



---

**N O T I C E**

**BOARD MEETING OF THE BELLEVUE UNION SCHOOL  
DISTRICT BOARD OF TRUSTEES WILL BE HELD ON Tuesday  
December 8, 2020, CLOSED SESSION 5:30PM & 6:00PM OPEN SESSION  
VIDEO TELECONFERENCE STREAMED VIA YOUTUBE LIVE ON THE  
BUSD HOMEPAGE HOSTED BY BELLEVUE UNION SCHOOL DISTRICT  
3150  
EDUCATION DRIVE SANTA ROSA, CA 95407**

**DATED: December 4, 2020**

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

**POSTED: December 4, 2020**

**BELLEVUE UNION SCHOOL DISTRICT**  
**Regular Board Meeting**  
**Video Teleconference Streamed Via YouTube Live on the BUSD Homepage**  
**Hosted by Bellevue Union School District**  
**Tuesday, December 8, 2020**

**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 by live video conference until further notice. The meeting will be live streamed live on the District’s YouTube page which can be reached via a link from our Bellevue Union School District homepage @ [www.BUSD.org](http://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. Public Employment § 54957

3. Reconvene to Open Session 6:00pm

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.*

1. Information Item

- 1.1. COVID-19 Health and Safety Update, Tracy Whitaker, Director of Student Services & BUSD COVID-19 Coordinator

2. Action

- 2.1. Consider Approval of Resolution No 9: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to February 8, 2020 Unless Otherwise Safe to Return
- 2.2. Consider Approval of SPSAs (Single Plan for Student Achievement) for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary and Taylor Mountain Elementary Schools
- 2.3. Consider Ratification of Bills and Warrants

3. Consent Calendar

3.1. Board Meeting Minutes

- 3.1.1. Regular Board Meeting Minutes November 17, 2020

3.2. Acknowledge and Accept Grants/donations

- 3.2.1. Donors Choose, \$670.00 - "Pawsitive Paws" A cricket machine with all materials to create vinyl positive messages so that students and staff can wear them proudly as a Meadow View panther! - Meadow View - Ellana Johnstone
- 3.2.2. Donor Choose - "Discovers through Science Observation," students will be able to observe and inquire with hands on materials - Meadow View - Suzanne Bethel
- 3.2.3. Kyoto Restaurant donated \$300 to Target to purchase family board games to pass out at the Meadow View Winter Wonderland drive thru
- 3.2.4. Donors Choose - "Creating Holiday Cheer" - Holiday surprise for every student. - Bellevue - Toller
- 3.2.5. Donors Choose - "Exploring Science Through the Hands of First Graders" - Take home science kits for every student - Bellevue - Boyce
- 3.2.6. Donors Choose - "Make Teaching During a Pandemic Fun" - White boards, erasers, and markers for every student to use at home. - Bellevue - Lewis
- 3.2.7. Donors Choose - 'Holiday Fun' - Hands-On Crafts and Activities for students to do at home. - Bellevue - Ballard
- 3.2.8. Don Hoover donated \$1500 to first grade families in need- Bellevue - Boyce
- 3.2.9. Trudy Brajnikoff donated 78 masks to first grade families - Bellevue - Boyce

3.3. Personnel Activity Log

#### 4. Reports

- 4.1. California School Employees Association, Chapter 501
- 4.2. Bellevue Education Association
- 4.3. Principal Reports
- 4.4. Board Reports/Board Items
- 4.5. Superintendent Report
  - 4.5.1. Enrollment/Attendance

#### 5. Planning

December 14, 2020	Special Board Meeting	5:30pm	To be live streamed on the District's YouTube Page on the District's Homepage: <a href="http://www.busd.org">www.busd.org</a>
December 15, 2020	Regular Board Meeting	5:00pm	BUSD District Office

---

*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.*

*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 December 20, 2020

Agenda Category: Review and Action

Agenda Item Title: COVID-19 Health and Safety Update

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 will provide a COVID-19 Health and Safety Update to 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 of December 8, 2020

Agenda Category: Review and Action

Agenda Item Title: Consider Approval of Resolution No. 9: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to February 8, 2020 Unless Otherwise Safe to Return.

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

---

Background:

The Governing Board of the Bellevue Union School District on August 4, 2020 determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

Senate Bill 98 (“SB 98”), signed by the Governor on June 29, 2020, addresses the ability of Local Educational Agencies (“LEAs”) to offer distance learning in the 2020-2021 school year. Education Code Section 43503 subparagraph (2) of subdivision (a) was added by SB 98 to allow LEAs to offer distance learning under either of the following circumstances:

“(A) On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officers.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, who are self-quarantining because of exposure to COVID-19.”; and

The June 12, 2020, Sonoma County Roadmap to Reopening Schools incorporates the state and local public health guidance that Sonoma County LEAs must follow. The Governing Board of the Bellevue School District determined that at that time in-person direct instruction could not be provided in compliance with the Sonoma County Roadmap to Reopening Schools. The Governing Board of the Bellevue Union School District determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

Due to the current COVID-19 status within our county and community the Governing Board of the Bellevue Union School District has determined that in-person direct instruction will continue

to be not offered as an instructional model and extend the original timeline (from August 17, 2020 until January 5, 2020) to February 8, 2020 unless otherwise safe to return to school sites.

Recommended Action:

It is recommended that the Board of Trustees approve Resolution No. 9: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to February 8, 2020 Unless Otherwise Safe to Return.

Supporting Documents:

Resolution No. 9: Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to February 8, 2020 Unless Otherwise Safe to Return.

Bellevue Union School District

Resolution Declaring Instructional Method for 2020-2021 Timeline Extended for Non-Use of In-person Direct Instruction to February 8, 2020 Unless Otherwise Safe to Return.

Resolution No. 9

WHEREAS, BE IT FURTHER RESOLVED THAT, the Governing Board of the Bellevue Union School District on August 4, 2020 determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

WHEREAS, Section 34 of Senate Bill 98 (“SB 98”), signed by the Governor on June 29, 2020, addresses the ability of Local Educational Agencies (“LEAs”) to offer distance learning in the 2020-2021 school year; and

WHEREAS, Education Code Section 43503 subparagraph (2) of subdivision (a) was added by SB 98 to allow LEAs to offer distance learning under either of the following circumstances:

“(A) On a local educational agency or school-wide level as a result of an order or guidance from a state public health officer or a local public health officers.

(B) For pupils who are medically fragile or would be put at risk by in-person instruction, who are self-quarantining because of exposure to COVID-19.”; and

WHEREAS, the June 12, 2020, Sonoma County Roadmap to Reopening Schools incorporates the state and local public health guidance that Sonoma County LEAs must follow; and

WHEREAS, the Governing Board of the Bellevue Union School District (“District”) has reviewed the Sonoma County Roadmap to Reopening Schools in determining which instructional model best meets the needs of the District, its students and staff, in light of the District’s available infrastructure and safety concerns.

WHEREAS, the Governing Board of the Bellevue School District determined that at that time in-person direct instruction could not be provided in compliance with the Sonoma County Roadmap to Reopening Schools.

WHEREAS, the Governing Board of the Bellevue Union School District determined that in-person direct instruction would not be offered as an available instructional model from Monday, August 17, 2020 until January 5, 2021 unless otherwise deemed safe to return to school sites for our specific school community.

NOW THEREFORE, BE IT RESOLVED THAT, due to the current COVID-19 status within our county and community the Governing Board of the Bellevue Union School District has determined that in-person direct instruction will continue to be not offered as an instructional model and extend the original timeline (from August 17, 2020 until January 5. 20) to February 8, 2020 unless otherwise safe to return to school sites.

PASSED AND ADOPTED by the Governing Board of the Bellevue Union School District as its meeting on the 8th day of December, 2020 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

---

Adele Walker

Clerk, Governing Board

Bellevue Union School District

Bellevue Union School District

Agenda Item for Board Meeting of December 15, 2020

Agenda Category: Review and Action

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

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

---

Background:

In accordance with the Every Student Succeeds Act (ESSA) 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 SPSAs for the 2019-2020 school year. The COVID-19 pandemic required all schools to shift to Distance Learning in March. As a result, this emergency situation interrupted our ability to bring these to the Board last year.

Recommended Action:

It is recommended that the Board of Trustees approve the SPSAs for Bellevue Elementary, Kawana Springs Elementary, Meadow View Elementary, and Taylor Mountain Elementary.

Supporting Documents:

SPSAs for Bellevue Elementary, Kawana Spring Elementary, Meadow View Elementary, and Taylor Mountain Elementary

# 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		

## 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

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 five to six times 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.

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.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 10
- Resource Inequities ..... 11
- School and Student Performance Data ..... 12
  - Student Enrollment..... 12
  - CAASPP Results..... 14
  - ELPAC Results ..... 18
  - Student Population ..... 22
  - Overall Performance ..... 23
  - Academic Performance ..... 24
  - Academic Engagement ..... 30
  - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
  - Goal 1..... 35
  - Goal 2..... 38
  - Goal 3..... 41
  - Goal 4..... 44
  - Goal 5..... 46
- Budget Summary ..... 47
  - Budget Summary ..... 47
  - Other Federal, State, and Local Funds ..... 47
- Budgeted Funds and Expenditures in this Plan ..... 48
  - Funds Budgeted to the School by Funding Source..... 48
  - Expenditures by Funding Source ..... 48
  - Expenditures by Budget Reference ..... 48
  - Expenditures by Budget Reference and Funding Source ..... 48
  - Expenditures by Goal ..... 48
- School Site Council Membership ..... 49
- Recommendations and Assurances ..... 50

Instructions.....51  
    Instructions: Linked Table of Contents.....51  
    Purpose and Description.....52  
    Stakeholder Involvement.....52  
    Resource Inequities .....52  
Goals, Strategies, Expenditures, & Annual Review .....53  
    Annual Review .....54  
    Budget Summary .....55  
    Appendix A: Plan Requirements .....57  
    Appendix B:.....60  
    Appendix C: Select State and Federal Programs .....62

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The district surveys staff numerous times throughout the year. Topics include assessment, PLC time, and professional development needs. Students and parents are also surveyed to guide our LCAP.

This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the advisory committee's.

Results demonstrate a focus area of technology, English Learner support, Instructional Support, student supervision training, and community relations.

## Classroom Observations

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

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.

In addition, daily, the principal walks through several classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, 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)

All students grades 3-6 participate in the California Assessment of Student Performance and Progress (CAASPP) exam in the areas of English Language Arts and Mathematics. 5th grade students participate in the CAASPP science. Results indicate areas of need for instruction, intervention and professional development. All English Learners take the ELPAC exam to determine level of English Proficiency and to guide designated and integrated English Language Development for students.

A variety of local assessments are used, such as Wonders reading assessments, My Math unit and benchmark assessments, STAR reading and math 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 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 2019/20 school year focused on Professional Learning Communities and District development of Priority Standards in English Language Arts.

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, district Curriculum Coordinator, Instructional Coach, Technology Director 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 month, teachers participate in district wide grade level collaboration.

## 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. The Next Generation Science Standards have been released and Bellevue School is currently working along side the district office to review our current science curriculum and adopt new materials as needed.

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.

Bellevue School follows a master schedule with built in time for intervention courses as well as additional unscheduled time for additional intervention to be used by the teacher as dictated by student performance. Bellevue School also follows a lesson pacing and assessment guide for read/language arts and math. Teachers developed Priority Standards in the 2019/20 school year and are using these to determine a pacing format for the 2020/21 school year.

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

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 2019/20 school year focused on Professional Learning Communities and District development of Priority Standards in English Language Arts.

## 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.  
CalServes provides an afterschool program until 6 PM to assist with reading supports, and homework. They also provide Ameri-corps tutor support for small group interventions.  
CalServes supplies a full-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)

The PLC grade level teams provide ongoing assistance with data analysis, goal setting and planning of instruction/intervention. Parent volunteers provide a variety of assistance, including in classroom support, field trips, enrichment materials for classrooms and special items for the school. Parents participate in the PTO, School Site Council and ELAC committies.  
Our school communicates regularly with parents through all calls, text messages, emails, newsletters, social media and a school website. All information to parents is provided in both English and Spanish.

## Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:

In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.

Integrated and designated English Language Development are provided daily.

A Resource Specialist provider assists students that require additional support as well as those with an Individualized Educational Plan.

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  
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 four times 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.

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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	%	%	1		
African American	0.5%	0.26%	%	2	1	
Asian	2.9%	2.33%	1.72%	12	9	7
Filipino	0.2%	%	%	1		
Hispanic/Latino	90.5%	90.96%	90.64%	371	352	368
Pacific Islander	%	%	%			
White	4.6%	5.17%	5.67%	19	20	23
Multiple/No Response	%	%	0.25%			1
<b>Total Enrollment</b>				410	387	406

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	70	73	82
Grade 1	55	51	58
Grade 2	44	53	54
Grade 3	75	43	59
Grade 4	45	68	40
Grade 5	58	37	72
Grade 6	63	62	41
<b>Total Enrollment</b>	410	387	406

### Conclusions based on this data:

1. We had a increase in enrollment in 2018-19. (19 students)
2. Grade level cohort sizes have remained stable, with the exception of 73 kinders in 17-18 to 58 first graders in 18-19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	256	250	260	62.4%	64.6%	64.0%
<b>Fluent English Proficient (FEP)</b>	68	57	38	16.6%	14.7%	9.4%
<b>Reclassified Fluent English Proficient</b>	44	19	6	16.4%	7.4%	2.4%

### Conclusions based on this data:

1. The number and percentage of English Learners has remained consistent from year to year.
2. The number and percentage of students being reclassified declined in 2018/19.

# 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

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

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

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

**Conclusions based on this data:**

1. More students are below standard in reading than any other domain (36.27%).
2. We are above the 95% threshold for participation rate (98.6%).
3. The listening domain has the lowest percentage of students below standard (25%).

