	39	43
4	30.56	7.14	61.11	76.19	*	16.67	36	42
5	*	12.12	57.14	78.79	*	9.09	28	33
6	*	33.33	71.43	54.17	*	12.50	28	24
All Grades	24.05	21.25	58.42	67.03	17.53	11.72	291	273

Conclusions based on this data:

1. N/A- 2019-2020 results not provided

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
414	86.2	66.4	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	275	66.4
Homeless	12	2.9
Socioeconomically Disadvantaged	357	86.2
Students with Disabilities	55	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.4
American Indian	4	1.0
Asian	23	5.6
Hispanic	355	85.7
Two or More Races	5	1.2
Pacific Islander	1	0.2
White	20	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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="188 426 480 457">English Language Arts</p>  <p data-bbox="289 506 380 537">Orange</p>	<p data-bbox="672 426 948 457">Chronic Absenteeism</p>  <p data-bbox="763 506 854 537">Yellow</p>	<p data-bbox="1179 426 1399 457">Suspension Rate</p>  <p data-bbox="1243 506 1334 537">Orange</p>
<p data-bbox="253 625 415 657">Mathematics</p>  <p data-bbox="289 705 380 737">Orange</p>		

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.

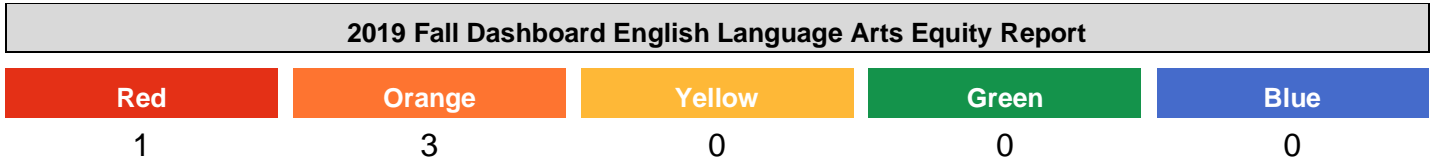
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 33.3 points below standard Maintained -0.3 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.6 points below standard Declined -5.6 points 186	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 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 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 Increased ++4.8 points 128	31 points above standard Increased ++7.5 points 41	34.1 points below standard Declined Significantly -18 points 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.

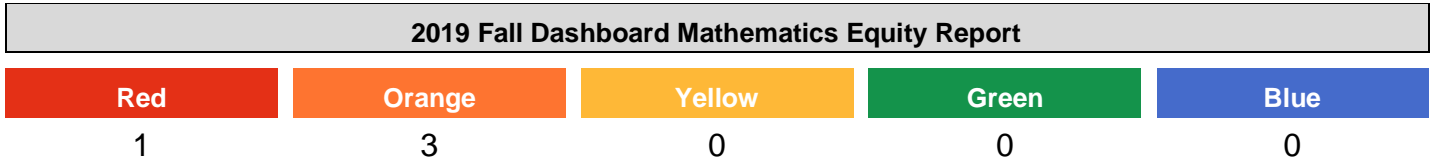
School and Student Performance Data

Academic Performance Mathematics






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 72 points below standard Declined -7.8 points 213	<p>English Learners</p>  Orange 74.5 points below standard Declined -7.6 points 169	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 76 points below standard Declined -10.2 points 184	<p>Students with Disabilities</p>  Red 147.5 points below standard Declined Significantly -50.1 points 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:

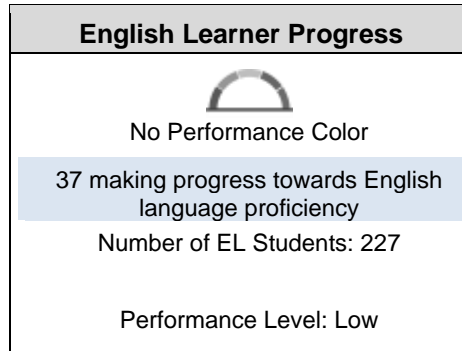
1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.
2. Students with Disabilities group declined significantly.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

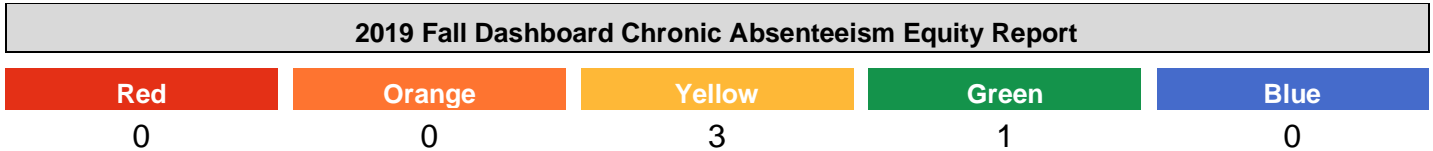
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 12.2 Declined Significantly -3.2 434	<p>English Learners</p>  Green 9.3 Declined Significantly -3.4 289	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 46.2 Declined -7.7 13	<p>Socioeconomically Disadvantaged</p>  Yellow 12.4 Declined Significantly -3.3 379	<p>Students with Disabilities</p>  Yellow 14.1 Declined -0.6 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

- Chronic absenteeism is improving for most students.

School and Student Performance Data

Academic Engagement Graduation Rate

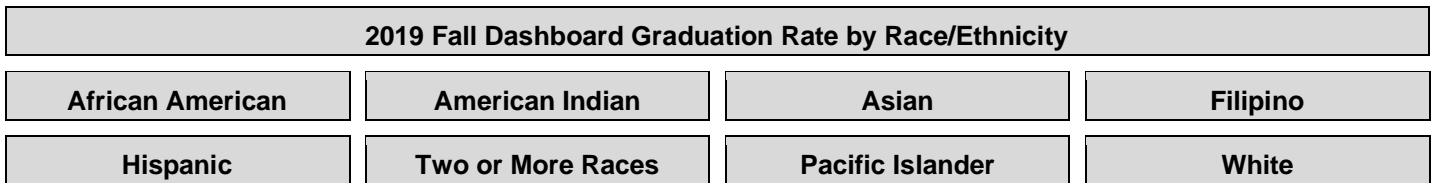
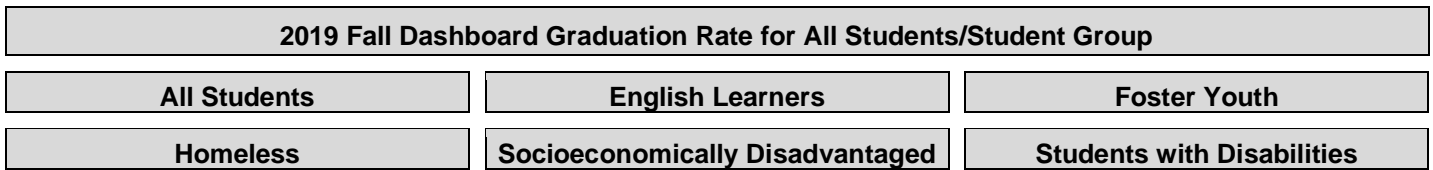
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

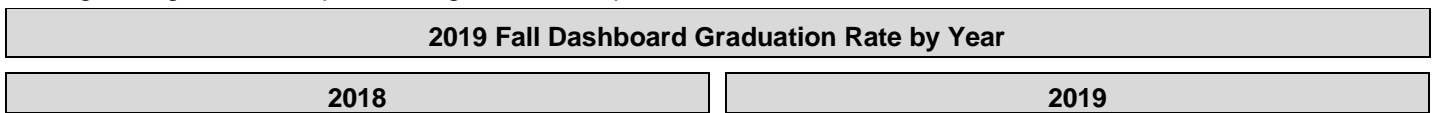
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

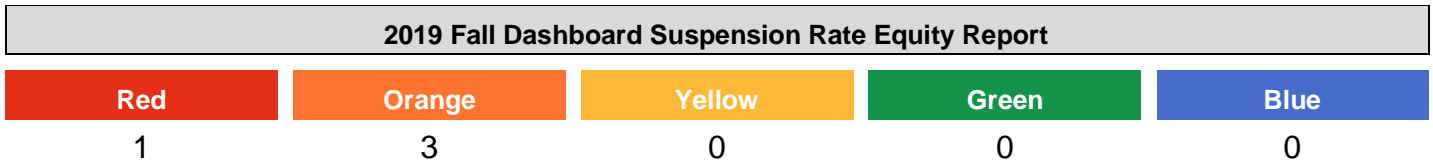
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 3 Increased +1 468	<p>English Learners</p>  Orange 2.9 Increased +0.9 312	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color 0 Declined -6.3 15	<p>Socioeconomically Disadvantaged</p>  Orange 3.5 Increased +1.3 401	<p>Students with Disabilities</p>  Red 6.3 Increased +3.5 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 dashboard indicator for all students in ELA is orange. We decreased by 6.2 points below the standard. We are still 48 points below standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR assessment-40th percentile rank	<p>Percentage of each grade that met or exceeded standard (40th percentile rank) on the 2019 STAR:</p> <p>3rd Grade: 55% met or exceeded standards 4th Grade: 48% met or exceeded standards 5th Grade: 29% met or exceeded standards 6th Grade: 22% met or exceeded standards</p>	<p>Increase the percentage of students that met/exceeded by 2%</p> <p>3rd Grade: 57% 4th Grade: 50% 5th Grade: 31% 6th Grade: 24%</p>