# 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
<b>Grade 3</b>	17.14	21.95	11.32	62.86	43.90	58.49	20.00	34.15	30.19
<b>Grade 4</b>	21.74	7.69	9.30	32.61	36.92	25.58	45.65	55.38	65.12
<b>Grade 5</b>	8.62	12.50	4.23	46.55	22.50	50.70	44.83	65.00	45.07
<b>Grade 6</b>	18.33	15.87	22.50	45.00	39.68	45.00	36.67	44.44	32.50
<b>All Grades</b>	16.24	13.88	10.63	48.29	36.36	46.38	35.47	49.76	43.00

**Conclusions based on this data:**

1. Concepts and Procedures is the domain that has the highest percentage of students not meeting standards (54.59%).
2. Overall scores of students meeting or exceeding standards has been a steady decline the past few years. Additional training and professional development in Common Core standards is needed.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1419.3	1405.3	1428.9	1420.1	1397.1	1370.6	54	46
<b>Grade 1</b>	1467.8	1455.4	1473.2	1458.5	1461.8	1451.8	39	39
<b>Grade 2</b>	1484.7	1488.2	1492.5	1485.3	1476.4	1490.6	38	44
<b>Grade 3</b>	1499.6	1501.9	1504.0	1494.0	1494.6	1509.3	25	39
<b>Grade 4</b>	1514.0	1488.9	1512.4	1480.4	1515.1	1496.9	43	28
<b>Grade 5</b>	1529.9	1551.9	1531.5	1549.7	1527.8	1553.5	17	35
<b>Grade 6</b>	1515.3	1535.2	1491.2	1518.3	1538.9	1551.6	28	19
<b>All Grades</b>							244	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
<b>K</b>	27.78	4.35	31.48	28.26	27.78	47.83	*	19.57	54	46
<b>1</b>	53.85	5.13	*	43.59	*	43.59	*	7.69	39	39
<b>2</b>	47.37	15.91	39.47	54.55	*	22.73	*	6.82	38	44
<b>3</b>	*	17.95	*	41.03	*	35.90	*	5.13	25	39
<b>4</b>	30.23	10.71	41.86	35.71	*	28.57	*	25.00	43	28
<b>5</b>	*	37.14	*	48.57	*	11.43		2.86	17	35
<b>6</b>	*	21.05	46.43	42.11	*	31.58	*	5.26	28	19
<b>All Grades</b>	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
<b>K</b>	31.48	4.35	38.89	32.61	*	45.65	*	17.39	54	46
<b>1</b>	61.54	17.95	*	41.03	*	35.90	*	5.13	39	39
<b>2</b>	68.42	34.09	*	45.45	*	13.64	*	6.82	38	44
<b>3</b>	*	25.64	44.00	48.72	*	17.95	*	7.69	25	39
<b>4</b>	51.16	25.00	37.21	39.29	*	14.29	*	21.43	43	28
<b>5</b>	70.59	60.00	*	34.29		2.86	*	2.86	17	35
<b>6</b>	*	31.58	*	47.37	*	15.79	*	5.26	28	19
<b>All Grades</b>	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
<b>K</b>	22.22	8.70	*	19.57	37.04	41.30	24.07	30.43	54	46
<b>1</b>	28.21	7.69	33.33	35.90	*	30.77	*	25.64	39	39
<b>2</b>	31.58	11.36	39.47	45.45	*	36.36	*	6.82	38	44
<b>3</b>	*	17.95	*	33.33	48.00	35.90	*	12.82	25	39
<b>4</b>	*	14.29	48.84	14.29	25.58	46.43	*	25.00	43	28
<b>5</b>	*	11.43	*	34.29	*	54.29		0.00	17	35
<b>6</b>	*	10.53	46.43	31.58	*	47.37	*	10.53	28	19
<b>All Grades</b>	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	
<b>K</b>	70.37	15.22	22.22	67.39	*	17.39	54	46	
<b>1</b>	76.92	66.67	*	30.77	*	2.56	39	39	
<b>2</b>	71.05	38.64	*	50.00	*	11.36	38	44	
<b>3</b>	*	17.95	64.00	71.79	*	10.26	25	39	
<b>4</b>	44.19	21.43	51.16	60.71	*	17.86	43	28	
<b>5</b>	*	20.00	76.47	74.29		5.71	17	35	
<b>6</b>	*	15.79	60.71	68.42	*	15.79	28	19	
<b>All Grades</b>	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
<b>K</b>	*	6.52	61.11	73.91	20.37	19.57	54	46
<b>1</b>	48.72	0.00	38.46	74.36	*	25.64	39	39
<b>2</b>	65.79	22.73	*	65.91	*	11.36	38	44
<b>3</b>	68.00	48.72	*	41.03	*	10.26	25	39
<b>4</b>	74.42	39.29	*	32.14	*	28.57	43	28
<b>5</b>	88.24	97.14	*	0.00	*	2.86	17	35
<b>6</b>	42.86	47.37	46.43	42.11	*	10.53	28	19
<b>All Grades</b>	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
<b>K</b>	*	2.17	72.22	71.74	*	26.09	54	46
<b>1</b>	35.90	25.64	35.90	35.90	28.21	38.46	39	39
<b>2</b>	42.11	13.64	36.84	75.00	*	11.36	38	44
<b>3</b>	*	7.69	56.00	64.10	*	28.21	25	39
<b>4</b>	*	10.71	62.79	50.00	27.91	39.29	43	28
<b>5</b>	*	17.14	64.71	80.00	*	2.86	17	35
<b>6</b>	*	10.53	42.86	63.16	*	26.32	28	19
<b>All Grades</b>	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
<b>K</b>	33.33	21.74	37.04	32.61	29.63	45.65	54	46
<b>1</b>	28.21	5.13	66.67	79.49	*	15.38	39	39
<b>2</b>	31.58	11.36	63.16	79.55	*	9.09	38	44
<b>3</b>	*	23.08	60.00	74.36	*	2.56	25	39
<b>4</b>	30.23	14.29	60.47	67.86	*	17.86	43	28
<b>5</b>	*	17.14	64.71	80.00		2.86	17	35
<b>6</b>	*	36.84	60.71	57.89	*	5.26	28	19
<b>All Grades</b>	29.51	17.20	56.97	67.20	13.52	15.60	244	250

**Conclusions based on this data:**

1. The highest well developed area is the Speaking Domain of 34.4% of students.

2. The Reading Domanin is the biggest area of challenge with 24% of stendents at the beginning level.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>406</b>	<b>87.7</b>	<b>64.0</b>	
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%.
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	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Orange</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="293 705 371 732">Yellow</p>		

#### Conclusions based on this data:

1. Improvements have been made in ELA and Math
2. Chronic Absenteeism and suspension rates are both orange.

# 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><b>All Students</b></p>  Yellow 26.2 points below standard Increased ++6.8 points 200	<p><b>English Learners</b></p>  Orange 33.3 points below standard Maintained -0.1 points 152	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 70.8 points below standard Declined -14.9 points 16	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 31.2 points below standard Increased ++8.1 points 178	<p><b>Students with Disabilities</b></p>  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.

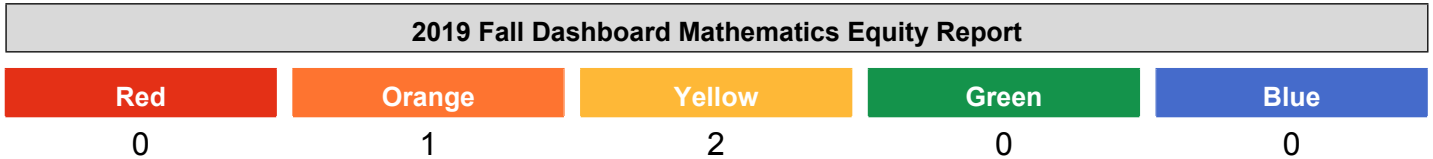
# School and Student Performance Data

## 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.



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><b>All Students</b></p>  Yellow 50.3 points below standard Increased ++4.9 points 200	<p><b>English Learners</b></p>  Orange 55.8 points below standard Maintained ++1.2 points 152	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color 58.1 points below standard Maintained -2.4 points 16	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 54.5 points below standard Increased ++5.6 points 178	<p><b>Students with Disabilities</b></p>  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
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.8 points below standard Increased ++5.8 points 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
81.9 points below standard Increased ++13.4 points 108	8.2 points above standard Maintained -1.4 points 44	36.4 points below standard Increased Significantly ++16.3 points 45

**Conclusions based on this data:**

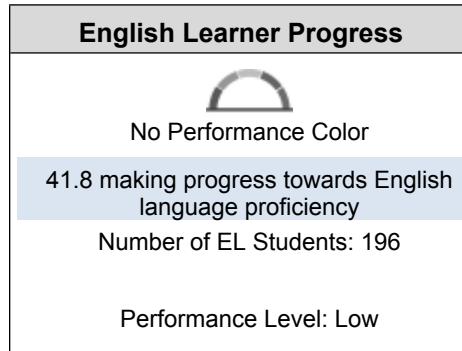
1. Data indicates we either maintained or increased points in all Subgroups; however, we remain below standard.
2. English Learners and Socioeconomically disadvantaged students are well below standard in math.

# 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
44	70	14	68

#### Conclusions based on this data:

1. Less than half of our English Learners are making progress towards language proficiency.

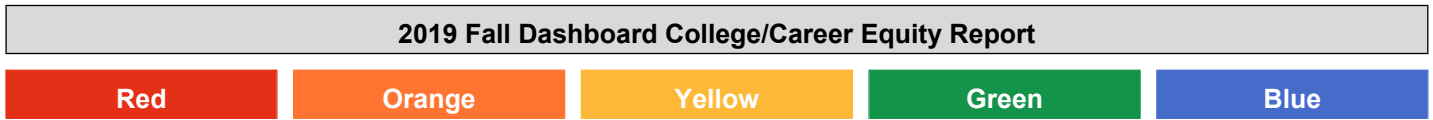
# School and Student Performance Data

## 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.



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.

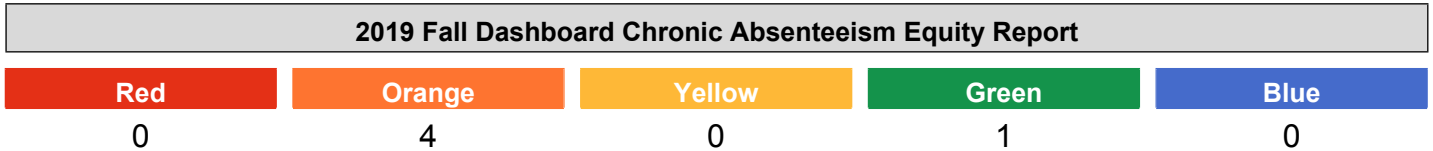
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 10.4 Increased +2.3 432	<p><b>English Learners</b></p>  Orange 10.9 Increased +2.9 284	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  Green 10 Declined -0.9 40	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 10.1 Increased +2.6 376	<p><b>Students with Disabilities</b></p>  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:**

1. Chronic absenteeism is improving for all subgroups except homeless students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

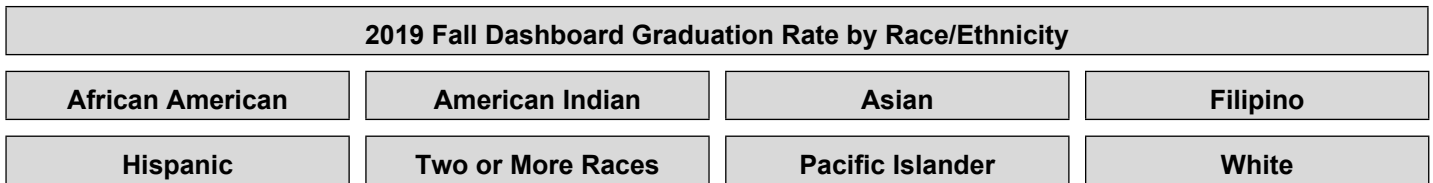
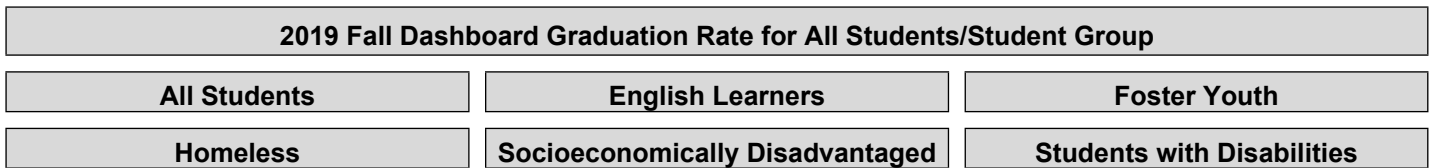
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

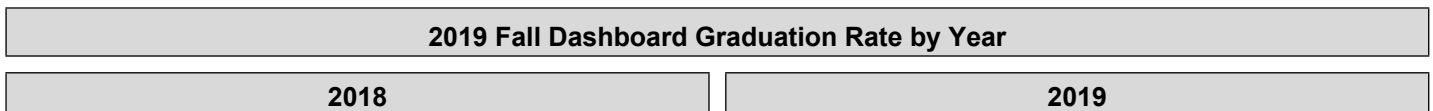
This section provides number of student groups in each color.



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.

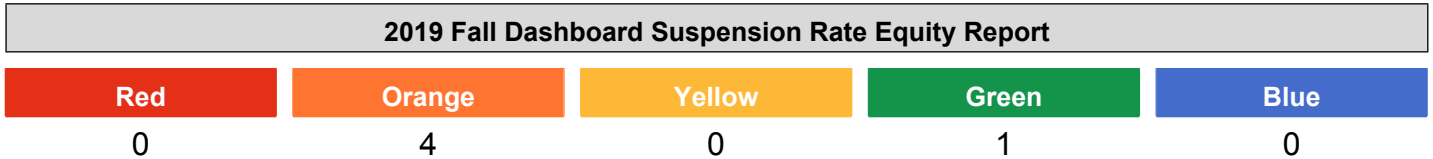
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 1.3 Increased +0.6 450	<p><b>English Learners</b></p>  Green 0.7 Maintained -0.1 293	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  Orange 2.4 Increased +2.4 41	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 1.5 Increased +0.7 389	<p><b>Students with Disabilities</b></p>  Orange 5.6 Increased +4.2 54

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 7	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5 Increased +0.7 406	 No Performance Color Less than 11 Students - Data 8		 No Performance Color 0 Maintained 0 29

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.7	1.3

**Conclusions based on this data:**

- 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
CAASPP	41.51% met or exceeded standard in 3rd grade in 18/19 17.08% met or exceeded standard in 4th grade in 18/19 47.15% met or exceeded standard in 5th grade in 18/19 47.5% met or exceeded standard in 6th grade in 18/19	Increase the percentage of students who met or exceeded standard by 2% All students 41.84% 3rd grade: 43.51% 4th grade: 19.08% 5th grade: 49.15% 6th grade: 49.5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide intervention support with use of Literacy Paraprofessionals. We currently have 10 hours of lit para support daily.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Identify 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)

Source(s)

[Empty input box for Amount(s)]

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

[Empty input box for Amount(s)]

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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	2.4% of students reclassified in 2018/19	Increase of 10% 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)

[Empty box for Amount(s)]

Source(s)

District Funded  
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)

[Empty box for Amount(s)]

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

ELD coordinator to monitor ELD programming and support with ELD 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)

[Empty box for Amount(s)]

Source(s)

District Funded  
None Specified  
.Funding to be determined by the District Office based on Actual Expenditures.

**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

Participation 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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

# 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	5 parent/community events offered in 2018/19	Increase of parent of community events offered by 3

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, Literacy Events, Principal and Parent Coffee Events

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded None Specified

[Empty input box]

Funding to be determined by the District Office based on Actual Expenditures.

**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)**

[Empty input box]

**Source(s)**

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Outreach to families using multi-media: phone, monthly newsletters, text, email, website, ect

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

[Empty input box]

**Source(s)**

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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.

	District Funded
--	-----------------

### Strategy/Activity 2

#### 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.

District Funded  
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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 4

#### 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	\$704103
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	\$

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# 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	477,031	477,031.00
Title II Part A: Improving Teacher Quality	70,346	70,346.00
Title III Immigrant Education Program	110,408	110,408.00
Title III Part A: Language Instruction for LEP Students	8,134	8,134.00
Title IV Part A: Student Support and Academic Enrichment	38,184	38,184.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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 Oct. 16, 2020.