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 with literacy paraprofessionals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

31250

Unrestricted
2000-2999: Classified Personnel Salaries
Literacy Paraprofessionals: Chambers

57975

Title I
2000-2999: Classified Personnel Salaries
Literacy Paraprofessionals: Schubert and Stibbe

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 to implement CCSS in ELA through participation in the California Principal Support Network

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Re-prioritize priority standards in ELA and develop common assessments through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21750

Source(s)

Title II Part A: Improving Teacher Quality
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

8850

Title I
2000-2999: Classified Personnel Salaries
TOSA: Sally McDaniel

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the COVID-19 global pandemic CAASSP was not administered therefore CASSPP data was not available to determine effectiveness.

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

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

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

Due to continued distance learning the intended metric will be our district STAR assessment as indicated above in our baseline data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Due 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	0.3% were reclassified	There will be an increase of 5 percentage points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Adopt ELD curriculum and provide professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9500

Source(s)

Title III
4000-4999: Books And Supplies
ELD Specific Instructional Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

District leadership participates in the county EL collaborative

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

In FY 2020/21 there were no expenditures booked against Federal Funds directly associated with participation in the EL Collaborative, or training on the ELD framework.

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 to our after school tutoring groups, with a focus on increasing student achievement. Additionally we will work with District Leadership to refine our reclassification criteria. We will readjust our annual outcome by decreasing it slightly so that it is more achievable.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School 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 opportunities for parent involvement, connectedness, and engagement

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent/community events offered	8 parent/community events offered in the 2019-2020 school year	Increase the number of parent community events offered by 2 events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Annual Back to School Night
 Title 1 annual meeting
 Virtual classroom presentations and orientations
 re-opening webinar
 Kindergarten virtual orientation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide trainings for parents on technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Fall parade
Winter wonderland event
Principal coffees
Mothers day picnic
Promotion drive-thru

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Although we ended the 2019-2020 school year in distance learning we were able to successful implement our strategies and meet our goal of increasing engagement and parent involvement.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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	\$180607
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,325.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$66,825.00
Title II Part A: Improving Teacher Quality	\$21,750.00
Title III	\$9,500.00

Subtotal of additional federal funds included for this school: \$98,075.00

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

State or Local Programs	Allocation (\$)
None Specified	\$0.00
Unrestricted	\$31,250.00

Subtotal of state or local funds included for this school: \$31,250.00

Total of federal, state, and/or local funds for this school: \$129,325.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	1,934.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	66,825.00
Title II Part A: Improving Teacher Quality	21,750.00
Title III	9,500.00
Unrestricted	31,250.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	119,825.00
4000-4999: Books And Supplies	9,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00

2000-2999: Classified Personnel Salaries	Title I	66,825.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	21,750.00
4000-4999: Books And Supplies	Title III	9,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	31,250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,825.00
Goal 2	9,500.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Jean Walker	Principal
Suzanne Bethel	Classroom Teacher
Paula Hernandez	Parent or Community Member
Suzanne Anderson	Classroom Teacher
Iris Peoples	Parent or Community Member
Norma Velarde	Parent or Community Member
Natalia Cabezas	Parent or Community Member
Donna Rinnels	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on N/A.

Attested:



Principal, Jean Walker on



SSC Chairperson, Iris Peoples on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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	School site Council (SSC) Approval Date	Local Board Approval Date
Taylor Mountain Elementary School	49706150113506	May 28, 2021	

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

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

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

- School Site Council
- ELAC
- Staff
- Parents

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

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

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

Classroom Observations

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

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

Annually, teachers are formally observed by the principal based on the contracted agreement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.

There is school site participation in Principal Support Network that supports development of professional learning communities. Team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Through the MTSS model, the site examines student assessment results and targets instruction to support all students. All teachers participate in the school wide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:

What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher.

One full-time RSP instructional aide.

Literacy Paraprofessionals in grades K-6 (times vary per grade)

Technology resources include 1:1 Chromebook and iPad access for all students.

CalSERVES provides an all-day program until 3:30 PM to assist with reading supports, and homework; additionally they provide Ameri-corps tutor support for small group interventions

CalSERVES provides a part-time guidance 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)

NA

Funding

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

Literacy paraprofessionals are provided for grades kinder – 6 for varying amounts of time.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

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

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

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

district and Taylor Mountain. The SSC offered suggestions in the following areas: how to improve student achievement, how to improve family and community connectedness and how to improve our facilities.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	51	69	53
Grade 1	67	47	53
Grade 2	58	64	47
Grade 3	71	59	67
Grade 4	71	63	66
Grade 5	59	70	61
Grade 6	62	66	72
Total Enrollment	439	438	419

Conclusions based on this data:

1. Latino-Hispanic continues to be the largest representative group, representing 80% of the total population.
2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

1. The percentage of English Learners has decreased by 10%.
2. The number of RFEP percentages have increased by 7%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	81	70	74	80	68	74	80	68	100	98.8	97.1
Grade 4	63	64	70	63	64	69	63	64	69	100	100	98.6
Grade 5	74	56	64	74	54	61	74	54	61	100	96.4	95.3
Grade 6	71	60	62	70	59	60	70	59	60	98.6	98.3	96.8
All	282	261	266	281	257	258	281	257	258	99.6	98.5	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2400.	2396.	2395.	16.22	15.00	16.18	16.22	17.50	16.18	31.08	30.00	27.94	36.49	37.50	39.71
Grade 4	2408.	2426.	2416.	11.11	12.50	8.70	7.94	25.00	15.94	19.05	15.63	31.88	61.90	46.88	43.48
Grade 5	2472.	2477.	2492.	14.86	12.96	14.75	25.68	29.63	31.15	21.62	18.52	18.03	37.84	38.89	36.07
Grade 6	2509.	2502.	2509.	5.71	10.17	10.00	35.71	30.51	25.00	34.29	30.51	36.67	24.29	28.81	28.33
All Grades	N/A	N/A	N/A	12.10	12.84	12.40	21.71	24.90	21.71	26.69	24.12	28.68	39.50	38.13	37.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	16.25	14.71	35.14	43.75	48.53	48.65	40.00	36.76
Grade 4	15.87	17.19	8.70	33.33	48.44	49.28	50.79	34.38	42.03
Grade 5	14.86	12.96	22.95	51.35	42.59	44.26	33.78	44.44	32.79
Grade 6	15.71	13.56	13.33	48.57	54.24	58.33	35.71	32.20	28.33
All Grades	15.66	15.18	14.73	42.35	47.08	50.00	41.99	37.74	35.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	11.25	5.88	52.70	48.75	55.88	31.08	40.00	38.24
Grade 4	7.94	12.50	8.70	39.68	45.31	55.07	52.38	42.19	36.23
Grade 5	21.62	22.22	21.31	40.54	50.00	52.46	37.84	27.78	26.23
Grade 6	8.57	11.86	11.67	61.43	49.15	55.00	30.00	38.98	33.33
All Grades	13.88	14.01	11.63	48.75	48.25	54.65	37.37	37.74	33.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.92	12.50	11.76	63.51	65.00	67.65	17.57	22.50	20.59
Grade 4	6.35	7.81	8.70	57.14	62.50	65.22	36.51	29.69	26.09
Grade 5	14.86	5.56	13.11	51.35	70.37	60.66	33.78	24.07	26.23
Grade 6	8.57	11.86	8.33	77.14	64.41	68.33	14.29	23.73	23.33
All Grades	12.46	9.73	10.47	62.28	65.37	65.50	25.27	24.90	24.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.92	18.75	14.71	48.65	53.75	50.00	32.43	27.50	35.29
Grade 4	9.52	17.19	5.80	46.03	45.31	52.17	44.44	37.50	42.03
Grade 5	18.92	18.52	22.95	50.00	48.15	52.46	31.08	33.33	24.59
Grade 6	18.57	11.86	28.33	57.14	62.71	46.67	24.29	25.42	25.00
All Grades	16.73	16.73	17.44	50.53	52.53	50.39	32.74	30.74	32.17