Attested:

Principal, Nina Craig on 10/30/2020
SSC Chairperson, Alma Gutierrez on 10/30/2020

# 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](mailto: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](mailto: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](mailto: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](mailto: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 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
- Secondary Students

Name of Members	Role
<p>Nina Craig</p> 	<input checked="" type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Celeste King</p> 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Alma Gutierrez</p> 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Lisa Lopez</p> 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Amy Flores</p> 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input checked="" type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student

# 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	October 29, 2020	

## 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 four 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 has an active PTO, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 10
- Resource Inequities ..... 11
- School and Student Performance Data ..... 12
  - Student Enrollment..... 12
  - CAASPP Results..... 14
  - ELPAC Results ..... 18
  - Student Population ..... 22
  - Overall Performance ..... 23
  - Academic Performance ..... 24
  - Academic Engagement ..... 30
  - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
  - Goal 1..... 35
  - Goal 2..... 40
  - Goal 3..... 43
  - Goal 4..... 47
  - Goal 5..... 50
- Budget Summary ..... 51
  - Budget Summary ..... 51
  - Other Federal, State, and Local Funds ..... 51
- Budgeted Funds and Expenditures in this Plan ..... 52
  - Funds Budgeted to the School by Funding Source..... 52
  - Expenditures by Funding Source ..... 52
  - Expenditures by Budget Reference ..... 52
  - Expenditures by Budget Reference and Funding Source ..... 52
  - Expenditures by Goal ..... 52
- School Site Council Membership ..... 53
- Recommendations and Assurances ..... 54

Instructions.....55  
    Instructions: Linked Table of Contents.....55  
    Purpose and Description.....56  
    Stakeholder Involvement.....56  
    Resource Inequities .....56  
Goals, Strategies, Expenditures, & Annual Review .....57  
    Annual Review .....58  
    Budget Summary .....59  
    Appendix A: Plan Requirements .....61  
    Appendix B:.....64  
    Appendix C: Select State and Federal Programs .....66

# 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).

An LCAP Parent Survey was given in both English and Spanish to determine parent satisfaction in the areas of teaching, student support, school climate, communication, opportunities for parent involvement, and general enjoyment of school. Results indicate an overwhelming majority of parents are pleased with the quality of teaching and level of support that is offered to help their child be successful at school. The majority of parents strongly agree or agree that the school is welcoming, communicates regularly and offers opportunities for parent involvement. Responses also indicate that parents feel their children enjoy going to school and take pride in their school.

## 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. 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.

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)

All students grades 3-6 participate in the The California Assessment of Student Performance and Progress (CAASPP) exam in the areas of English Language Arts and Mathematics. 5th grade students participate in the CAASPP Science exam. Results indicate areas of need for instruction, intervention and professional development.

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.

A variety of local assessments are used, such as Estrellitas and Maravillas reading assessments, My Math unit and benchmark assessments, STAR reading and math 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 2019/20 school year focused on Professional Learning Communities and District development of Priority Standards in English Language Arts.

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

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

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 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 an annual basis.

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

Lesson pacing is guided by the Priority Standards that were determined and agreed upon by grade level teams in 2019-20.

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 and one full-time RSP instructional aide provide small group instruction and support.

Literacy Paraprofessionals in grades K-4 (times vary per grade) provide 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 after school program until 6 PM to assist with reading support and homework. 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.

CalServes supplies a part-time guidance counselor to assist students with school-related issues impacting academic achievement.

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.

Sonoma Academy partners with CalServes to provide after school enrichment clubs for students enrolled in the after school program, such as Robotics, Ukulele, and Arts and Crafts.

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

The PLC grade level teams provide ongoing assistance with data analysis, goal setting and planning of instruction/intervention. Parent volunteers provide a variety of assistance, including in classroom support, field trips, enrichment materials for classrooms and special items for the school. Parents participate in the PTO, School Site Council and ELAC committies.

Our school communicates regularly with parents through all calls, text messages, emails, newsletters, social media and a school website. All information to parents is provided in both English and Spanish.

## Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:

In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.

Integrated English Language Development and Designated English Language Development are provided daily.

A Resource Specialist provider assists students that require additional support as well as those with an Individualized Educational Plan.

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 four 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 has an active PTO, which meets monthly to plan community events, 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.28%	0.56%	2	1	2
African American	1.3%	1.69%	1.41%	5	6	5
Asian	1.8%	1.13%	1.41%	7	4	5
Filipino	%	%	0.28%			1
Hispanic/Latino	86.5%	87.89%	89.27%	334	312	316
Pacific Islander	%	%	0.28%			1
White	8.3%	6.48%	5.65%	32	23	20
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				386	355	354

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	55	43	70
Grade 1	46	48	41
Grade 2	67	43	43
Grade 3	44	62	42
Grade 4	51	45	65
Grade 5	60	46	48
Grade 6	63	68	45
<b>Total Enrollment</b>	386	355	354

### Conclusions based on this data:

1. Overall enrollment decreased since 2016-17 by 32 students.
2. Latino/Hispanic continues to be the majority group, representing 89% of total student population in 2018-19.
3. Kindergarten enrollment increased significantly in 2018-19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	233	203	188	60.4%	57.2%	53.1%
Fluent English Proficient (FEP)	53	51	55	13.7%	14.4%	15.5%
Reclassified Fluent English Proficient	49	24	6	18.6%	10.3%	3.0%

### Conclusions based on this data:

1. Number of English Learners decreased over three years by 13%.
2. Number of Fluent English Proficient learners Increased slightly in percentage each year.
3. There has been a decrease in students Reclassified to Fluent English Proficient.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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

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. Percentage of overall achievement in Standard Met increased by 1%. Percentage of overall achievement in Standard Not Met decreased by 1%.
2. The area of demonstrating effective communication skills has the highest overall percentage of students that are At or Near Standard.
3. Demonstrating understanding of literary and non-fictional texts has the highest overall percentage of students that are Below Standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	2437.	2427.	2435.	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	2469.	2454.	2465.	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	2468.	2487.	2508.	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	N/A	N/A	N/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. The majority of students in overall achievement fall in Standard Not Met and Standard Nearly Met.
2. The percentage of students Below Standard in Communicating Reasoning decreased by 6% over 3 years.
3. The percentage of students At or Near Standard in Problem Solving & Modeling/Data Analysis and Communicating Reasoning increased over 3 years.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1423.8	1402.9	1446.4	1423.8	1370.6	1354.1	28	35
<b>Grade 1</b>	1435.1	1416.6	1454.0	1450.5	1415.6	1382.3	31	22
<b>Grade 2</b>	1492.4	1459.8	1501.8	1478.6	1482.6	1440.5	30	31
<b>Grade 3</b>	1491.4	1517.5	1484.0	1503.4	1498.2	1531.2	39	30
<b>Grade 4</b>	1508.9	1513.0	1506.7	1501.5	1510.7	1524.0	25	40
<b>Grade 5</b>	1519.8	1537.4	1501.6	1539.3	1537.6	1534.9	16	19
<b>Grade 6</b>	1530.8	*	1530.4	*	1530.8	*	30	10
<b>All Grades</b>							199	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
<b>K</b>	*	0.00	*	25.71	*	57.14	*	17.14	28	35
<b>1</b>	*	4.55	*	0.00	35.48	63.64	*	31.82	31	22
<b>2</b>	53.33	12.90	*	19.35	*	48.39		19.35	30	31
<b>3</b>	*	30.00	43.59	46.67	43.59	23.33	*	0.00	39	30
<b>4</b>	*	15.00	60.00	62.50	*	15.00	*	7.50	25	40
<b>5</b>	*	36.84	*	21.05	*	42.11	*	0.00	16	19
<b>6</b>	*	*	36.67	*	*	*	*	*	30	*
<b>All Grades</b>	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
<b>K</b>	46.43	5.71	*	51.43	*	28.57	*	14.29	28	35
<b>1</b>	41.94	4.55	*	45.45	*	40.91	*	9.09	31	22
<b>2</b>	76.67	19.35	*	51.61	*	29.03		0.00	30	31
<b>3</b>	*	36.67	46.15	43.33	*	16.67	*	3.33	39	30
<b>4</b>	44.00	35.00	*	50.00	*	7.50	*	7.50	25	40
<b>5</b>	*	52.63	*	31.58		15.79	*	0.00	16	19
<b>6</b>	53.33	*	*	*	*	*		*	30	*
<b>All Grades</b>	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
<b>K</b>	*	0.00	*	0.00	53.57	57.14	39.29	42.86	28	35
<b>1</b>	*	4.55	*	0.00	*	13.64	80.65	81.82	31	22
<b>2</b>	*	6.45	36.67	12.90	*	22.58	*	58.06	30	31
<b>3</b>		26.67	*	40.00	43.59	33.33	30.77	0.00	39	30
<b>4</b>		10.00	44.00	47.50	48.00	30.00	*	12.50	25	40
<b>5</b>	*	5.26	*	10.53	*	84.21	*	0.00	16	19
<b>6</b>	*	*	*	*	*	*	*	*	30	*
<b>All Grades</b>	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	
<b>K</b>	57.14	2.86	39.29	85.71	*	11.43	28	35	
<b>1</b>	45.16	9.09	48.39	86.36	*	4.55	31	22	
<b>2</b>	73.33	29.03	*	61.29		9.68	30	31	
<b>3</b>	28.21	30.00	66.67	60.00	*	10.00	39	30	
<b>4</b>	*	30.00	64.00	65.00	*	5.00	25	40	
<b>5</b>	*	26.32	*	73.68		0.00	16	19	
<b>6</b>	*	*	63.33	*	*	*	30	*	
<b>All Grades</b>	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
<b>K</b>	*	5.71	53.57	74.29	*	20.00	28	35
<b>1</b>	45.16	0.00	48.39	90.91	*	9.09	31	22
<b>2</b>	80.00	16.13	*	80.65		3.23	30	31
<b>3</b>	35.90	50.00	56.41	43.33	*	6.67	39	30
<b>4</b>	64.00	45.00	*	47.50	*	7.50	25	40
<b>5</b>	*	73.68	*	21.05	*	5.26	16	19
<b>6</b>	73.33	*	*	*		*	30	*
<b>All Grades</b>	54.77	31.55	40.20	59.36	*	9.09	199	187

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
<b>K</b>	*	0.00	78.57	77.14	*	22.86	28	35
<b>1</b>	*	4.55	*	4.55	67.74	90.91	31	22
<b>2</b>	*	3.23	56.67	29.03	*	67.74	30	31
<b>3</b>		16.67	66.67	76.67	33.33	6.67	39	30
<b>4</b>	*	5.00	72.00	70.00	*	25.00	25	40
<b>5</b>	*	10.53	*	78.95	*	10.53	16	19
<b>6</b>	*	*	*	*	66.67	*	30	*
<b>All Grades</b>	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
<b>K</b>	*	0.00	*	42.86	60.71	57.14	28	35
<b>1</b>	*	4.55	*	18.18	61.29	77.27	31	22
<b>2</b>	46.67	6.45	53.33	35.48		58.06	30	31
<b>3</b>	*	36.67	74.36	63.33	*	0.00	39	30
<b>4</b>	*	25.00	68.00	67.50	*	7.50	25	40
<b>5</b>	*	5.26	*	94.74	*	0.00	16	19
<b>6</b>	*	*	76.67	*	*	*	30	*
<b>All Grades</b>	23.62	14.44	54.27	54.55	22.11	31.02	199	187

**Conclusions based on this data:**

1. Overall language results indicate the fewest number of students in Level 1, Beginning.

2. The percentage of students in Level 4, Well Developed, decreased from 17-18 to 18-19 in all areas.
3. The highest percentage of students at 71% falls in Somewhat/Moderately Level 3, Listening Domain category for 18-19.

# 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
<b>354</b>	<b>81.6</b>	<b>53.1</b>	<b>1.1</b>

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:

1. English Learners represent more than half of the student population, at 53.1%
2. The majority of students are Hispanic, at 89%.
3. The majority of students fall in the Socioeconomically disadvantaged group, at 81%.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Yellow</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		

#### 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.



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><b>All Students</b></p>  Yellow 28.4 points below standard Increased ++3.7 points 191	<p><b>English Learners</b></p>  Yellow 30.1 points below standard Increased ++4.7 points 140	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 31.7 points below standard Maintained ++0.7 points 165	<p><b>Students with Disabilities</b></p>  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.

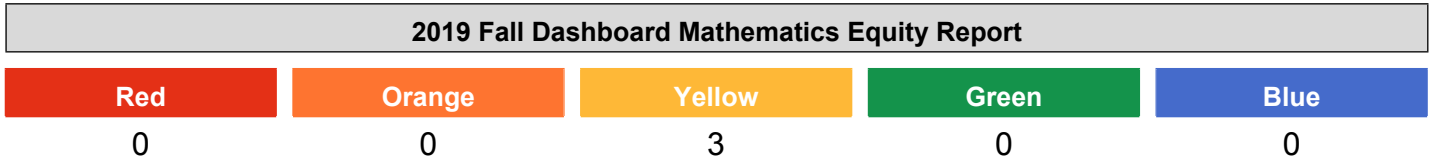
# School and Student Performance Data

## 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.



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><b>All Students</b></p>  Yellow 41.6 points below standard Increased ++9.8 points 191	<p><b>English Learners</b></p>  Yellow 39.7 points below standard Increased ++10.7 points 140	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 45.2 points below standard Increased ++6.2 points 165	<p><b>Students with Disabilities</b></p>  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	 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:**

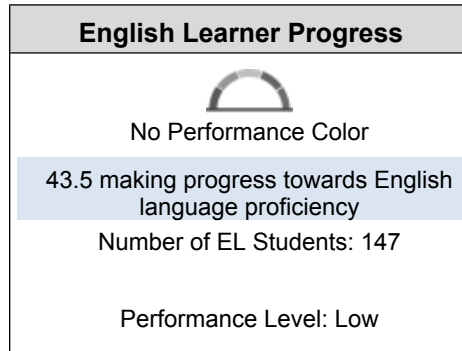
- English Learner students are measured as Yellow in the area of Mathematics, indicating medium level of performance.
- Socioeconomically disadvantaged students are measured as Yellow in the area of Mathematics, indicating medium level of performance.
- Hispanic students are the only specific race/ethnicity 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
35	48	11	53

#### Conclusions based on this data:

1. 53 students progressed at least one English Language Proficiency level.
2. 35 students decreased one English Language Proficiency level.
3. 59 students maintained their level of English Language Proficiency.

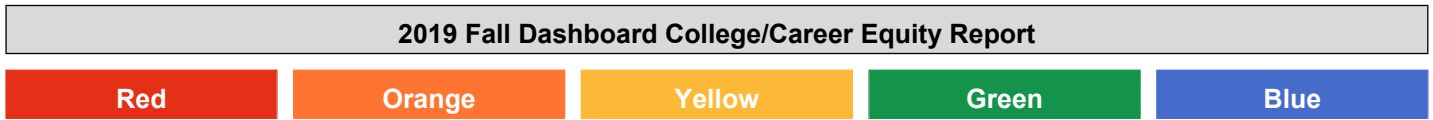
# School and Student Performance Data

## 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.



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.