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	81	70	74	81	68	74	81	68	100	100	97.1
Grade 4	63	64	70	63	64	69	63	64	69	100	100	98.6
Grade 5	74	56	64	74	56	62	74	56	62	100	100	96.9
Grade 6	71	60	62	71	60	61	71	60	61	100	100	98.4
All	282	261	266	282	261	260	282	261	260	100	100	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2392.	2386.	2411.	9.46	6.17	14.71	22.97	19.75	22.06	20.27	22.22	26.47	47.30	51.85	36.76
Grade 4	2415.	2427.	2419.	6.35	6.25	1.45	12.70	17.19	17.39	31.75	35.94	34.78	49.21	40.63	46.38
Grade 5	2465.	2476.	2473.	13.51	12.50	6.45	13.51	8.93	20.97	22.97	39.29	38.71	50.00	39.29	33.87
Grade 6	2517.	2524.	2516.	15.49	18.33	14.75	22.54	25.00	21.31	32.39	30.00	32.79	29.58	26.67	31.15
All Grades	N/A	N/A	N/A	11.35	10.34	9.23	18.09	18.01	20.38	26.60	31.03	33.08	43.97	40.61	37.31

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	16.22	11.11	26.47	29.73	29.63	35.29	54.05	59.26	38.24	
Grade 4	11.11	12.50	5.80	22.22	29.69	34.78	66.67	57.81	59.42	
Grade 5	18.92	14.29	17.74	22.97	28.57	33.87	58.11	57.14	48.39	
Grade 6	25.35	30.00	26.23	38.03	41.67	37.70	36.62	28.33	36.07	
All Grades	18.09	16.48	18.85	28.37	32.18	35.38	53.55	51.34	45.77	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.22	13.58	17.65	39.19	37.04	47.06	44.59	49.38	35.29
Grade 4	6.35	10.94	4.35	38.10	31.25	42.03	55.56	57.81	53.62
Grade 5	12.16	14.29	6.45	36.49	39.29	51.61	51.35	46.43	41.94
Grade 6	16.90	13.33	16.39	40.85	51.67	47.54	42.25	35.00	36.07
All Grades	13.12	13.03	11.15	38.65	39.46	46.92	48.23	47.51	41.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.57	12.35	17.65	47.30	41.98	57.35	35.14	45.68	25.00
Grade 4	9.52	10.94	1.45	26.98	43.75	39.13	63.49	45.31	59.42
Grade 5	13.51	12.50	8.06	37.84	37.50	50.00	48.65	50.00	41.94
Grade 6	16.90	15.00	13.11	49.30	48.33	50.82	33.80	36.67	36.07
All Grades	14.54	12.64	10.00	40.78	42.91	49.23	44.68	44.44	40.77

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade K	1455.9		1453.5		1461.6		29	
Grade 1	1454.2		1462.5		1445.4		46	
Grade 2	1480.4		1479.0		1481.3		42	
Grade 3	1495.9		1497.2		1494.1		46	
Grade 4	1510.0		1498.4		1521.0		40	
Grade 5	1544.6		1541.5		1547.2		27	
Grade 6	1523.8		1523.0		1524.0		31	
All Grades							261	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.67	24.14	33.33	48.28	23.33	27.59	*	0.00	60	29
1	51.35	10.87	32.43	39.13	*	32.61	*	17.39	37	46
2	48.94	14.29	38.30	40.48	*	40.48	*	4.76	47	42
3	*	21.74	51.02	28.26	*	30.43	24.49	19.57	49	46
4	33.33	15.00	39.39	55.00	*	12.50	*	17.50	33	40
5	*	37.04	54.84	29.63	*	29.63	*	3.70	31	27
6	*	12.90	44.00	45.16	*	32.26	*	9.68	25	31
All Grades	34.40	18.39	41.13	40.61	15.60	29.50	8.87	11.49	282	261

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	20.69	28.33	62.07	*	17.24	*	0.00	60	29
1	67.57	19.57	*	43.48	*	23.91		13.04	37	46
2	61.70	19.05	27.66	52.38	*	23.81	*	4.76	47	42
3	28.57	39.13	42.86	21.74	*	28.26	*	10.87	49	46
4	48.48	42.50	36.36	35.00	*	10.00	*	12.50	33	40
5	70.97	44.44	*	37.04	*	18.52	*	0.00	31	27
6	60.00	41.94	*	41.94	*	9.68		6.45	25	31
All Grades	53.55	31.80	31.21	41.00	9.57	19.54	5.67	7.66	282	261

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	25.00	17.24	23.33	51.72	38.33	31.03	*	0.00	60	29
1	43.24	8.70	29.73	30.43	*	28.26	*	32.61	37	46
2	31.91	11.90	40.43	30.95	*	35.71	*	21.43	47	42
3		10.87	24.49	19.57	32.65	43.48	42.86	26.09	49	46
4	*	10.00	*	42.50	*	32.50	*	15.00	33	40
5	*	18.52	58.06	25.93	*	51.85	*	3.70	31	27
6	*	6.45	*	22.58	*	38.71	*	32.26	25	31
All Grades	21.28	11.49	33.33	31.42	26.95	36.78	18.44	20.31	282	261

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	66.67	31.03	28.33	68.97	*	0.00	60	29	
1	78.38	47.83	*	41.30		10.87	37	46	
2	61.70	38.10	34.04	57.14	*	4.76	47	42	
3	*	26.09	57.14	47.83	24.49	26.09	49	46	
4	45.45	37.50	45.45	47.50	*	15.00	33	40	
5	41.94	22.22	48.39	74.07	*	3.70	31	27	
6	44.00	19.35	52.00	58.06	*	22.58	25	31	
All Grades	51.77	32.95	39.72	54.41	8.51	12.64	282	261	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.00	20.69	55.00	72.41	*	6.90	60	29
1	56.76	17.39	40.54	65.22	*	17.39	37	46
2	70.21	7.14	23.40	88.10	*	4.76	47	42
3	71.43	58.70	24.49	30.43	*	10.87	49	46
4	66.67	37.50	*	55.00	*	7.50	33	40
5	90.32	62.96	*	29.63	*	7.41	31	27
6	76.00	64.52	*	29.03		6.45	25	31
All Grades	63.48	36.78	31.21	54.02	5.32	9.20	282	261

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	26.67	13.79	58.33	86.21	*	0.00	60	29
1	51.35	26.09	*	32.61	*	41.30	37	46
2	36.17	11.90	48.94	61.90	*	26.19	47	42
3		8.70	46.94	47.83	53.06	43.48	49	46
4	*	5.00	60.61	65.00	*	30.00	33	40
5	*	14.81	70.97	77.78	*	7.41	31	27
6	*	6.45	*	38.71	*	54.84	25	31
All Grades	23.76	12.64	49.65	56.32	26.60	31.03	282	261

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.00	62.07	50.00	34.48	*	3.45	60	29
1	43.24	8.70	51.35	76.09	*	15.22	37	46
2	31.91	14.29	59.57	73.81	*	11.90	47	42
3	*	23.91	73.47	60.87	*	15.22	49	46
4	39.39	17.50	51.52	75.00	*	7.50	33	40
5	*	22.22	64.52	70.37	*	7.41	31	27
6	*	25.81	76.00	67.74	*	6.45	25	31
All Grades	29.08	22.99	59.93	66.67	10.99	10.34	282	261

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	85.2	62.4	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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	274	62.4
Foster Youth	2	0.5
Homeless	27	6.2
Socioeconomically Disadvantaged	374	85.2
Students with Disabilities	56	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian	9	2.1
Asian	9	2.1
Hispanic	357	81.3
Two or More Races	2	0.5
Pacific Islander	2	0.5
White	50	11.4





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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 480 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 948 457">Chronic Absenteeism</p>  <p data-bbox="769 506 849 533">Yellow</p>	<p data-bbox="1179 426 1398 457">Suspension Rate</p>  <p data-bbox="1248 506 1328 533">Yellow</p>
<p data-bbox="253 623 414 655">Mathematics</p>  <p data-bbox="293 703 373 730">Yellow</p>		

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







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 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	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31 points below standard Increased ++8.8 points 208	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 10.1 points below standard Declined Significantly -23.3 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 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 Increased ++4.1 points 131	48.5 points above standard Increased ++9.8 points 55	12.3 points below standard Increased ++4 points 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.