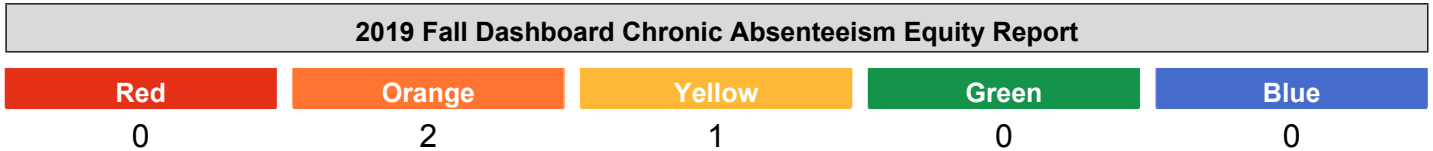
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 12.8 Declined -0.9 374	<p><b>English Learners</b></p>  Orange 10.4 Maintained +0.3 201	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p><b>Homeless</b></p>  No Performance Color 35.7 Increased +18.1 14	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 14.4 Declined -0.7 306	<p><b>Students with Disabilities</b></p>  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:**

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

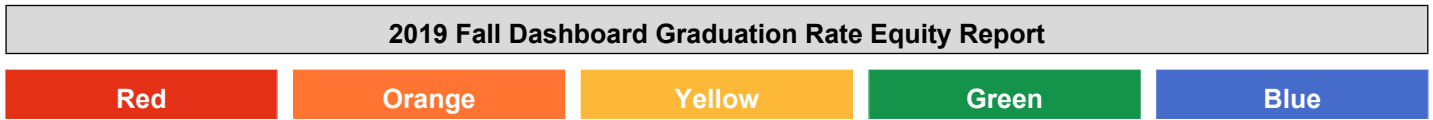
# School and Student Performance Data

## Academic Engagement Graduation Rate

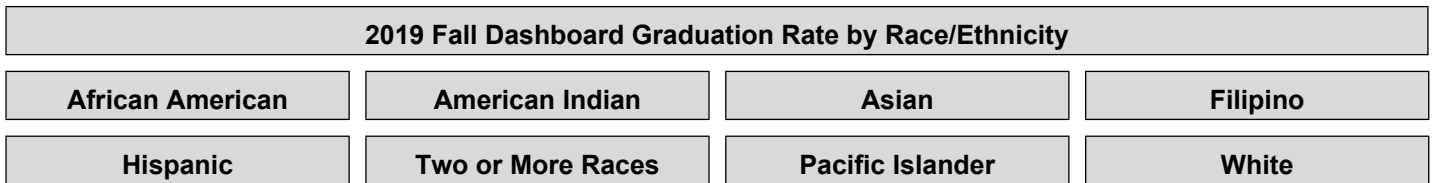
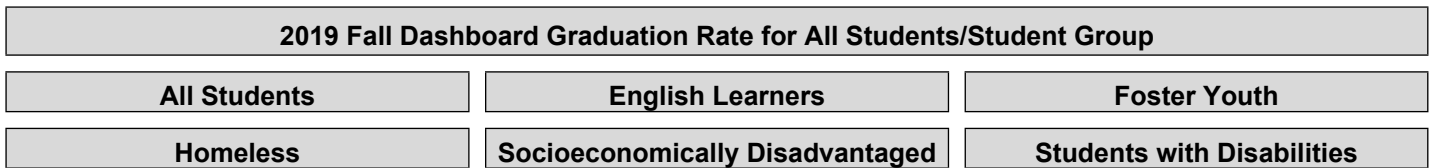
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

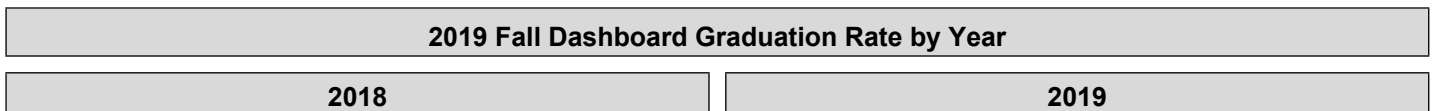
This section provides number of student groups in each color.



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.

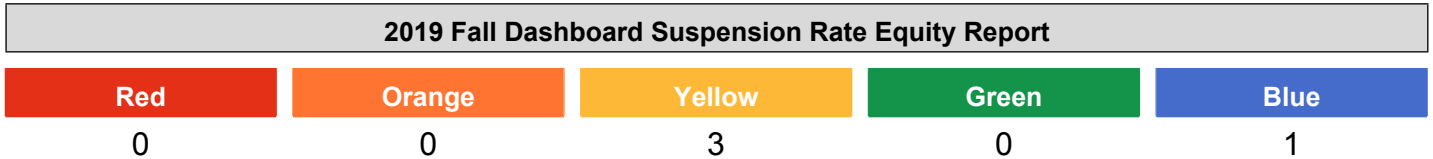
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 1 Increased +1 396	<p><b>English Learners</b></p>  Yellow 0.9 Increased +0.9 213	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 7
<p><b>Homeless</b></p>  No Performance Color 0 Maintained 0 16	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 0.9 Increased +0.9 320	<p><b>Students with Disabilities</b></p>  Blue 0 Maintained 0 30

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.9 Increased +0.9 348	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 4 Increased +4 25

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	1

**Conclusions based on this data:**

1. 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
CAASPP	2018 data: 3rd: 26% met standard, 8.7% exceeded standard 4th: 14.29% met standard, 6.35% exceeded standard 5th: 27.27% met standard, 6.82% exceeded standard	Increase the percentage of students who meet or exceed standards by 2%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students 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 source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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

Identify priority standards in Language Arts and develop common assessments through grade level collaboration

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.

**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)

	District Funded None Specified Teachers assess students according to the District wide assessment system.
--	---

**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.

--

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

--

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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.

--

District Funded  
None Specified  
Coordinate all extended day programs including CaSERVES and align with the classroom program.

--

District Funded  
None Specified  
After-school programs will be available to all struggling learners.

--

District Funded  
None Specified

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

# 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	3% of English Learners were Reclassified as English Proficient in 2018-19.	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 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)
	District Funded None Specified

Funding to be determined by the District Office based on Actual Expenditures.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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**

Hire ELD coordinator to monitor and support English Language Development program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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

Participation in the county English Learner 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)

[Empty box for Amount(s)]

[Empty box for Amount(s)]

Source(s)

None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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 and attendance	There was no Parent Club or Parent Teacher Organization in 2018-19.	Continue parent involvement in PTO, Increase number of 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

### Strategy/Activity

Title 1 parent meeting and virtual classroom presentations at the beginning of 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)

[Empty box for Amount(s)]

Source(s)

District Funded  
None Specified

District Funded  
None Specified

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Annual Open House Night to showcase and celebrate student learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Provide 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

District Funded  
None Specified

Funding to be determined by the District Office based on Actual Expenditures.

#### **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

Outreach to families with multi media strategies (all-calls, monthly newsletters, text messages, and emails)

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

#### **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.

None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

#### **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.



None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.



None Specified  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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.

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

### Strategy/Activity 2

#### 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.

	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
--	--

**Strategy/Activity 3**

**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.

	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
	None Specified None Specified Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.

**Strategy/Activity 4**

**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.

	District Funded None Specified
--	-----------------------------------

	Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.

# 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	\$704,103
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# 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	477,031	477,031.00
Title II Part A: Improving Teacher Quality	70,346	70,346.00
Title III Immigrant Education Program	110,408	110,408.00
Title III Part A: Language Instruction for LEP Students	8,134	8,134.00
Title IV Part A: Student Support and Academic Enrichment	38,184	38,184.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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
Kate Nagle	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 9/29/20.

Attested:



Principal, Denise McCullough on 9/29/20



SSC Chairperson, Megan Izen on 9/29/20

# 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](mailto: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](mailto: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](mailto: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](mailto: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	October 19, 2020	

## 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 four times 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.

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.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 10
- Resource Inequities ..... 10
- School and Student Performance Data ..... 11
  - Student Enrollment..... 11
  - CAASPP Results..... 13
  - ELPAC Results ..... 17
  - Student Population ..... 21
  - Overall Performance ..... 22
  - Academic Performance ..... 23
  - Academic Engagement ..... 29
  - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
  - Goal 1..... 34
  - Goal 2..... 37
  - Goal 3..... 40
  - Goal 4..... 43
  - Goal 5..... 44
- Budget Summary ..... 45
  - Budget Summary ..... 45
  - Other Federal, State, and Local Funds ..... 45
- Budgeted Funds and Expenditures in this Plan ..... 46
  - Funds Budgeted to the School by Funding Source..... 46
  - Expenditures by Funding Source ..... 46
  - Expenditures by Budget Reference ..... 46
  - Expenditures by Budget Reference and Funding Source ..... 46
  - Expenditures by Goal ..... 46
- School Site Council Membership ..... 47
- Recommendations and Assurances ..... 48

Instructions.....49  
    Instructions: Linked Table of Contents.....49  
    Purpose and Description.....50  
    Stakeholder Involvement.....50  
    Resource Inequities .....50  
Goals, Strategies, Expenditures, & Annual Review .....51  
    Annual Review .....52  
    Budget Summary .....53  
    Appendix A: Plan Requirements .....55  
    Appendix B:.....58  
    Appendix C: Select State and Federal Programs .....60

# 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).

Previous surveys have indicated the challenge of consistently implementing a school environment that encourages positive behavior as well as socio-emotional growth. To adequately address this concern, the BEST (Building Effective Schools Together) team and the entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporated the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlined student expectations for behaviors in each area on the school campus. A method was developed to encourage and award positive behaviors as well as providing scripts for staff to use to encourage positive behaviors, and to discourage negative behaviors. Last year the focus was on behavior expectations outside of the classroom. In the 2017-2018 academic year, our focus has been on implementing this program within our classrooms.

Numerous surveys were sent out by the school district to teachers requesting information on technology use, development of the Media Center, the master schedule, Common Core based report cards, and the implementation of the LCAP. This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the advisory committee's.

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

All students grades 3-6 participate in the CAASPP exam in the areas of English Language Arts and Mathematics. 5th grade students participate in the CAASPP science. Results indicate areas of need for instruction, intervention and professional development. All English Learners take the ELPAC exam to determine level of English Proficiency and to guide designated and integrated English Language Development for students.

A variety of local assessments are used, such as Wonders and Phonics survey reading assessments, My Math unit and benchmark assessments, STAR reading and math 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 (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 2019/20 school year focused on Professional Learning Communities and District development of Priority Standards in English Language Arts.

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 the district's Curriculum Coordinator or Coach for additional instructional assistance and support.

## 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.

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 Chromebooks, and iPads.  
CalServes provides an afterschool program until 6 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)

The PLC grade level teams provide ongoing assistance with data analysis, goal setting and planning of instruction/intervention. Parent volunteers provide a variety of assistance, including in classroom support, field trips, enrichment materials for classrooms and special items for the school. Parents participate in the PTO, School Site Council and ELAC committees.  
Our school communicates regularly with parents through all calls, text messages, emails, newsletters, social media and a school website. All information to parents is provided in both English and Spanish.

## Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below. In grades K-3, we participate in class size reduction. These students are given early literacy instruction in small groups.  
English Language Development support is provided for 30 minutes, 4x per week.  
Specialists and general education teachers provide a Core Replacement reading program/ instruction to the lowest performing students in grades 4-5.  
A Resource Specialist provider assists students that require additional support as well as those with an Independent Educational Plan.  
Literacy Paraprofessionals 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 is made up of parents and staff. The ELAC meets four times 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.

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, 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.6%	0.87%	0.97%	7	4	4
African American	2.0%	1.09%	1.45%	9	5	6
Asian	4.3%	4.15%	5.56%	19	19	23
Filipino	%	0.22%	%		1	
Hispanic/Latino	83.2%	85.81%	85.75%	371	393	355
Pacific Islander	0.2%	0.22%	0.24%	1	1	1
White	7.4%	6.77%	4.83%	33	31	20
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				446	458	414

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	73	70	52
Grade 1	73	65	69
Grade 2	70	75	59
Grade3	65	53	62
Grade 4	46	75	58
Grade 5	59	56	63
Grade 6	60	64	51
<b>Total Enrollment</b>	446	458	414

### Conclusions based on this data:

1. Meadow View had a dip in enrollment in 2018-2019 (44 students).
2. The number of students being reclassified has declined in 2018/19 compared to previous year.
3. The "white" 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		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	276	292	275	61.9%	63.8%	66.4%
<b>Fluent English Proficient (FEP)</b>	45	64	48	10.1%	14.0%	11.6%
<b>Reclassified Fluent English Proficient</b>	20	32	1	7.3%	11.6%	0.3%

### Conclusions based on this data:

1. The number of students reclassified has decline in 2018-2019 compared to previous years.
2. The percentage of English learners has increased.

# 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

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

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

**Conclusions based on this data:**

1. The majority of students are not performing at or above grade level standards in English Language Arts.
2. We are well above the 95% threshold for participation rate (98.2% in 18/19)

# 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. The majority of students are not performing at or above grade level standards in Mathematics.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1411.1	1409.4	1416.8	1411.5	1397.5	1404.2	57	37
<b>Grade 1</b>	1460.4	1451.4	1463.5	1453.2	1456.7	1449.0	51	51
<b>Grade 2</b>	1469.2	1487.6	1465.3	1480.7	1472.6	1493.9	52	43
<b>Grade 3</b>	1469.2	1485.2	1464.2	1480.7	1473.9	1489.1	39	43
<b>Grade 4</b>	1509.6	1488.9	1508.2	1484.1	1510.4	1493.2	36	42
<b>Grade 5</b>	1498.0	1537.3	1497.1	1536.6	1498.4	1537.6	28	33
<b>Grade 6</b>	1497.5	1514.9	1480.9	1513.8	1513.8	1515.6	28	24
<b>All Grades</b>							291	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
<b>K</b>	22.81	5.41	28.07	24.32	28.07	59.46	21.05	10.81	57	37
<b>1</b>	39.22	7.84	41.18	45.10	*	29.41	*	17.65	51	51
<b>2</b>	30.77	16.28	38.46	39.53	23.08	34.88	*	9.30	52	43
<b>3</b>	*	9.30	30.77	41.86	38.46	32.56	*	16.28	39	43
<b>4</b>	*	9.52	47.22	23.81	*	42.86	*	23.81	36	42
<b>5</b>	*	36.36	53.57	33.33	*	15.15	*	15.15	28	33
<b>6</b>	*	29.17	*	29.17	42.86	16.67	*	25.00	28	24
<b>All Grades</b>	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
<b>K</b>	24.56	5.41	28.07	27.03	22.81	51.35	24.56	16.22	57	37
<b>1</b>	54.90	11.76	*	37.25	*	41.18	*	9.80	51	51
<b>2</b>	51.92	16.28	26.92	53.49	*	27.91	*	2.33	52	43
<b>3</b>	*	20.93	38.46	41.86	*	25.58	*	11.63	39	43
<b>4</b>	44.44	16.67	36.11	33.33	*	38.10	*	11.90	36	42
<b>5</b>	42.86	54.55	39.29	24.24	*	9.09	*	12.12	28	33
<b>6</b>	*	41.67	39.29	29.17	*	12.50	*	16.67	28	24
<b>All Grades</b>	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
<b>K</b>	29.82	5.41	*	24.32	33.33	64.86	21.05	5.41	57	37
<b>1</b>	31.37	11.76	33.33	33.33	*	19.61	21.57	35.29	51	51
<b>2</b>	21.15	9.30	44.23	48.84	*	20.93	*	20.93	52	43
<b>3</b>		9.30	*	23.26	35.90	44.19	48.72	23.26	39	43
<b>4</b>	*	0.00	33.33	28.57	44.44	28.57	*	42.86	36	42
<b>5</b>	*	6.06	*	39.39	46.43	39.39	*	15.15	28	33
<b>6</b>	*	4.17	*	33.33	*	25.00	42.86	37.50	28	24
<b>All Grades</b>	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	
<b>K</b>	54.39	5.41	35.09	83.78	*	10.81	57	37	
<b>1</b>	70.59	49.02	27.45	43.14	*	7.84	51	51	
<b>2</b>	51.92	32.56	44.23	62.79	*	4.65	52	43	
<b>3</b>	*	18.60	64.10	58.14	*	23.26	39	43	
<b>4</b>	*	26.19	52.78	57.14	*	16.67	36	42	
<b>5</b>	46.43	24.24	39.29	66.67	*	9.09	28	33	
<b>6</b>	*	20.83	57.14	50.00	*	29.17	28	24	
<b>All Grades</b>	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
<b>K</b>	*	8.11	50.88	56.76	38.60	35.14	57	37
<b>1</b>	47.06	9.80	35.29	68.63	*	21.57	51	51
<b>2</b>	44.23	16.28	48.08	76.74	*	6.98	52	43
<b>3</b>	48.72	46.51	30.77	46.51	*	6.98	39	43
<b>4</b>	66.67	14.29	*	59.52	*	26.19	36	42
<b>5</b>	60.71	63.64	*	24.24	*	12.12	28	33
<b>6</b>	*	54.17	46.43	29.17	*	16.67	28	24
<b>All Grades</b>	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
<b>K</b>	21.05	5.41	61.40	78.38	*	16.22	57	37
<b>1</b>	39.22	33.33	33.33	23.53	27.45	43.14	51	51
<b>2</b>	32.69	13.95	44.23	62.79	23.08	23.26	52	43
<b>3</b>	*	9.30	46.15	51.16	51.28	39.53	39	43
<b>4</b>	*	4.76	72.22	33.33	*	61.90	36	42
<b>5</b>	*	24.24	64.29	57.58	*	18.18	28	33
<b>6</b>	*	4.17	*	45.83	78.57	50.00	28	24
<b>All Grades</b>	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
<b>K</b>	38.60	45.95	35.09	48.65	26.32	5.41	57	37
<b>1</b>	25.49	11.76	60.78	70.59	*	17.65	51	51
<b>2</b>	21.15	27.91	65.38	65.12	*	6.98	52	43
<b>3</b>	*	18.60	69.23	69.77	28.21	11.63	39	43
<b>4</b>	30.56	7.14	61.11	76.19	*	16.67	36	42
<b>5</b>	*	12.12	57.14	78.79	*	9.09	28	33
<b>6</b>	*	33.33	71.43	54.17	*	12.50	28	24
<b>All Grades</b>	24.05	21.25	58.42	67.03	17.53	11.72	291	273

**Conclusions based on this data:**

1. There was a decrease in students being tested in ELPAC.

2. Students are scoring better in the Speaking Language domains than in the Written Domain.
3. Overall language scores indicate that the majority of students fall in the level 2 and 3 category.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>414</b>	<b>86.2</b>	<b>66.4</b>	
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="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 857 537">Yellow</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1336 537">Orange</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">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.

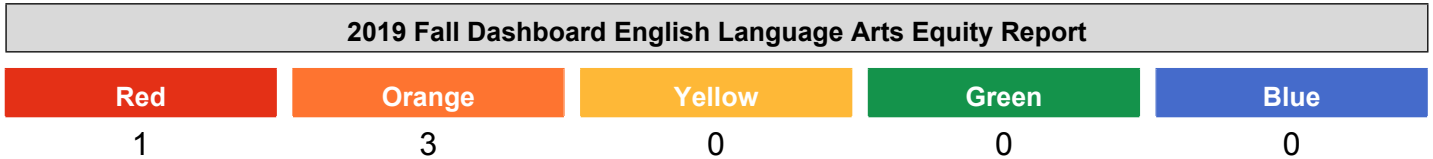
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 48 points below standard Declined -6.2 points 214	<p><b>English Learners</b></p>  Orange 51.3 points below standard Maintained -2.8 points 169	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 52.2 points below standard Declined -11 points 185	<p><b>Students with Disabilities</b></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 <span style="background-color: #e0e0e0;">33.3 points below standard</span> Maintained -0.3 points 12	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0;">53.6 points below standard</span> 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
<span style="background-color: #e0e0e0;">77.6 points below standard</span> Increased ++4.8 points 128	<span style="background-color: #e0e0e0;">31 points above standard</span> Increased ++7.5 points 41	<span style="background-color: #e0e0e0;">34.1 points below standard</span> 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.

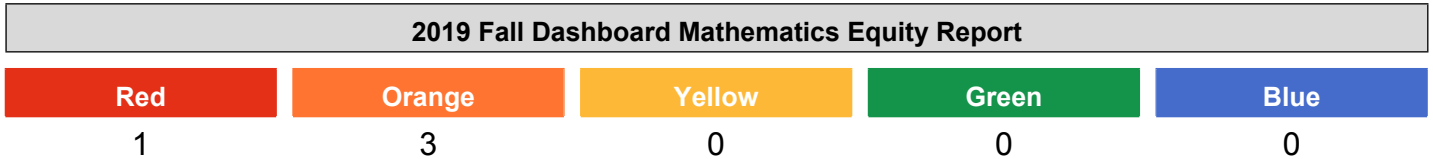
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 72 points below standard Declined -7.8 points 213	<p><b>English Learners</b></p>  Orange 74.5 points below standard Declined -7.6 points 169	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 76 points below standard Declined -10.2 points 184	<p><b>Students with Disabilities</b></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 <span style="background-color: #d9e1f2;">33.1 points below standard</span> Declined -13.5 points 12	
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #d9e1f2;">79.2 points below standard</span> 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
<span style="background-color: #d9e1f2;">96.6 points below standard</span> Maintained -2.1 points 128	<span style="background-color: #d9e1f2;">5.7 points below standard</span> Maintained ++2.8 points 41	<span style="background-color: #d9e1f2;">62 points below standard</span> Declined -6 points 41

**Conclusions based on this data:**

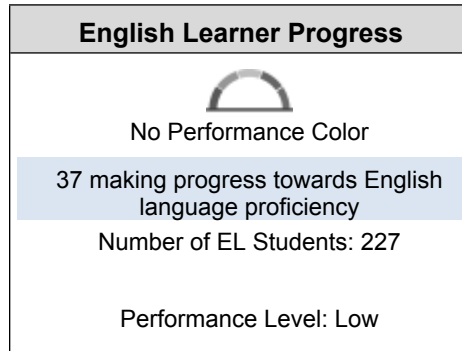
1. Our English Learners and Socio economically disadvantaged students are struggling in mathematics.
2. Students with Disabilities group declined significantly.

# 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
51	92	14	70

#### 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.

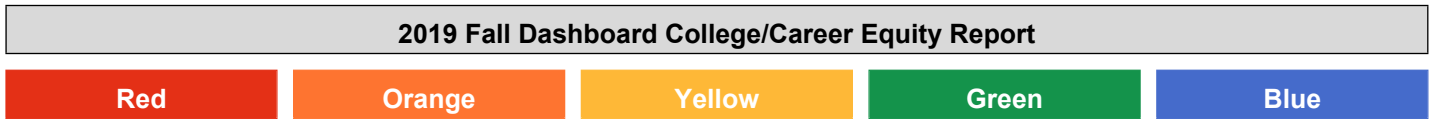
# School and Student Performance Data

## 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.



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.

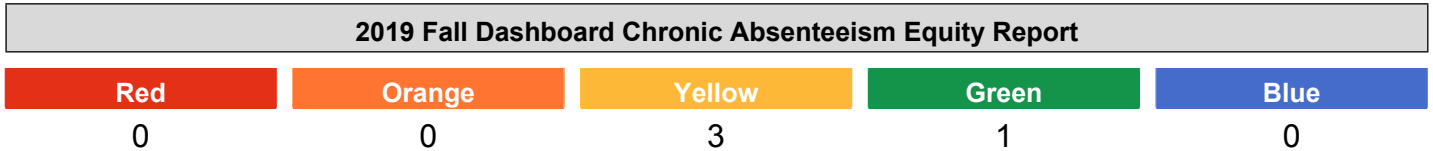
# School and Student Performance Data

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

1. Chronic absenteeism is improving for most students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

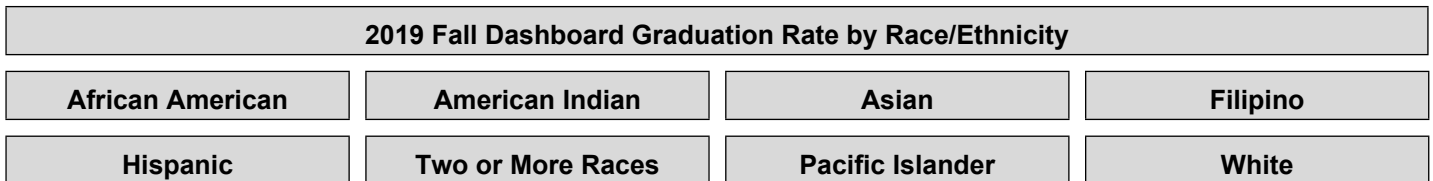
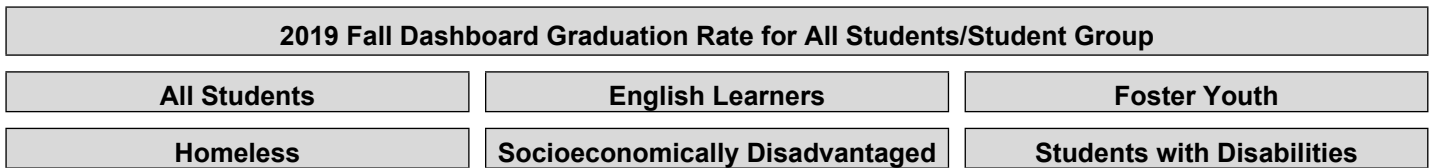
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

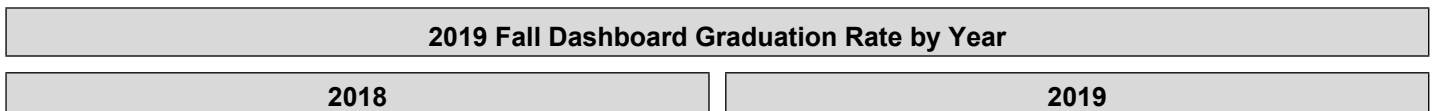
This section provides number of student groups in each color.



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.

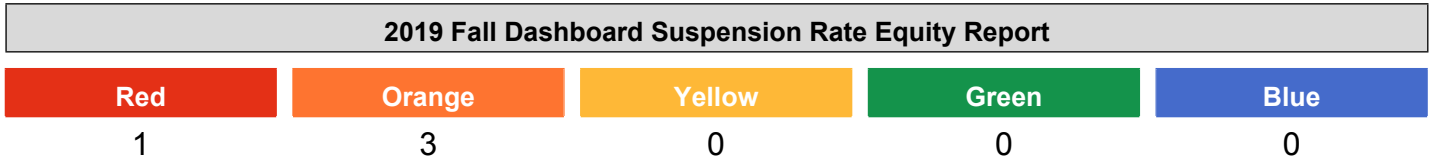
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 3 Increased +1 468	<p><b>English Learners</b></p>  Orange 2.9 Increased +0.9 312	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p>  No Performance Color 0 Declined -6.3 15	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 3.5 Increased +1.3 401	<p><b>Students with Disabilities</b></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
CAASPP	<p>2018 data: 22% of students met or exceeded 68% of students did not meet or standards.</p> <p>3rd Grade: 7.94 % met standards</p> <p>4th Grade: 9.43% met standards</p> <p>5th Grade: 37.10 % met standards</p> <p>6th Grade: 35.56 % met standards</p> <p>Baseline 2018 Data: Dashboard indicator is orange, 48 points below standard declined 6.2 points.</p>	<p>Increase the percentage of students that met/exceeded by 2%</p> <p>All students: 24%</p> <p>3rd Grade: 9.94%</p> <p>4th Grade: 11.43 %</p> <p>5th Grade: 39.10%</p> <p>6th Grade: 37.56%</p> <p>All students will increase by 10 points to 38 points below standard.</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 3 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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

Identify 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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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 10 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)
	District Funded 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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Hire an ELD director to monitor EL programming and support ELD 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Participate 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)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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	5 parent/community events offered in the 2018-2019 school year	Increase the number of parent community events offered by 3 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.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Title 1 parent meeting and virtual classroom presentations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Outreach to families with multi media strategies (all-calls, monthly newsletters, text messages, and emails)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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	\$704,103
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# 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	477,031	477,031.00
Title II Part A: Improving Teacher Quality	70,346	70,346.00
Title III Immigrant Education Program	110,408	110,408.00
Title III Part A: Language Instruction for LEP Students	8,134	8,134.00
Title IV Part A: Student Support and Academic Enrichment	38,184	38,184.00
	0	0.00
	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# School Site Council Membership

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

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

Name of Members	Role
Jean Walker	Principal
Beth Wilson	Classroom Teacher
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
Hilda Clemente	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](mailto: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](mailto: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](mailto: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](mailto: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
Taylor Mountain Elementary School	49706150113506	October 23, 2020	

## 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 four times 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.

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.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 9
- Resource Inequities ..... 10
- School and Student Performance Data ..... 11
  - Student Enrollment..... 11
  - CAASPP Results..... 13
  - ELPAC Results ..... 17
  - Student Population ..... 21
  - Overall Performance ..... 22
  - Academic Performance ..... 23
  - Academic Engagement ..... 29
  - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
  - Goal 1..... 34
  - Goal 2..... 37
  - Goal 3..... 40
  - Goal 4..... 43
  - Goal 5..... 45
- Budget Summary ..... 46
  - Budget Summary ..... 46
  - Other Federal, State, and Local Funds ..... 46
- Budgeted Funds and Expenditures in this Plan ..... 47
  - Funds Budgeted to the School by Funding Source..... 47
  - Expenditures by Funding Source ..... 47
  - Expenditures by Budget Reference ..... 47
  - Expenditures by Budget Reference and Funding Source ..... 47
  - Expenditures by Goal ..... 47
- School Site Council Membership ..... 48
- Recommendations and Assurances ..... 49

Instructions.....50  
    Instructions: Linked Table of Contents.....50  
    Purpose and Description.....51  
    Stakeholder Involvement.....51  
    Resource Inequities .....51  
Goals, Strategies, Expenditures, & Annual Review .....52  
    Annual Review .....53  
    Budget Summary .....54  
    Appendix A: Plan Requirements .....56  
    Appendix B:.....59  
    Appendix C: Select State and Federal Programs .....61

# 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).

Previous surveys have indicated the challenge of consistently implementing a school environment that encourages positive behavior as well as socio-emotional growth. To adequately address this concern, the entire staff received training in Positive Behavior Support and Intervention (PBIS). This training incorporates the three basic school rules (Be Safe, Be Responsible, Be Respectful) and outlines student expectations for behaviors in each area on the school campus. A method was developed to encourage and award positive behaviors as well as providing scripts for staff to use to encourage positive behaviors, and to discourage negative behaviors. We continue to focus on behavior expectations outside of the classroom and as well as on implementing this program within our classrooms.