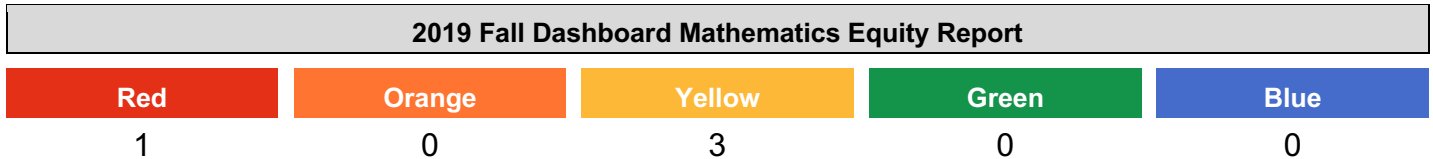
School and Student Performance Data

Academic Performance Mathematics







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 42.6 points below standard Increased ++3.9 points 245	<p>English Learners</p>  Yellow 46.9 points below standard Increased ++4.3 points 186	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 23.5 points below standard Increased Significantly ++38.9 points 17	<p>Socioeconomically Disadvantaged</p>  Yellow 40.9 points below standard Increased ++8.6 points 233	<p>Students with Disabilities</p>  Red 148.7 points below standard Declined Significantly -20.5 points 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:

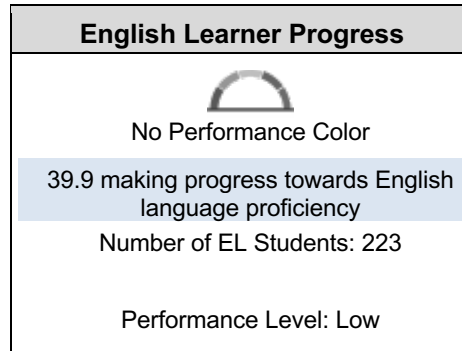
1. All sub groups increased their performance, except Students with Disabilities.
2. Students with Disabilities' points below standard are greatly discrepant compared to all other sub groups.
3. Reclassified English Learners is the only subgroup that scored above standard. All comparisons for English Learners show steady increasing progress.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

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

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

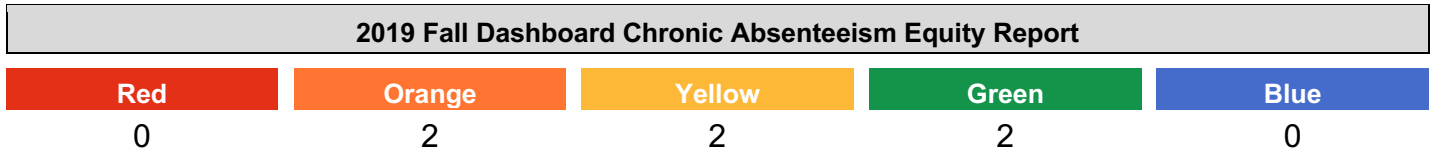
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.3 Declined Significantly -5.7 379	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 22.6 Declined -5.2 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

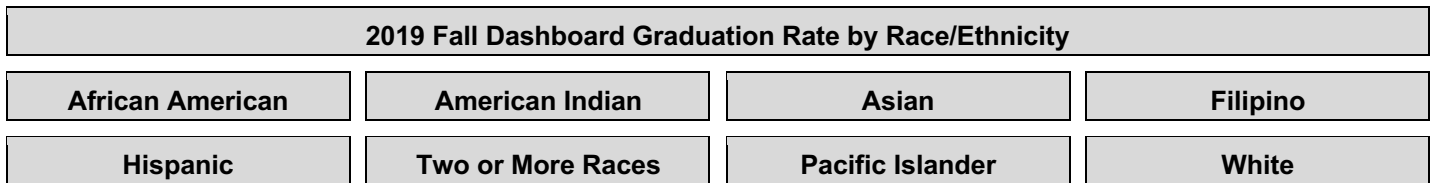
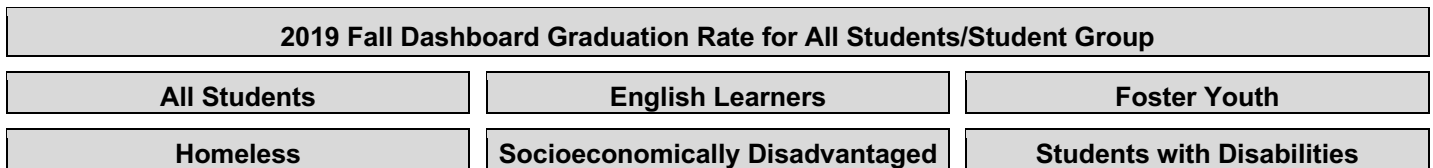
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

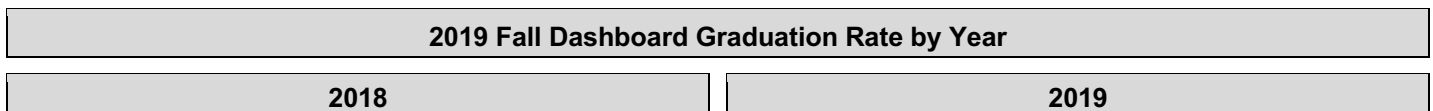
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

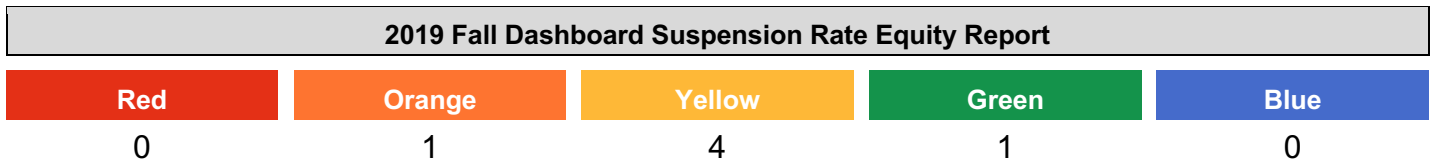
School and Student Performance Data

Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 9	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3 Maintained -0.2 396	 No Performance Color 9.1 11	 No Performance Color Less than 11 Students - Data 2	 Yellow 3.6 Declined -6.1 56

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	3.3

Conclusions based on this data:

1. Suspension rates continue to decrease overall and for all student groups.
2. Though the Hispanic subgroup enrollment is much greater than the White subgroup enrollment, the suspensions for the White subgroup are higher than for the Hispanic subgroup.
3. The group that experienced the greatest decrease in suspension rate was homeless.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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

Goal 1

Increase overall student growth in English Language Arts

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment	% of each grade that met or exceeded standard (40 percentile Rank) on the 2019-20 STAR : 3rd grade: 40% 4th grade: 33% 5th grade: 40% 6th grade: 29%	Increase the % of students who met or exceeded the standard by 2% 3rd grade: 42% 4th grade: 35% 5th grade: 42% 6th grade: 31%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1200	Unrestricted 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Brunkow
75150	Title I 2000-2999: Classified Personnel Salaries Literacy Paraprofessionals: Gomez, Eisenman, and Brunkow

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
850	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Principals and Select Teachers attended a training at the Ukiah Unified School District. 01- 4035-0-1110-1000-5200-690-0000.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Support classroom instruction by providing a TOSA

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

21750

Source(s)

Title II Part A: Improving Teacher Quality
1000-1999: Certificated Personnel Salaries
TOSA: Sally McDaniel

8850

Title I
1000-1999: Certificated Personnel Salaries
TOSA: Sally McDaniel

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	6.20% of students reclassified in 2019-20	There will be increase of 5 percentage points.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
525	General Fund 5000-5999: Services And Other Operating Expenditures

Training was provided by Jennifer Guerrero by way of the Sonoma County Office of Education. 01-0000-0-0000-7200-5200-690-0000

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries
All classroom teachers perform this function as part of their standard activities.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Adopt ELD curriculum; provide teacher professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

50629

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures
McGraw Hill, Wonders Curriculum (GF). Total PO = \$202,513. 25% of the Expense to Taylor Mountain. 01-0000-0-1110-1000-4310-690-0000

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

District Leadership Participation in the English Learner Collaborative at SCOE

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

90

Source(s)

Title II Part A: Improving Teacher Quality
5000-5999: Services And Other Operating
Expenditures
English Learner Collaborative Workshop at
SCOE. 01-4035-0-1110-1000-5200-690-0000