Numerous surveys were sent out by the school district to teachers requesting information on technology use, development of the Media Center, the master schedule, Common Core based report cards, and the implementation of the LCAP. This data was then used to provide a synopsis of information for the committees that created a district wide plan for implementation as well as information for the corresponding advisory committees.

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Students attending Bellevue Unified School District participate in the Smarter Balanced Assessment Consortium (SBAC) each year beginning 2013-2014. 5th grade students will participate in the CAASPP for Science. Since the development of the SBAC, there are no longer AYP or API scores. SBAC data school wide/district wide will be available for the current assessment year (2018-19). In addition, we administer monthly as well as trimester assessments that are both diagnostic and placement based. The assessments that are linked to the Mathematics curriculum (My Math) and the English Arts curriculum (Wonders) are given as well. These assessments, in combination with direct observations of student performance, are used to determine levels of proficiency, areas of struggles, and required interventions or re-teachings.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary supports 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.

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.

## 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.

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 reading specialist.

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 after school program until 6 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)

The grade level teams provide ongoing assistance with data analysis, goal setting and planning. Our active PTA provides many forms of assistance, enrichment materials for classrooms, special items for the school, sponsors field trips, as well as providing a marquee that allows us to advertise school events. The school website is updated weekly. Information to parents is provided in both English and Spanish.

## Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.

In grades K-3, we participate in class size reduction.

The lowest underperforming students in each class participate in daily literacy instruction in small groups supported by Literacy Paraprofessionals. Dedicated intervention time per class is five days a week. Daily time for each intervention group varies by grade level.

Designated English Language Development support is provided for 30 minutes, 5x per week.

A Resource Specialist provider assists students that require additional support as well as those with an Individual Educational Plan.

## 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

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 four times 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.

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 were able to form a 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		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.2%	1.64%	2.05%	6	8	9
African American	1.8%	1.02%	0.68%	9	5	3
Asian	2.1%	2.46%	2.05%	11	12	9
Filipino	0.6%	0.41%	%	3	2	
Hispanic/Latino	79.3%	80.94%	81.32%	407	395	357
Pacific Islander	%	%	0.46%			2
White	14.4%	11.89%	11.39%	74	58	50
Multiple/No Response	%	0.82%	1.59%		4	7
<b>Total Enrollment</b>				513	488	439

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	86	87	51
Grade 1	67	67	67
Grade 2	71	68	58
Grade3	76	83	71
Grade 4	64	64	71
Grade 5	76	59	59
Grade 6	73	60	62
<b>Total Enrollment</b>	513	488	439

### Conclusions based on this data:

1. Student enrollment has decreased over the past few years.
2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.
3. The 'white' 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		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	317	295	274	61.8%	60.5%	62.4%
<b>Fluent English Proficient (FEP)</b>	48	68	50	9.4%	13.9%	11.4%
<b>Reclassified Fluent English Proficient</b>	33	52	0	10.3%	16.4%	0.0%

### Conclusions based on this data:

1. The percentage of English Learners has increased.
2. The number of RFEP percentages have decreased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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. Student participation in the CAASPP meets the state guidelines.
2. The majority of students are not performing at or above grade level standards in English Language Arts.

# 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. Participation rates met or exceeded state expectation.
2. The amount of students who met or exceeded the standard has remained relatively stable over three years.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade K</b>	1434.8	1455.9	1445.9	1453.5	1408.5	1461.6	60	29
<b>Grade 1</b>	1477.3	1454.2	1479.4	1462.5	1474.8	1445.4	37	46
<b>Grade 2</b>	1489.1	1480.4	1492.3	1479.0	1485.3	1481.3	47	42
<b>Grade 3</b>	1486.7	1495.9	1486.8	1497.2	1486.1	1494.1	49	46
<b>Grade 4</b>	1519.9	1510.0	1517.5	1498.4	1521.9	1521.0	33	40
<b>Grade 5</b>	1518.4	1544.6	1528.5	1541.5	1507.7	1547.2	31	27
<b>Grade 6</b>	1547.6	1523.8	1543.2	1523.0	1551.6	1524.0	25	31
<b>All Grades</b>							282	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
<b>K</b>	36.67	24.14	33.33	48.28	23.33	27.59	*	0.00	60	29
<b>1</b>	51.35	10.87	32.43	39.13	*	32.61	*	17.39	37	46
<b>2</b>	48.94	14.29	38.30	40.48	*	40.48	*	4.76	47	42
<b>3</b>	*	21.74	51.02	28.26	*	30.43	24.49	19.57	49	46
<b>4</b>	33.33	15.00	39.39	55.00	*	12.50	*	17.50	33	40
<b>5</b>	*	37.04	54.84	29.63	*	29.63	*	3.70	31	27
<b>6</b>	*	12.90	44.00	45.16	*	32.26	*	9.68	25	31
<b>All Grades</b>	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
<b>K</b>	50.00	20.69	28.33	62.07	*	17.24	*	0.00	60	29
<b>1</b>	67.57	19.57	*	43.48	*	23.91		13.04	37	46
<b>2</b>	61.70	19.05	27.66	52.38	*	23.81	*	4.76	47	42
<b>3</b>	28.57	39.13	42.86	21.74	*	28.26	*	10.87	49	46
<b>4</b>	48.48	42.50	36.36	35.00	*	10.00	*	12.50	33	40
<b>5</b>	70.97	44.44	*	37.04	*	18.52	*	0.00	31	27
<b>6</b>	60.00	41.94	*	41.94	*	9.68		6.45	25	31
<b>All Grades</b>	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
<b>K</b>	25.00	17.24	23.33	51.72	38.33	31.03	*	0.00	60	29
<b>1</b>	43.24	8.70	29.73	30.43	*	28.26	*	32.61	37	46
<b>2</b>	31.91	11.90	40.43	30.95	*	35.71	*	21.43	47	42
<b>3</b>		10.87	24.49	19.57	32.65	43.48	42.86	26.09	49	46
<b>4</b>	*	10.00	*	42.50	*	32.50	*	15.00	33	40
<b>5</b>	*	18.52	58.06	25.93	*	51.85	*	3.70	31	27
<b>6</b>	*	6.45	*	22.58	*	38.71	*	32.26	25	31
<b>All Grades</b>	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	
<b>K</b>	66.67	31.03	28.33	68.97	*	0.00	60	29	
<b>1</b>	78.38	47.83	*	41.30		10.87	37	46	
<b>2</b>	61.70	38.10	34.04	57.14	*	4.76	47	42	
<b>3</b>	*	26.09	57.14	47.83	24.49	26.09	49	46	
<b>4</b>	45.45	37.50	45.45	47.50	*	15.00	33	40	
<b>5</b>	41.94	22.22	48.39	74.07	*	3.70	31	27	
<b>6</b>	44.00	19.35	52.00	58.06	*	22.58	25	31	
<b>All Grades</b>	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
<b>K</b>	35.00	20.69	55.00	72.41	*	6.90	60	29
<b>1</b>	56.76	17.39	40.54	65.22	*	17.39	37	46
<b>2</b>	70.21	7.14	23.40	88.10	*	4.76	47	42
<b>3</b>	71.43	58.70	24.49	30.43	*	10.87	49	46
<b>4</b>	66.67	37.50	*	55.00	*	7.50	33	40
<b>5</b>	90.32	62.96	*	29.63	*	7.41	31	27
<b>6</b>	76.00	64.52	*	29.03		6.45	25	31
<b>All Grades</b>	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
<b>K</b>	26.67	13.79	58.33	86.21	*	0.00	60	29
<b>1</b>	51.35	26.09	*	32.61	*	41.30	37	46
<b>2</b>	36.17	11.90	48.94	61.90	*	26.19	47	42
<b>3</b>		8.70	46.94	47.83	53.06	43.48	49	46
<b>4</b>	*	5.00	60.61	65.00	*	30.00	33	40
<b>5</b>	*	14.81	70.97	77.78	*	7.41	31	27
<b>6</b>	*	6.45	*	38.71	*	54.84	25	31
<b>All Grades</b>	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
<b>K</b>	35.00	62.07	50.00	34.48	*	3.45	60	29
<b>1</b>	43.24	8.70	51.35	76.09	*	15.22	37	46
<b>2</b>	31.91	14.29	59.57	73.81	*	11.90	47	42
<b>3</b>	*	23.91	73.47	60.87	*	15.22	49	46
<b>4</b>	39.39	17.50	51.52	75.00	*	7.50	33	40
<b>5</b>	*	22.22	64.52	70.37	*	7.41	31	27
<b>6</b>	*	25.81	76.00	67.74	*	6.45	25	31
<b>All Grades</b>	29.08	22.99	59.93	66.67	10.99	10.34	282	261

**Conclusions based on this data:**

1. Overall language score indicates the majority of students at Level 3.

2. Greatest areas of need are the Reading and Writing domains.
3. Students scored higher in the Speaking domain than in the Listening domain.

# 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
<b>439</b>	<b>85.2</b>	<b>62.4</b>	<b>0.5</b>

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="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="293 705 371 732">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><b>All Students</b></p>  Yellow 30.6 points below standard Increased ++4.2 points 245	<p><b>English Learners</b></p>  Yellow 36.2 points below standard Increased ++3 points 186	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 37.3 points below standard Increased Significantly ++25.2 points 17	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 29.2 points below standard Increased ++8.3 points 233	<p><b>Students with Disabilities</b></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.

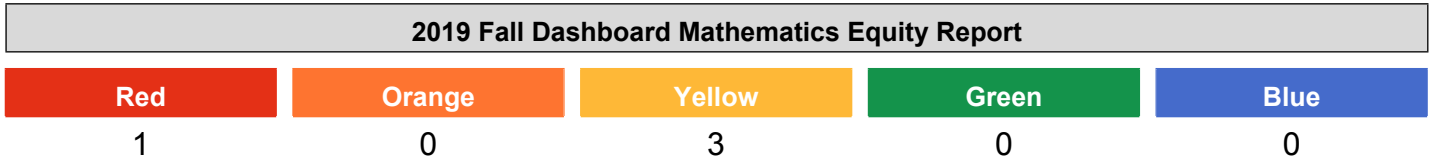
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 42.6 points below standard Increased ++3.9 points 245	<p><b>English Learners</b></p>  Yellow 46.9 points below standard Increased ++4.3 points 186	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 23.5 points below standard Increased Significantly ++38.9 points 17	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 40.9 points below standard Increased ++8.6 points 233	<p><b>Students with Disabilities</b></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 <span style="background-color: #e0e0e0; padding: 2px;">43.8 points below standard</span> Increased ++7.8 points 208		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color <span style="background-color: #e0e0e0; padding: 2px;">25.2 points below standard</span> 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
<span style="background-color: #e0e0e0; padding: 2px;">74.2 points below standard</span> Increased ++9 points 131	18 points above standard Maintained ++1.3 points 55	<span style="background-color: #e0e0e0; padding: 2px;">24.8 points below standard</span> Maintained ++2.5 points 54

**Conclusions based on this data:**

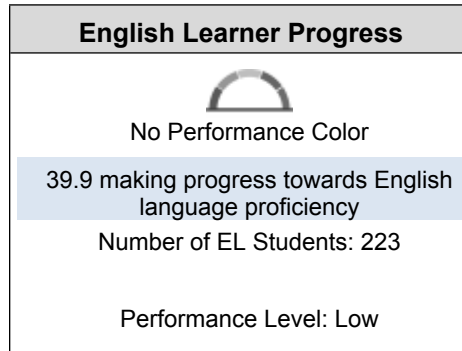
1. All sub groups increased their performance, except Students with Disabilities.
2. Students with Disabilities' points below standard are greatly discrepant compared to all other sub groups.
3. Reclassified English Learners is the only subgroup that scored above standard. All comparisons for English 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
70	64	13	76

#### 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.

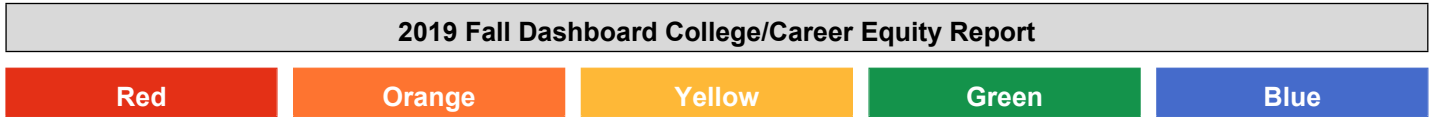
# School and Student Performance Data

## 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.



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		
<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
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.

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

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

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

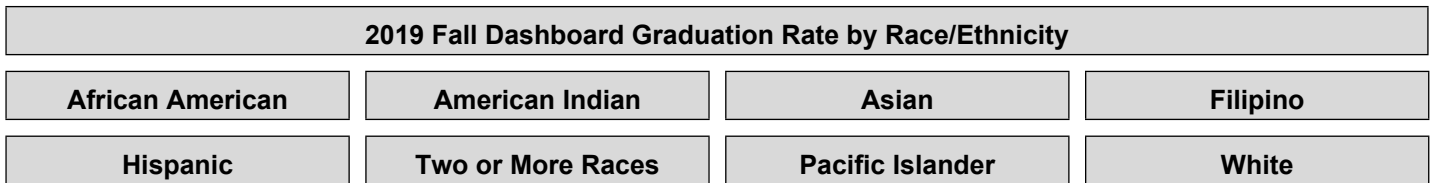
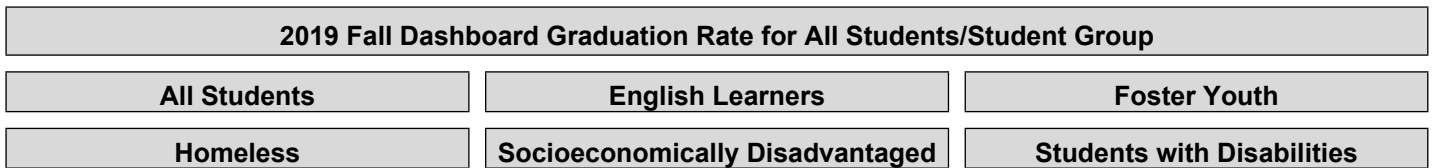
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

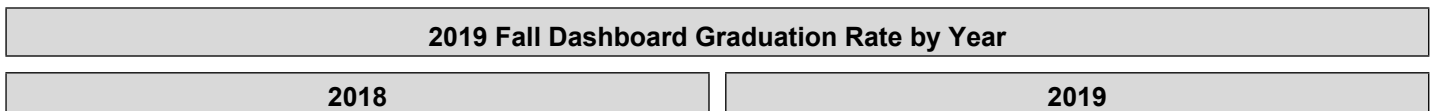
This section provides number of student groups in each color.