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

NA

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture and Climate

LEA/LCAP Goal

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

Goal 3

Increase opportunities for parent involvement, connectedness, and engagement.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/community events offered	8 parent/community events offered in 2019-20 school year	Increase the number of events offered by 2 events

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Annual Back to School Night, Fall Driving Parade, Hybrid parent Orientations, Reopening Webinar, Kindergarten/ New Student Virtual Orientation

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Title 1 parent meeting and virtual classroom presentations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Technology Webinars

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fall Neighborhood Car Parade, Parent Coffees

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promotion Drive -through

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
None Specified
There are no additional expenditures projected for this activity, outside of that within the normal scope of operations.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Even though we ended the 2019-20 school year in distance learning, we successfully implemented our strategies and met our goal of increasing opportunities for parent involvement.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$180607
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$159,044.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$84,000.00
Title II Part A: Improving Teacher Quality	\$22,690.00

Subtotal of additional federal funds included for this school: \$106,690.00

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

State or Local Programs	Allocation (\$)
General Fund	\$51,154.00
None Specified	\$0.00
Unrestricted	\$1,200.00

Subtotal of state or local funds included for this school: \$52,354.00

Total of federal, state, and/or local funds for this school: \$159,044.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	117725	117,725.00
Title II Part A: Improving Teacher Quality	23684	994.00
Title III Immigrant Education Program	3715	3,715.00
Title III Part A: Language Instruction for LEP Students	26233	26,233.00
Title IV Part A: Student Support and Academic Enrichment	9250	9,250.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	51,154.00
None Specified	0.00
Title I	84,000.00
Title II Part A: Improving Teacher Quality	22,690.00
Unrestricted	1,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,600.00
2000-2999: Classified Personnel Salaries	76,350.00
5000-5999: Services And Other Operating Expenditures	52,094.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	0.00

5000-5999: Services And Other Operating Expenditures	General Fund	51,154.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	8,850.00
2000-2999: Classified Personnel Salaries	Title I	75,150.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	21,750.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	940.00
2000-2999: Classified Personnel Salaries	Unrestricted	1,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,800.00
Goal 2	51,244.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Margaret Jacobson	Principal
Julie McMurtrie	Classroom Teacher
Amber Solbakken	Classroom Teacher
Juana Solis	Other School Staff
Christina Whitson	Parent or Community Member
Susana Romo	Parent or Community Member
Iker Hernandez	Parent or Community Member
Dulce Vega	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2021.

Attested:



Principal, Margaret Jacobson on 05-29-21

SSC Chairperson, Christina Whitson on 05-28-21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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

Checks Dated 10/11/2021 through 11/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1862889	10/27/2021	Eduardo Barrera Vazquez	01-5862	LIVE SCAN		25.00
1862890	10/27/2021	Kathyn Harp	01-5862	LIVE SCAN		25.00
1862891	10/27/2021	Yates, Sally	01-4362	Lock Box for Covid		18.39
1862892	10/27/2021	SYNCB/Amazon	01-5840	ITECH: Supplies		28.08
1862893	10/27/2021	Arntz Builders, Inc	21-6200	Bathroom Install ELC Office Remodel	62,449.78 161,400.03	223,849.81
1862894	10/27/2021	Valley Comfort Heating & Air	01-5800	Open PO : 2021/2022		554.00
1862895	10/27/2021	Bay West Construction	21-6200	Case Work Install		2,950.00
1862896	10/27/2021	Brelje & Race Consulting Civil Engineers	21-6200	Retention		453.75
1862897	10/27/2021	California's Valued Trust	01-9570	CVT Payment		126,740.09
1862898	10/27/2021	Citi Cards	01-5800	District Credit Card		31.00
1862899	10/27/2021	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		54.45
1862900	10/27/2021	David Kerr	01-5800	Vocal Music		925.00
1862901	10/27/2021	DK Landscaping	01-5800	M&O: OPEN PO for Landscape service		1,042.15
1862902	10/27/2021	Environmental Pump Services, Inc.	13-5800	Open PO-Grease Trap Service		425.00
1862903	10/27/2021	Fire Safety Supply	01-5800	M&O: Fire extinguisher & Services		15.60
1862904	10/27/2021	Fishman Supply Co	01-4370	M&O: Custodial Supplies@BV M&O: Custodial Supplies @ TM M&O; Custodial Supplies @ DO M&O; Custodial Supplies @ KW M&O; Custodial Supplies @ MV	868.71 1,729.00 1,036.20 1,994.61 416.70-	5,211.82
1862905	10/27/2021	Forensic Analytical Consulting Services Inc	01-5800	AHERA Periodic Surveillance		5,845.67
1862906	10/27/2021	Fun and Function	01-4310	SDC Preschool		132.48
1862907	10/27/2021	Greenacre Homes	01-5800	NPS: AJL		5,271.96
1862908	10/27/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		763.00
1862909	10/27/2021	The Home Depot Pro	01-4380	Home Depot		189.63
1862910	10/27/2021	Janet Gossett	01-4350	DO: OPEN PO:Signature Stamps/ Ink		96.56
1862911	10/27/2021	Lindsay McLaughlin	01-5800	HR Consulting		910.00
1862912	10/27/2021	McGraw-Hill School Education Holdings, LLC	01-5800	California Wonders		64,822.72
1862913	10/27/2021	Presence Learning Inc	01-5800	SLP Services 2021/2022		7,675.40
1862914	10/27/2021	Redwood Pediatric Therapy Asso	01-5800	Occupational Tehrapy Services		12,667.18
1862915	10/27/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill BV Open PO for Water bill MV & Spa	822.88 1,151.80	1,974.68
1862916	10/27/2021	Schaefer Engineering Inc	01-5800	Front Ditch Maintenance		5,215.00
1862917	10/27/2021	Soliant	01-5100	Speech Therapist & Speech Language Assistants		62,910.96

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.

ESCAPE ONLINE

Checks Dated 10/11/2021 through 11/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1862918	10/27/2021	Julie Burns	01-5803	Interpretation For Special Boad Meetings		1,000.00
1862919	10/27/2021	TLCD Architecture	21-6200	KS Modernizaton Architecture		99,337.00
1862920	10/27/2021	WEX BANK	01-4362	DO : Fuel Card		490.19
1863682	11/03/2021	Castro Sanchez, Marisela	01-5862	Fingerprints		25.00
1863683	11/03/2021	Cruz Carreno, Itzel A	01-5862	FingerPrints		25.00
1863684	11/03/2021	Luna Cielo	01-5862	Fingerprints		25.00
1863685	11/03/2021	Velarde Norma	01-5862	Fingerprints		35.00
1863686	11/03/2021	Herring, Patrick E	01-5201	Milage Reimbursement		10.64
1863687	11/03/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		592.00
1863688	11/03/2021	Alsco (American Linen)	13-5800	Open PO- BV	253.48	
				Open PO- KS	119.68	
				Open PO- MV	343.26	
				Open PO- TM	192.62	909.04
1863689	11/03/2021	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		468.22
1863690	11/03/2021	Buchanan Food Service	13-4710	OPEN PO :-B.V. Food for Food Svc	1,729.28	
				OPEN PO: TM Food for Food Svc	2,614.99	
				OPEN PO: MV Food for Food Svc	3,735.81	8,080.08
1863691	11/03/2021	California's Valued Trust	01-9570	Novemenber 2021		145,197.79
1863692	11/03/2021	AT & T	01-5911	Open PO CALNET3		314.15
1863693	11/03/2021	Castino Restaurant Equipment & Supply, Inc.	13-4390	BV: Open PO Food Service Smallware		20.78
1863694	11/03/2021	Clover Stornetta Farms Inc	13-4715	BV- Student Milk	1,175.84	
				KW- Student Milk	1,456.50	
				MV- Student Milk	2,658.24	
				TM- Student Milk	993.50	6,284.08
1863695	11/03/2021	Coastline Distributors, Inc	13-4710	OPEN PO- BV - Fruit & Vegetable	1,893.90	
				OPEN PO- MV - Fruit & Vegetable	2,306.65	
				OPEN PO- TM - Fruit & Vegetable	1,935.70	6,136.25
1863696	11/03/2021	Aeries Software	01-5200	Virtual Aeries Con.	150.00	
				Virtual Aeries Con. Jose Santamaria	150.00	
				Virtual Aeries Con. Ryan Green	150.00	450.00
1863697	11/03/2021	Department Of Justice Accounting Office Cashier Unit	01-5862	Open PO for DO- Fingerprinting		499.00
1863698	11/03/2021	East Bay Restaurant Supply	01-4390	Refrigerator Cool School Classroom		4,795.62
1863699	11/03/2021	Emerald LLC	01-5800	ISA: A.J.L	2,184.58	
				ISA: D.W	1,438.18	
				ISA: J.L.L	3,786.61	