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.

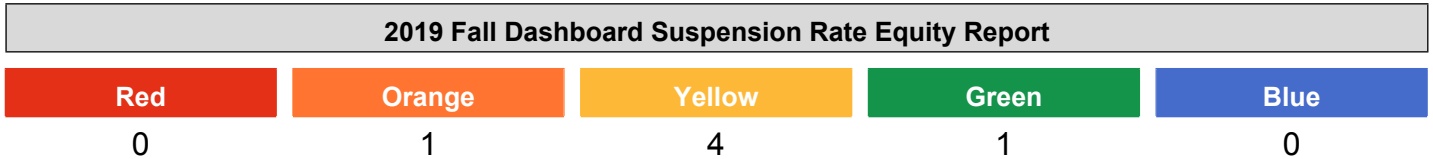
# School and Student Performance Data

## 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><b>All Students</b></p>  Yellow 3.3 Declined -0.7 489	<p><b>English Learners</b></p>  Yellow 3.1 Declined -0.7 289	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 8
<p><b>Homeless</b></p>  Green 2.6 Declined -5.1 39	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 3.3 Declined -0.9 458	<p><b>Students with Disabilities</b></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
CAASPP	% of each grade that met standard All grades: 22% 3rd grade: 16.18% 4th grade: 15.94% 5th grade: 31.15% 6th grade: 25% Baseline 2018 data: Dashboard indicator is yellow, 30.6 points below standard; increased 4.2 points	Increase the % of students who met or exceeded the standard by 2% All grades: 24% 3rd grade: 18% 4th grade: 18% 5th grade: 33% 6th grade: 27% All students will increase by 10 points to be 20.6 points below standard.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

ALL

### Strategy/Activity

Provide intervention support (number of lit paras at your site)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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

Identify 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)

Source(s)

None Specified  
None Specified

Funding to be determined by the District Office based on Actual Expenditures.

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

ALL

##### **Strategy/Activity**

Support classroom instruction by providing a TOSA

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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	0% of students reclassified in 2018-19	There will be increase of 10 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)
	District Funded None Specified This cost is for a one year pilot program for the site for all students in grades 2-6

## 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Hire ELD coordinator to monitor EL programming and support with ELD 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)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Participation in the English Learner Collaborative at SCOE

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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	5 parent/community events offered in 2018-19	Increase the number of events offered by 3 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,

### Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

### Source(s)

	District Funded None Specified Funding to be determined by the District Office based on Actual Expenditures.
--	--

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Title 1 parent meeting and virtual classroom presentations

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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 Tech Night in September

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

## 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

Outreach to families with multi media strategies (all-calls, monthly newsletters, text messages, and emails)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

**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

**Proposed Expenditures for this Strategy/Activity**

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

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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.

District Funded  
None Specified  
Funding to be determined by the District Office  
based on Actual Expenditures.

### Strategy/Activity 2

#### 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.

[Empty box for Strategy/Activity description]

District Funded  
None Specified  
Funding to be determined by the District Office based on Actual Expenditures.

# 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.

District Funded  
None Specified  
Funding to be determined by the District Office  
based on Actual Expenditures.

# 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	\$704,103
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

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

# 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	477,031	477,031.00
Title II Part A: Improving Teacher Quality	70,346	70,346.00
Title III Immigrant Education Program	110,408	110,408.00
Title III Part A: Language Instruction for LEP Students	8,134	8,134.00
Title IV Part A: Student Support and Academic Enrichment	38,184	38,184.00

## Expenditures by Funding Source

Funding Source	Amount
----------------	--------

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

## Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

# 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 Oct. 23, 2020.

Attested:



Principal, Margaret Jacobson on 10-23-20



SSC Chairperson, Christina Whitson on 12-01-20

# 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](mailto: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](mailto: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](mailto: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](mailto: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 Site Council Membership

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

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

Name of Members	Role
Jean Walker 	Principal
Beth Wilson 	Classroom Teacher
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
Hilda Clemente 	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

04/19, 2020

SSC Chairperson, Iris Peoples on

04/19, 2020

Bellevue Union School District  
Agenda Item for Board Meeting

Agenda Category: Review and Action

Agenda Item Title: Ratification of Bills and Warrants

---

Background:

Warrants issued since the last regularly scheduled Board meeting are submitted for ratification.

Recommended Action:

It is recommended the Board ratify these warrants.

Supporting Documents:

Payroll Totals

Board Report of Checks

Bellevue Union School District  
2020-2010

Payroll Totals

Payroll Regular 11/30/2020

Certificated	\$736,925.52
Classified	<u>\$260,020.16</u>
	<b>\$996,945.68</b>

Supplemental Payroll 11/10/2020

Certificated	\$ 12,616.41
Classified	<u>\$ 6,791.20</u>
	<b>\$19,407.61</b>

Manual Payroll 11/17/2020

Certificated	\$ 770.00
Classified	<u>\$ 28.94</u>
	<b>\$ 798.94</b>

<b>Totals</b>	<b>\$1,017,152.23</b>
---------------	-----------------------

Checks Dated 11/11/2020 through 12/03/2020

Board Meeting Date 12/8/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1809899	11/12/2020	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		682.00
1809900	11/12/2020	Advanced Security Systems-SR	01-5800	MV Annex Burglar Alarm Monitoring	98.00	
			25-5800	M&O: Service Call Repair & Replacement	2,729.70	2,827.70
1809901	11/12/2020	Anova Education & Behavior	01-5800	NPS: A. W	5,299.16	
				NPS: B. T	5,141.64	10,440.80
1809902	11/12/2020	Bartley Pump Inc	01-5800	Open PO -Bartley Pump		709.12
1809903	11/12/2020	Becoming Independent	01-5800	BUSD Shredding Services		35.00
1809904	11/12/2020	Bella Painting	21-6200	Painting		11,400.00
1809905	11/12/2020	AT & T	01-5911	Open PO CALNET3		40.79
1809906	11/12/2020	Document Tracking Services, LLC	01-5803	Document Translation		759.24
1809907	11/12/2020	TIAA Commerical Finance	01-5600	Copier Lease Contract # 2023517		358.06
1809908	11/12/2020	Fishman Supply Co	01-4370	M&O: Custodial Supplies@BV	780.48	
				M&O: Custodial Supplies @ TM	1,467.52	2,248.00
1809909	11/12/2020	Friedman's Home Improvement	01-4380	Open PO - General Dist Maint 2020/2021	284.29	
			01-4390	Open PO - General Dist Maint 2020/2021	83.40	
				Umbrella Patio	1,293.59	
				Unpaid Tax	.10	1,661.38
1809910	11/12/2020	Ghilotti Construction	21-6200	Kawana Springs ES Asphalt		19,630.00
1809911	11/12/2020	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2020/21		225.00
1809912	11/12/2020	Kelly-Moore Paint Co Inc	01-4380	OPEN PO - Paint for all Sites		136.07
1809913	11/12/2020	Lakeshore Learning	01-4310	SPed Supplies		68.14
1809914	11/12/2020	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		163,297.46
1809915	11/12/2020	Office Depot Inc	01-4350	ELC: Office Supplies 2020/2021	101.16	
				Office Chairs	643.10	
				Open PO- District Office Supplies	152.85	897.11
1809916	11/12/2020	Presence Learning Inc	01-5899	ELC: SLP Service 2020/2021		14,155.35
1809917	11/12/2020	Recology Sonoma Marin	01-5560	BV- Garage & Recycling Pick up 2020/2021	693.76	
				KW/ELC- Garage & Recycling 2020/2021	693.76	
				MV: Garage & Recycling Pick up 2020/21	752.47	
				TM- Garage & Recycling 2020/2021	752.47	2,892.46
1809918	11/12/2020	Sonoma County Office Of Education	01-5200	Open PO :Legal Training for 20/21		45.00
1809919	11/12/2020	Soliant	01-5800	School SLPA -Reg		1,848.00
1809920	11/12/2020	TEP Engineering	21-6200	M&O: HVOC Retrofit		200.00
1809921	11/12/2020	US Bank Equipment Finance	01-5632	OpenPO - Lease Bellevue School		547.29
1809922	11/12/2020	Verizon	01-5800	Unlimited Plan		266.07
1809923	11/12/2020	voyager Sopris Learning	01-4310	Passports		1,238.07

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. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Checks Dated 11/11/2020 through 12/03/2020

Board Meeting Date 12/8/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1809924	11/12/2020	ZFA Structural Engineers	21-6200	Retrofit Structural Engineering		1,030.00
1811009	11/19/2020	Gomez de la Torre, Patricia	01-4350	Crayola Watercolor		43.08
1811010	11/19/2020	Bravo, Elysa	01-5862	LIVE SCAN fee		20.00
1811011	11/19/2020	Alcal Specialty Contracting In c	21-6200	Kawana Springs ES - Phase 2	12,619.00	
				M&O: Bellevue Phase 1 Single Ply Roofing	11,477.13	24,096.13
1811012	11/19/2020	Alsco (American Linen)	13-5800	Open PO- KS 20/21	49.43	
				Open PO- MV 20/21	68.56	117.99
1811013	11/19/2020	Valley Comfort Heating & Air	01-5800	Open PO : 2020/21		155.00
1811014	11/19/2020	Brazos Urethane, Inc	21-6200	Roof Repairs		53,652.20
1811015	11/19/2020	Buchanan Food Service	13-4710	OPEN PO: MV Food for Food Svc 2020/2021		342.77
1811016	11/19/2020	Clover Stornetta Farms Inc	13-4715	MV- Student Milk 2020/21		40.00
1811017	11/19/2020	DMR Builders Corp	21-6200	Dry Rot Repair @ Annex	22,022.50	
				Open PO for DMR Builders	2,875.00	24,897.50
1811018	11/19/2020	Ghilotti Construction	21-6200	M&O Sewer & Retrofit		28,291.91
1811019	11/19/2020	Henris Supply DBA Henris Roofing	21-6200	Bellevue ES Phase 2 Single Ply Roofing Project	611.56	
				M&O:Phase 2 Single Ply Roofing	17,929.63	18,541.19
1811020	11/19/2020	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2020/21		175.00
1811021	11/19/2020	MTS Partners Inc	01-4400	ITECH- Toner OPEN PO		346.63
1811022	11/19/2020	Urban Futures Inc dba Isom Advisor	01-5800	DO: Annual Continuing Dislosure Bonds		25,000.00
1811023	11/19/2020	Jacobson Fence Co Inc	21-6200	Fence	5,826.00	
				North Fence and Handrail Installation	6,479.00	12,305.00
1811024	11/19/2020	Language People	01-5803	Language Services		144.00
1811025	11/19/2020	Office Depot Inc	01-4350	ELC Office Supplies		
				Open PO- District Office Supplies		133.50
1811026	11/19/2020	Redwood Pediatric Therapy Asso	01-5100	DO : Occupational Therapy Contract 2020/21		9,692.30
1811027	11/19/2020	RGM Kramer Inc	25-5800	DO : General Management Services		1,350.00
1811028	11/19/2020	RittenBach Roofing & Waterproofing Inc	21-6200	Equipment Roof	12,332.00	
				Equipment Roof Restoration by Rittenback	7,572.09	
				Roof Repairs	7,035.80	
				Walkway Dura Block Replacement	12,785.00	39,724.89
1811029	11/19/2020	Sonoma County Office Of Educat ion	01-5200	Open PO :Legal Training for 20/21		165.00
1811030	11/19/2020	SHI International Corp	01-5800	Chrombooks		104,946.54
1811031	11/19/2020	Mark Tong	01-5800	Ipad Stands		12,375.00
1811032	11/19/2020	Soliant	01-5800	School SLPA -Reg		1,980.00
1811033	11/19/2020	TEP Engineering	21-6200	HVAC upgrade	612.50	

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. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Checks Dated 11/11/2020 through 12/03/2020

Board Meeting Date 12/8/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1811033	11/19/2020	TEP Engineering		M&O: HVOC Retrofit	3,000.00	3,612.50
1811034	11/19/2020	The Gopher Guy	01-5800	Gopher Trapping		750.00
1811035	11/19/2020	Ukiah Unified School District	01-5200	Principals and Teachers Workshop		850.00
1811966	11/24/2020	Advanced Reproduction Center	01-5800	Open PO-ARC- Copies 2020/21		108.25
1811967	11/24/2020	BAM Plumbing	01-5800	DO- Plumbing Services		8,953.00
1811968	11/24/2020	Valley Comfort Heating & Air	21-6200	HVAC condenser replacment		10,814.00
1811969	11/24/2020	Citi Cards	01-5800	District Credit Card		3,158.23
1811970	11/24/2020	Forensic Analytical Consulting Services Inc	21-6200	M&O:3 Year AHERA Re-Inspection		45,947.00
1811971	11/24/2020	PG&E	01-5520	Open PO -PG & E 2020/21		229.40
1811972	11/24/2020	Recology Sonoma Marin	01-5560	BUS BARN: -Garage 2020/21		818.58
1812802	12/03/2020	Dale M Crane dbaAction Plumbing Maintenance	01-5800	OPEN PO Plumbing Repairs		457.00
1812803	12/03/2020	Alsco (American Linen)	13-5800	Open PO- KS 20/21	49.43	
				Open PO- MV 20/21	137.12	
				Open PO- TM 2020/2021	125.81	312.36
1812804	12/03/2020	Ameriflex	01-5800	DO: FSA Admin Fee 6 Employees	51.77	
			01-5858	DO: FSA Admin Fee 6 Employees	8.23	60.00
1812805	12/03/2020	AT&T Mobility	01-5911	Open PO for Emergency Phone # 8341		457.16
1812806	12/03/2020	Bodil Wibe	01-5800	DO; Special Ed Phycsial Therapy Services 2020/2021		1,102.50
1812807	12/03/2020	Buchanan Food Service	13-4710	OPEN PO: TM Food for Food Svc	229.78	
				OPEN PO: MV Food for Food Svc 2020/2021	17.12	246.90
1812808	12/03/2020	AT & T	01-5911	Open PO CALNET3		69.47
1812809	12/03/2020	Dennis Carrera	01-5803	DO: Spanish & English Interpreting ( ELC)		240.00
1812810	12/03/2020	Clover Stornetta Farms Inc	13-4715	MV- Student Milk 2020/21		41.50
1812811	12/03/2020	Coastline Distributors, Inc	13-4710	OPEN PO- MV - Fruit & Vegetable 20/21		252.30
1812812	12/03/2020	Culligan of Sonoma County	01-5800	OPEN PO :Drinking Water 5 Gallon		116.40
1812813	12/03/2020	Fishman Supply Co	01-4370	M&O: Custodial Supplies @ ELC	56.77	
				M&O; Custodial Supplies @ DO	66.75	
				M&O; Custodial Supplies @ KW	167.58	
				M&O; Custodial Supplies @ MV	1,396.13	1,687.23
1812814	12/03/2020	Great America Financial Svcs	01-5950	OPEN PO-Postbase 45 mail machine		172.85
1812815	12/03/2020	Hitmen Termite and Pest Control, Inc.	01-5800	Open PO Pest Control 2020/21		50.00
1812816	12/03/2020	Kenneth Charles Schwinn	01-5800	DO: Home Study Coordinatior		2,500.00
1812817	12/03/2020	Sally J Yates dba Kids Hear	01-5800	Nursing Services 2020/2021		9,200.00
1812818	12/03/2020	Napa County Office Of Ed	01-5800	Cool School Classrooms		59,500.00