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ESCAPE ONLINE

Checks Dated 10/11/2021 through 11/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1863699	11/03/2021	Emerald LLC		ISA: J.R	3,713.82	
				ISA: R.S.V	2,566.91	
				ISA: V. R	1,592.92	
				ISA: Z. C	2,512.29	
				ISA:J.V.T	1,957.02	
				ISA:M.L	3,823.02	
				NPS: C.H	264.87	23,840.22
1863700	11/03/2021	Environment Control	01-5800	Cleaning Services		977.26
1863701	11/03/2021	TIAA Commerical Finance	01-5600	DO:Agreement For SF-5130 Account # 20415329-1	279.68	
				Lease Agreement for Copiers Acc# 20399421-1	1,169.50	1,449.18
1863702	11/03/2021	Forensic Analytical Consulting Services	21-6200	Pre Demolition Inspection		4,874.63
1863703	11/03/2021	Fishman Supply Co	01-4370	M&O; Custodial Supplies @ KW		144.05
1863704	11/03/2021	Gold Star Foods, Inc.	13-4710	OPEN PO BV Food Supply	7,267.04	
				OPEN PO MV Food Supply	5,879.45	
				OPEN PO TM Food Supply	2,540.29	15,686.78
1863705	11/03/2021	Great America Financial Svcs	01-5858	OPEN PO-Postbase 45 mail machine	2.47	
			01-5950	OPEN PO-Postbase 45 mail machine	134.09	136.56
1863706	11/03/2021	Hardware Tech Inc.	01-4380	Open PO- Maint Service all sites		1,724.00
1863707	11/03/2021	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control		568.75
1863708	11/03/2021	The Home Depot Pro	01-4380	Home Depot		27.28
1863709	11/03/2021	Home Depot USA INC	01-4380	Home Depot		374.98
1863710	11/03/2021	Jacobson Fence Co Inc	25-5800	Front Fence Panel Repair		3,443.00
1863711	11/03/2021	John Deere Financial	01-4380	Open PO- Maint and Grounds	209.14	
			01-4390	Open PO- Maint and Grounds	232.26	441.40
1863712	11/03/2021	Kelly-Moore Paint Co Inc	01-4380	OPEN PO - Paint for all Sites		162.23
1863713	11/03/2021	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2021/2022		9,700.00
1863714	11/03/2021	Language People	01-5803	ELC- OPEN PO Interpreting services		144.00
1863715	11/03/2021	McGraw-Hill School Education Holdings, LLC	01-4310	6th grade Spanish	155.82	
				Glencoe Math	53.34	
			01-5800	California Wonders	3,862.77	4,071.93
1863716	11/03/2021	Napa County Office Of Ed	01-5100	DO: CalServes Contract- Americop Mentors	7,000.00	
			01-5800	DO: Calserves ASES After School Program	99,633.62	106,633.62
1863717	11/03/2021	Office Depot Inc	01-4350	OPEN PO- District Office Supplies		211.64
1863718	11/03/2021	PG&E	01-5520	Open PO -PG & E		258.69
1863719	11/03/2021	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up	1,411.42	

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ESCAPE ONLINE

Checks Dated 10/11/2021 through 11/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1863719	11/03/2021	Recology Sonoma Marin		KW/ELC- Garage & Recycling	1,411.42	
				TM- Garage & Recycling	1,530.88	4,353.72
1863720	11/03/2021	Marylou Herrera DBA Red Light Learning	01-5803	Translation Service		980.00
1863721	11/03/2021	Reese & Associates	25-5800	Soil Services		3,600.00
1863722	11/03/2021	Santa Rosa, City Of	01-5560	Open PO for Water bill MV & Spa	120.00	
			01-5858	Open PO for Water bill KW	1,220.99	
				Open PO for Water bill TM	2,040.89	3,381.88
1863723	11/03/2021	Site Consulting Specialists	21-6200	Asphalt Bidding and Project- Bellevue ES		22,185.00
1863724	11/03/2021	Spurr	01-5510	Open PO Spurr		735.87
1863725	11/03/2021	The Standard Insurance Co	01-9575	Disability Coverage	6,678.84	
				Disablility Coverage	1,669.71	8,348.55
1863726	11/03/2021	US Bank Equipment Finance	01-5858	OpenPO - Lease Bellevue School		659.59
1863727	11/03/2021	Verizon	01-5800	Lines		266.49
1864746	11/05/2021	Herring, Patrick E	01-4390	Mileage Reimbursement		2.80
1864747	11/05/2021	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		818.00
1864748	11/05/2021	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	52.37	
			01-5858	DO: FSA Admin Fee 6 Employees	7.63	60.00
1864749	11/05/2021	Becoming Independent	01-5800	BUSD Shredding Services		35.00
1864750	11/05/2021	AT & T	01-5911	Open PO CALNET3		110.68
1864751	11/05/2021	Citi Cards	01-4440	Apple screen replacement	99.00	
			01-5800	District Credit Card	2,036.93	2,135.93
1864752	11/05/2021	Discount Blinds & Shutters	21-6200	Replace & Install Blinds		670.00
1864753	11/05/2021	Emerald LLC	01-5800	ISA: A.F	2,211.89	
				ISA: D.W	1,347.18	
				ISA: J.R	2,612.42	
				ISA: R.S.V	1,474.60	
				ISA: V. R	1,419.99	
				ISA: Z. C	1,401.79	
				ISA:J.V.T	2,821.75	
				ISA:M.L	2,821.75	16,111.37
1864754	11/05/2021	Fishman Supply Co	01-4370	M&O: Custodial Supplies@BV	615.30	
				M&O: Custodial Supplies @ ELC	150.70	
				M&O; Custodial Supplies @ KW	65.59	
				M&O; Custodial Supplies @ MV	453.85	1,285.44
1864755	11/05/2021	Frontline Technologies	01-5800	Time & Attendance		7,865.61
1864756	11/05/2021	Pace Supply Corp Cust #02188-00	01-4380	Open PO-Pace Supply 21/22		283.81
1864757	11/05/2021	Pro-ed, Inc.	01-4310	Edmark Online Renewal		2,495.51

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Checks Dated 10/11/2021 through 11/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1864758	11/05/2021	Quality Manufacturing & Dist	01-4390	Gopher Elimination Eq		2,647.44
1864759	11/05/2021	Ralph's Auto & Truck Services	01-5800	OPEN PO- Districts Truck Services		25.00
1864760	11/05/2021	School & College Legal Service Sonoma County Office of Ed.	01-5800	Legal Training for SPED		45.00
1864761	11/05/2021	School Specialty LLC	01-5800	SDC Preschool		102.49
1864762	11/05/2021	Seesaw	01-4310	Students License		3,025.00
1864763	11/05/2021	Lakshmi Vyakaran Venkat	01-5800	Home Hospital Teacher		1,087.17
1864764	11/05/2021	West County Transportation	01-5100	Open PO-Special Ed. Transportation		121,720.76
Total Number of Checks					97	<u>1,185,427.53</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	81	786,522.33
13	Cafeteria Fund	7	37,542.01
21	Building Fund	7	354,320.19
25	Capital Facilities Fund	2	7,043.00
Total Number of Checks		97	1,185,427.53
Less Unpaid Tax Liability			.00
Net (Check Amount)			<u>1,185,427.53</u>

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.

ESCAPE ONLINE

Bellevue Union School District

Consent Calendar for Board Meeting of November 16, 2021

8. Consent Calendar

8.1. Board Meeting Minutes

8.1.1. Regular Board Meeting Minutes October 19, 2021

8.2. Acknowledge and Accept Grants & Donations

8.2.1. Donors Choose: Keeping Kids Current Scholastic News Subscription for all of 6th grade: \$543, Bellevue Elementary School - Bridges

8.2.2. Donors Choose: Books and Board Games for Bridges, AR books and Indoor recess games: \$529, Bellevue Elementary School - Bridges

8.2.3. Donors Choose: Arts and Crafts Are Good for the Soul: \$734, Bellevue Elementary School - Logston

8.2.4. Donors Choose: Learning About Our World With Scholastic News: \$264, Bellevue Elementary School - Logston

8.2.5. Donors Choose: A Place for Everything, and Everything in Its Place (classroom organizational materials, binders, highlighters, magnets): \$346, Bellevue Elementary School - Simpson

8.2.6. Donors Choose: It's Raining, It's Pouring, Our Old Toys Are Boring (indoor recess games, play-doh, puzzles, Lego): \$308, Bellevue Elementary School - Simpson

8.2.7. Donors Choose: Let's get rewarding (classroom prizes): \$200, Bellevue Elementary School - Ballard

8.2.8. Donors Choose: Reading pointers for all seasons: \$192, Bellevue Elementary School - Lewis

8.2.9. Donors Choose: Christmas Art projects: \$220, Bellevue Elementary School - Lewis

8.2.10. Donors Choose: Audio Speaker system: \$100, Bellevue Elementary School - Lewis

8.2.11. Donors Choose: Laminator for in class projects: \$202, Bellevue Elementary School - Lewis

8.2.12. Donors Choose: Headphones for the class: \$378, Bellevue Elementary School - Lewis

8.2.13. Grant: Adopt a Classroom/Burlington - Recess Supplies: \$1,000, Bellevue Elementary School- Boyce

8.2.14. Grant: NFL Flag in School: \$450, Bellevue Elementary School - Boyce

8.2.15. Grant: Adopt a Classroom: Books in Spanish: \$100, Bellevue Elementary School - Bridges

8.3. 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 19, 2021 Board Meeting Minutes

1. Open Session 5:00 P.M.

The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:07 pm by Trustee Adele Walker, In person at the Bellevue Union School District Office & Streamed Live Via Zoom on the BUSD Homepage.

1.1. Call To Order

1.2. Public Comment on Closed Session AgendaNone

2. Adjourn To Closed Session: 5:08 P.M.

2.1. Closed Session Agenda

2.1.1. Consideration of Student Matter – Confidential Matter Involved §35146

2.1.1.1. Interdistrict Attendance Permit Appeals

2.1.2. Public Employee - Leave of Absence

2.1.3. Public Employee - Discipline/Dismissal/Release § 54957

2.1.4. Public Employment § 54957

3. Reconvene To Regular Session: 6:30 P.M.

3.1. Flag Salute: Jamie Padilla led the flag salute.

Members Present: Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, John Jarvis and David Alexander

Members Absent: None

Late Arrivals: None

Early Departures: John Jarvis

District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Tracy Whitaker, Roger Farrell, Aracely Romo-Flores, Ryan Green, Jose Santamaria

Others Present: See attached screen shot

3.2. Report on Closed Session approval conditional on attendance. Both Interdistricts Approved on Appeal, one

3.3. Consider Agenda Adjustment None

4. Public Comment: None

BUSD October 19, 2021 Board Meeting Minutes

5. Information

- 5.1. COVID-19 Updates, Tracy Whitaker, M.A. Director of Student Services & BUSD COVID-19 Coordinator
- 5.2. ESSER III Expenditure Plan Presentation, Aracely Romo Flores, Director of Curriculum and English Learner Services

6. Discussion/Action

- 6.1. Discussion of Substitute Teacher Shortage and Consider Approval of Certificated Substitute Pay Rates for 2021-22

On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved the Certificated Substitute Pay Rates for 2021-22

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

7. Action

- 7.1. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved the ESSER III Expenditure Plan, as Required by Section 2001 of the Elementary and Secondary School Emergency Relief (ESSER III) Fund

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

- 7.2. On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved Resolution No:6 Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2020, Series B, in the Aggregate Principal amount of not to Exceed \$10,000,000.

Action: Approved

Vote	4	Ayes
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BUSD October 19, 2021 Board Meeting Minutes

	0	Noes
	1	Absent: John Jarvis

- 7.3. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved Resolution No:7 Proclaiming the Second Monday of October As Indigenous People's Day

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

- 7.4. On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved the 2021-2022 BEA Negotiation Sunshine Letter

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

- 7.5. On a motion by Lisa Reyes, second by Stephanie Merrida-Grant, the Board approved Board Policy 0410 Nondiscrimination In District Programs And Activities

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

- 7.6. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved the Williams Quarterly Uniform Complaint Report Summary (July 1-September 30, 2021)

Action: Approved

Vote	4	Ayes
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BUSD October 19, 2021 Board Meeting Minutes

	0	Noes
	1	Absent: John Jarvis

7.7. Ratification of Bills and warrants

Payroll Totals

Manual Payroll 09/16/2021

Certificated:	\$0
Classified:	<u>\$0</u>
Total:	\$0

Regular Payroll 09/30/2021

Certificated:	\$735,092.63
Classified:	<u>\$298,570.81</u>
Total:	\$1,033,663.44

Supplemental Payroll 10/08/2021

Certificated:	\$24,540.00
Classified:	<u>\$14,500.57</u>
Total:	\$39,040.57

Total: \$1,072,704.01

Accounts Payable Totals:

Fund Description	Expensed Amount
01 General Fund	775,582.41
13 Cafeteria Fund	53,445.93
21 Building Fund	1,202,390.99
<u>25 Cap Facilities Fund</u>	<u>6,926.05</u>
Total Payables	\$2,035,345.38

On a motion by Stephanie Merrida-Grant, second by Jamie Padilla, the Board ratified the Bills and Warrants.

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

BUSD October 19, 2021 Board Meeting Minutes

8. Consent Calendar

- 8.1. Contract: Loyal Carlon
- 8.2. Contract: Bridge Communications (Board Meeting Translation Services)
- 8.3. Board Minutes
 - 8.3.1. Regular Board Meeting Minutes September 14, 2021
 - 8.3.2. Special Board Minutes October 7, 2021
- 8.4. CSBA Updating Policy Titles
- 8.5. CSBA Policy Deletions
- 8.6. CSBA Updating Policy Numbers
- 8.7. Personnel Activity Log

On a motion by Stephanie Merrida-Grant, second by Lisa Reyes, the Board approved the Consent calendar

Action: Approved

Vote	4	Ayes
	0	Noes
	1	Absent: John Jarvis

9. Reports

9.1. California School Employees Association, Chapter 501
N/A

9.2. Bellevue Education Association
Julie McClure, BEA Co-President:

Good evening members of the board and Dr. Alexander,

We hope you are enjoying the change in weather as we enter this new season. Fall and the holidays are my personal favorite time of year as we get to enjoy those special times with our kids in our classrooms!

On behalf of our members, we would like to share their ongoing concern of class size and class differential. As you are probably aware, our kindergarten classes are full (even some over) leaving no place for new students to go. This means that our youngest kids are being put into packed classes, some already as high as 26 students. Our members fully understand that there is a teacher and sub shortage, but we are left to ask, how high will our numbers go? Our motto is, "we do what's best for kids," and right now we feel that packing classes is not what is best for our students, especially during a pandemic and coming off of a year of distance learning. Kindergarten is just one example as there are several other grade levels that are over our contractual numbers. Several teachers have agreed to take in more students as we hate the idea of turning away students just as much as the rest of you. However, we also have to think about the current students in our classrooms and how they

BUSD October 19, 2021 Board Meeting Minutes

are being impacted. BEA would like to continue to work with the district to find a resolution to this problem.

Switching gears, we are looking forward to having socially distanced Halloween parades and celebrations next week. We invite you to join us at various harvest festivities throughout the district. Taylor Mountain is having a Dias de los Muertos celebration on Friday, October 29th from 5:00-6:30. There will be food, carnival games, and an ofrenda (altar) to honor our loved ones who have passed on. Meadow View is having a Trunk or Treat on October 29th as well from 4:00-5:00. Bellevue and Kawana are both having parades and altars. We would love it if you could join us!

These next few weeks are going to be busy as the trimester ends on November 5th and teachers are preparing report cards and for parent teacher conferences. Our next board meeting falls on our late night of conferences so we will not be here, but we look forward to seeing you in December. Thank you and have a good night.

9.3. Principal Report

Principal's Report: D. McCullough, Kawana Springs

Good Evening members of the board and Dr. Alexander,

I'd like to start by quoting Steve Herrington, our County Superintendent:

“The pandemic has made the work of running schools much more complicated. In many ways, we must now function as a health department — something schools have never been asked to do before — while also continuing our efforts to connect students with the resources they need for learning and growth.”

His words could not be any truer. On all of our sites, we continue working tirelessly to keep up with the demands of this new way of running our schools.

The unusually high number of absences due to COVID protocols result in a lot of pressure on our office staff, who are required to follow a very specific contact tracing system of documentation, communication and follow-up.

The absences are not only just students, but also staff members, and everyone on our sites is working together to make sure we have the coverage we need.

Teachers are directly impacted by attendance as well. They are doing their best to provide independent study work for students who are out for extended periods of time, and with attendance varying daily, they are figuring out the best instructional methods to meet the needs of their fluctuating classes.

Despite these challenges, district wide, we are remaining focused on student learning and working diligently to ensure student success, both academically and socially-emotionally.

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Our counselors have completed their Meet the Counselor Lessons in all classes, and for the month of October, they are doing whole class lessons on Kindness, in addition to working individually and in groups with students.

We continue to implement systematic intervention programs on all sites to provide extra reading support and small group instruction.

Coming soon on November 1st for our Professional Development Day, our Kindergarten to 2nd grade teachers will receive training on how to use the SIPPs program in their classrooms to improve literacy. We also are fortunate to have Jen Guerrero once again to further our learning on how to meet the needs of our English Language Learners and improve achievement.

To stay connected with our community, all sites continue to hold outdoor Parent Coffees, ELAC and School Site Council meetings. We are all planning variations of outdoor events to celebrate Halloween or Día de los Muertos soon, and we are looking forward to inviting parents to be a part of them, following safety guidelines of course.

Fall is in the air... pumpkins are all the rage and we are getting ready for a week of rainy day recesses. Our school doors are open and we are witnessing students learning and growing... and that is our purpose that gets us up and running to our campuses day in and day out.

9.4. Board Reports/Board Items

9.4.1. Correspondence

Stephanie Merrida-Grant mentioned how nice it was to see everyone here back and in person. Fall is here and the holidays are right around the corner. Time to visit with family and friends. She said she is proud to be on this journey with everyone.

Adele Walker said she was pleased that as a board they were able to make it out to all of the school sites and see all of the changes. "Congratulations to Superintendent Alexander and Roger Farrell, Director of Maintenance & Operations, for keeping all those balls up in the air. She's looking forward to the new Meadow View sign. We're taking care of our campuses inside and out and want our families to know we care. BEA extended an invitation to meet, however I've been a little busy recently at work and appreciate you reaching out. I am working at several schools and I appreciate our district and site teams. Thank you for all you do."

9.5. Superintendent Report

9.5.1. Enrollment Update

Superintendent Alexander started by introducing the new Director of IT, Ryan Green. "We miss our previous IT Director, but appreciate our new one." He mentioned the District was currently without a permanent Human Resources Director, but the district is being supported by Loyal Carlon, retired HR Director, as well as by Lyndsay McLaughlin, who was our HR temp last spring.

The District continues to work on our 3 year strategic plan, which includes not only the LCAP, but also all the federal funding such as ESSER funding which will create sustainability for our students and our whole community. Next month some of that planning should start being visible. The district is at a really good place strategically.

BUSD October 19, 2021 Board Meeting Minutes

He mentioned the fall season is his favorite time of the year, a time to think more about thankfulness, but added “It’s hard to think about thankfulness when you’re running 100mph.” He said we’re all here for the students, and there’s nothing better. We’re all passionate about caring for our kids. Thank you to our whole team, admin, teachers and all of our staff for all of your amazing work. Have a great Thanksgiving.

10. Planning

November 16, 2021	Regular Board Meeting	5:30 pm	In person at the Bellevue Union School District Office and live streamed via Zoom linked on the District’s Homepage: www.bUSD.org
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11. Returned to Closed Session

Open Session Adjournment Time: 7:55 pm

Respectfully Submitted,

By David Alexander, Ed.D.
Secretary to the Board and
District Superintendent

Board Signature: _____ Date: _____

Live Transcription (Closed Captioning) has been enabled. Who can see this transcript?

Roger Farrell - Maint... Aracely Romo-Flores ... Spanish Interpreter - Re...



Ryan Green

Participants (13)

Panelists (9) Attendees (4)

Find a participant

- Moriah Hart, Execu... (Co-host, me)
- Larry Black - Technology D... (Host)
- Spanish Interpre... (Interpreter)
- Aracely Romo-Flores - Director o...
- Chris Kim - CBO
- Roger Farrell - Maintenance Dire...
- Spanish Interpre... (Interpreter)
- Tracy Whitaker, Director of Stude...
- Ryan Green (Interpreter)

Invite Mute All ...

Chat

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View

Participants (13)

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Attendees (4)

B BJulian

KM Karen M

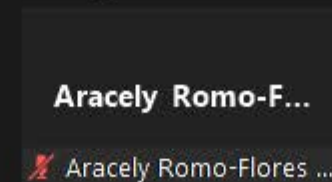
KE Kelly Evans

SH susie hirsch

Background

In response to COVID-19, the U.S. Congress pass the American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021.

- This federal stimulus funding is the third act of federal relief.
- The main funding source for local educational agencies (LEAs) in the ARP Act is the ESSER (Elementary & Secondary School Emergency Relief) III Fund.
- The ARP Act requires the Education Department to allocate ESSER III Funds based on the proportionality of Title I, Part A of the Elementary and Secondary Education Act (ESEA)
- School Districts that receive ESSER III funds are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students'
 - a. Academic needs
 - b. Social, emotional and mental health needs, and
 - c. Opportunity gaps that existed before and were exacerbated by the pandemic



Lower All Hands

Chat

Unmute

Stop Video

Participants 13

Share Screen

Interpretation

More

Leave

Bellevue Union School District Personnel Activity Log

For the period: October 19, 2021 to November 15, 2021

Date of Board Approval: November 16, 2021

Employment

Classified:

1. Laura Cervantes, 0.25 FTE IA, Taylor Mountain
Effective: TBD
2. Jennifer Spain, .125 FTA Dishwasher, Taylor Mountain Elementary
Effective: November 10, 2021

Change of Contract

Classified:

1. Silvia Quinonez, 0.5 FTE and .0625 FTE SDC IA, Bellevue Elementary
(Previously 0.125 FTE SDC IA, Early Learning Center)
2. Maria Morales, .625 FTE SDC IA, Early Learning Center
(Previously .375 FTE SDC IA, Early Learning Center)
Effective: November 2, 2021
3. Damaris Ramirez, .75 FTE, Bellevue Elementary
(Previously .625 FTE, SDC IA, Bellevue Elementary)
Effective: November 10, 2021)
4. Michelle Fronce, .75 FTE, Bellevue Elementary
(Previously .625 FTE, SDC IA, Bellevue Elementary)
Effective: November 10, 2021)
5. Alicia Angeles, .75 FTE, Bellevue Elementary
(Previously .625 FTE, SDC IA, Bellevue Elementary)
Effective: November 10, 2021)

Resignations:

Classified:

1. Lori Matteri, 0.25 FTE Dishwasher, Bellevue Elementary
Effective: 11/05/2021

2. Sandra Maldonado, 0.5 FTE Bilingual Literacy Paraprofessional, Kawana Springs Elementary
Effective: 11/07/2021
3. Sarah Jonas, 0.625 FTE SDC IA, Kawana Springs Elementary
Effective 11/02/2021
4. Alma Perez, .625 FTE IA, .1874 Supervision, Taylor Mountain
Effective: November 19, 2021

Retirements:

Nothing to report at this time



BELLEVUE UNION SCHOOL DISTRICT

Current Enrollment

School	8/12/2021	9/13/2021	10/13/2021	11/3/2021	12/14/2021	1/11/2022	2/6/2022	3/6/2022	4/14/2022	5/13/2022	6/5/2022
Bellevue	392	385	392	391							
Kawana	305	289	287	287							
Meadow View	384	374	375	375							
Taylor Mountain	406	414	413	416							
Independent Study	0	19	23	23							
Total Enrollment	1487	1481	1490	1492	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	1490	
Charter	0	37	71	94	145	144	0	0	0	0	
Total Enrollment	1736	1823	1840	1896	1898	1835	1616	1596	1539	1490	TBD

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	2020/22	2021/23	2020/23
Bellevue	403	406	391	366	387	397	376				
Kawana	388	381	365	337	337	322	321				
Meadow View	397	409	425	437	406	382	353				
Taylor Mountain	502	503	483	456	413	415	381				
District Attendance	1690	1699	1664	1597	1543	1517	1430	TBD	TBD	TBD	TBD
<i>% Attendance</i>	<i>95.52%</i>	<i>94.26%</i>	<i>94.92%</i>	<i>94.41%</i>	<i>95.46%</i>	<i>95.02%</i>	<i>92.94%</i>				
Charter	76	105	131	141	0	0	0	0	0	0	0
With Charter	1765	1803	1794	1737	1543	1517	TBD	TBD	TBD	TBD	TBD
<i>% Attendance</i>	<i>95.94%</i>	<i>95.12%</i>	<i>94.54%</i>	<i>94.69%</i>	<i>95.46%</i>	<i>95.02%</i>					