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. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Checks Dated 11/11/2020 through 12/03/2020

Board Meeting Date 12/8/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1812819	12/03/2020	North Bay Children's Center	12-5100	BUSD: Pre-School Program Adm		97,497.28
1812820	12/03/2020	Paradigm Healthcare Services	01-5800	Contracted service for Medical Billing 2020/21		927.09
1812821	12/03/2020	Rexel USA, INC Platt Electric Supply	01-4370	DO- OPEN PO Replace Light Bulds	41.41	
			01-4380	DO- OPEN PO Replace Light Bulds	41.42	82.83
1812822	12/03/2020	Santa Rosa City Schools	13-5100	Open PO-Meals		24,637.50
1812823	12/03/2020	Santa Rosa City Schools	13-5100	Open PO-Meals		31,162.50
1812824	12/03/2020	Santa Rosa, City Of	01-5560	Open PO for Water bill BV	843.15	
				Open PO for Water bill KW	972.39	
				Open PO for Water bill MV & Spa	1,073.53	
				Open PO for Water bill TM	2,414.52	
			01-5858	Open PO for Water bill KW	7.28	
				Open PO for Water bill TM	268.68	5,579.55
1812825	12/03/2020	Educators Publishing Service	01-4310	KW: School Supplies Order 2020/2021		24.90
1812826	12/03/2020	Sonoma County Office Of Educat ion	01-5200	Open PO :Legal Training for 20/21		60.00
1812827	12/03/2020	Soliant	01-5800	School SLPA -Reg		1,633.50
1812828	12/03/2020	Verizon	01-5800	LAUSD unlimited Ellipsis Hotspot 900LS		6,420.00
1812829	12/03/2020	Wyatt Irrigation Supply	01-4390	M&O: Irrigation Supplies		167.55
<b>Total Number of Checks</b>					<b>88</b>	<b>916,073.07</b>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	62	299,902.39
12	Child Development Fund	2	260,794.74
13	Cafeteria Fund	9	57,153.82
21	Building Fund	14	294,142.32
25	Capital Facilities Fund	2	4,079.70
Total Number of Checks		<b>88</b>	916,072.97
Less Unpaid Tax Liability			.10-
<b>Net (Check Amount)</b>			<b>916,073.07</b>

Includes checks for only Bank Account COUNTY

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. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE

Bellevue Union School District

Consent Calendar for Board Meeting of December 8, 2020

3. Consent Calendar

3.1. Board Meeting Minutes

3.1.1. Regular Board Meeting Minutes November 17, 2020

3.2. Acknowledge and Accept Grants/donations

3.2.1. Donors Choose, \$670.00 - "Pawsitive Paws" A cricket machine with all materials to create vinyl positive messages so that students and staff can wear them proudly as a Meadow View panther! - Meadow View - Ellana Johnstone

3.2.2. Donor Choose - "Discovers through Science Observation," students will be able to observe and inquire with hands on materials - Meadow View - Suzanne Bethel

3.2.3. Kyoto Restaurant donated \$300 to Target to purchase family board games to pass out at the Meadow View Winter Wonderland drive thru

3.2.4. Donors Choose - "Creating Holiday Cheer" - Holiday surprise for every student. - Bellevue - Toller

3.2.5. Donors Choose - "Exploring Science Through the Hands of First Graders" - Take home science kits for every student - Bellevue - Boyce

3.2.6. Donors Choose - "Make Teaching During a Pandemic Fun" - White boards, erasers, and markers for every student to use at home. - Bellevue - Lewis

3.2.7. Donors Choose - 'Holiday Fun' - Hands-On Crafts and Activities for students to do at home. - Bellevue - Ballard  
Don Hoover donated \$1500 to first grade families in need- Bellevue - Boyce

3.2.8. Trudy Brajnikoff donated 78 masks to first grade families - Bellevue - Boyce

3.3. 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 November 17, 2020 Board Meeting Minutes

---

### 1. Open Session 5:30 P.M.

1.1. The Board Meeting of the Bellevue Union School District Board of Trustees was called to order at 5:32 by Trustee John Jarvis, Video Teleconference Streamed Live Via YouTube Live on the BUSD Homepage.

1.2. Public Comment On Closed Session: N/A

### 2. Adjourn To Closed Session: 5:31 P.M.

2.1. Public Employment § 54957

### 3. Reconvene To Regular Session: 6:05 P.M.

3.1. Flag Salute: Moriah Hart led the flag salute.

Members Present: John Jarvis, Adele Walker, Stephanie Merrida-Grant, Jamie Padilla, Lisa Reyes, and David Alexander

Members Absent: None

Late Arrivals: None

Early Departures: None

District Office Staff Present: David Alexander, Moriah Hart, Chris Kim, Tracy Whitaker, Larry Black, Roger Farrell, Siara Goyer, Aracely Romo-Flores

Others Present: See zoom screen shot

3.2. Report on Closed Session NA

3.3. Consider Agenda Adjustment NA

### 4. Public Comment: NA

### 5. Information/Discussion Item

5.1. BUSD 2020/21 Return to School Plan: Health/Safety Updates, Tracy Whitaker, Director of Student Services & David Alexander, Ed.D., Superintendent

5.1.1. Due to the current COVID-19 status within our county and community the Board directed superintendent to prepare a resolution for the December 8, 2020 board meeting determining that in-person direct instruction will continue to be not offered as an instructional model and

## BUSD November 17, 2020 Board Meeting Minutes

---

extend the original timeline (from August 17, 2020 until January 5, 20) to February 8, 2020 unless otherwise safe to return to school sites.

### 6. Action

- 6.1. On a motion by Jamie Padilla, second by Lisa Reyes, the Board approved December 15, 2020 for the Annual Organizational Meeting

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

- 6.2. On a motion by Adele Walker, second by Stephanie Merrida-Grant, the Board approved the Memo of Understanding (MOU) with North Bay Children's Center (NBCC) for 2020-21.

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

- 6.3. On a motion by Lisa Reyes, second by Jamie Padilla, the Board approved the Amendment(s) to the Child Development Services Grant with the California Department of Education

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

- 6.4. On a motion by Jamie Padilla, second by Stephanie Merrida-Grant, the Board approved the Provisional Internship Permit (PIP) for Elysa Bravo, Resource Specialist Class at Taylor Mountain in 2020-21 School Year

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent



## BUSD November 17, 2020 Board Meeting Minutes

01 General Fund	1,080,766.29
09 SPA Charter	194.00
13 Cafeteria Fund	5,289.99
21 Building Fund	119,000.10
<u>25 Cap Facilities Fund</u>	<u>1,797.33</u>
Total Payables	\$1,202,047.71

On a motion by Lisa Reyes, second by Adele Walker, the Board ratified the Bills and Warrants.

Action:           Approved

Vote	5	Ayes
	0	Noes
	0	Absent

### 7. Consent Calendar

7.1. Board Policy Manual Revisions per California School Boards Association (CBSA) Update Recommendations 2nd Reading (1st reading October 20, 2020)

7.2. Contract: Illuminate

7.3. Contract: Boardmaker

7.4. Surplus Technology Equipment

7.5. Board Meeting Minutes

7.5.1. Regular Board Meeting Minutes October 20, 2020

7.6. Acknowledge and Accept Grants & Donations

7.6.1. Robert Muelrath of Muelrath Ranches Pumpkin Patch donated over 1200 pumpkins to our students.

7.6.2. Rose Vazquez donated a Gyotaku Fish Printing Classroom Pack, valued at \$202, to the Bellevue Elementary School STEM lab.

7.6.3. Donors Choose: Desks for Distance Learning: Lap Pads for every student - Digital for a Distance: \$200 gift card to Teachers Pay Teachers - Library for Littles: \$585 for new books for students to take home to read. - Bellevue Elementary - Toller

7.6.4. Donors Choose: Distance Learning Materials: Lap Pads, Folders, Notebooks - Bellevue Elementary - McBride

7.6.5. Donors Choose: Creating an Inclusive American History Curriculum through Literature: Novels in sets of 6 - Historical Fiction Time Machine: Novels in sets of 10 and 15 - Bellevue Elementary - Ramirez

7.6.6. Donors Choose: Distance Learning Like a Boss: Lapboards, Binders, Whiteboards, Erasers, and Markers - \$100 gift card to Teachers Pay Teachers - Label Maker - Visualize and Organize: Document Camera, Highlighter, Portfolios - Bellevue - Simpson

7.6.7. Donors Choose: Let's go Digital: 2-\$100 gift card to Teachers Pay Teachers - Get them reading: Scholastic monthly magazines - See them all: computer screen to be able to see all students when sharing a zoom screen - Distance learning success: lap desk for each student.- Bellevue - Ballard

## BUSD November 17, 2020 Board Meeting Minutes

---

- 7.6.8. Donors Choose: Distance Learning Materials: We Can Do This! (Writing books, pencil boxes, white boards, books) - Digital Resources for Distance Academy: \$200 gift card to Teachers Pay Teachers- Bellevue - Griffith
- 7.6.9. Donors Choose: Building Up My Artists Distantly \$442.00 (craft supplies) - Donations from friends & family to get all 1st graders a new Scholastic book every month ~\$1,000.00 - Bellevue - Boyce
- 7.6.10. Castaneda Market \$250 - To-Go Learning Backpacks with Art Supplies - Learn about Ag \$500 - Fruits and Vegetables for Science Experiments - Bellevue - Boyce
- 7.6.11. Walmart Grant - \$1,000 School Supplies: white boards, books, pencil boxes, art supplies, etc. to send home with students - Conscious Kid grant for 32 hard cover books through their "Anti-Racist Children's Book Fund" - Bellevue - Toller
- 7.6.12. Science Boards and Ribbons from Synopsys Outreach Foundation - Bellevue - Boyce and Toller
- 7.6.13. James Patterson's Scholastic Book Club Award (\$500 and 500 Bonus Points) to grow the love of reading. - Bellevue - Logsdon
- 7.6.14. Conscious Kid grant for 32 hard cover books through their "Anti-Racist Children's Book Fund" - Bellevue - Griffith
- 7.6.15. Donations from family and friends to provide Holiday Crafts for students to do during Distance Learning, totalling \$700. This will fund 2-3 craft projects per student. - Bellevue - Boyce
- 7.6.16. Wells Fargo Center for the Arts continues to partner with Bellevue Parent Club to provide once a week dance zooms for K-2nd grade and music/ukulele for 3rd-5th graders.
- 7.6.17. Kyoto Restaurant Purchased the Meadow View Panther Mascot
- 7.6.18. Constellation Brands, Inc. donated 64 Lenovo Thinkpads computers - Meadow View
- 7.6.19. Donors Choose- distance learning supplies - Meadow View - Johnson
- 7.7. Interdistrict Requests 2020-21
- 7.8. Personnel Activity Log

On a motion by Adele Walker, second by Jamie Padilla, the Board approved the Consent calendar

Action: Approved

Vote	5	Ayes
	0	Noes
	0	Absent

### 8. Reports

#### 8.1. California School Employees Association, Chapter 501

NA

#### 8.2. Bellevue Education Association

## BUSD November 17, 2020 Board Meeting Minutes

---

Tiffany Kampmann, BEA President, was unable to attend and asked that this statement be read on her behalf:

Good Evening Dr. Alexander and Members of the Board,

The latest excitement from BEA members is that our first trimester report cards are done! Parent conferences have been and are being scheduled as needed and we are enthusiastically looking forward to our Thanksgiving break!

These first trimester assessments have given us an opportunity to take a very real look at how our students are doing during this time of distance learning. Some of our students are doing well and are having success with distance learning. Parents are supportive and have taken on the role of “teacher coach” at home. As one of my colleagues aptly expressed it, “Kudos to those parents!!”

However, other students are not having as much success. BEA members feel strongly that the Board and district management need to start focusing on and planning for the future....a post-pandemic future, when we return to the classroom full time. Our students will need intense interventions to recover from the learning delays they are currently experiencing. This will need to be one of the highest priorities in the times to come. We will need smaller class sizes, fully funded after school programs and summer school, taught by highly qualified teachers. BEA

is committed to working together on this to ensure a successful recovery.

But coming back to the more immediate future, there is much discussion among union leaders around the county about a possible return to the classroom under the hybrid model. BEA is working closely with CTA and other leaders to monitor the status of the pandemic, to discuss the pros and cons of returning to the classroom (with member safety being the most important issue), and to create model MOUs to bring to the bargaining table.

Our first bargaining session to negotiate salary, benefits, and articles of the contract is on December 7. As usual, we are hoping to reach an agreement quickly so we can move on to negotiating working conditions under the hybrid model, in the event we return to school at some point this year.

BEA wants to give a huge thank you to all the support we have received from our IT guys, principals, classified staff, and the CALserves tutors, who have, in some cases, scheduled evening tutoring sessions in order to support our students. Wishing you all a safe and restful break.

Thank you.

### 8.3. Principal Reports

Principal Nina Craig, Bellevue reported out - Good Evening Dr. Alexander and Members of the Board. Here we are a third of the way through the school year and the Holidays upon us. It's hard to believe we are here already.....the days continue to fly by.

We wanted to update you on our Academic focus for this month:

## BUSD November 17, 2020 Board Meeting Minutes

---

- Last week, we attended our PLC Network training with our teams. The focus of our day included discussing the value of providing coaching to our teacher teams, and progress monitoring the PLC process for continuous improvement.
- As of yesterday, Report Cards have been mailed out from all sites. Some teachers are holding parent-teacher conferences. We'd like to thank our teachers for their work: learning a new system for inputting grades and a new system for gathering work products and assessing student progress.
- Some parents have expressed curiosity about our grading policies. Student assessments during distance learning have looked different than in the traditional setting. As we continue with distance learning for trimester two, we plan to look at our assessments, how we are giving them, the authenticity of their results, and how to use the data we do have to guide instruction. We want to ensure that we are meeting the needs of our students given the resources we have.
- Thanks to Aracely's guidance, all certificated staff participated in a training of our new curriculum for English Language Development. Sessions were differentiated for upper and lower grade teachers and focused on the digital tools available. This week teachers will be taking a needs assessment survey to identify areas of success and challenges with ELD. Survey results are being used to identify next steps for professional development in the area of English Language instruction.

### Community and Engagement:

- As you all know, we ended the first trimester with community events and celebrations that included candy filled Halloween Neighborhood parades and drive-throughs and pumpkin giveaways thanks to Muelrath Ranch.
- Each site continues to find ways to honor students, build community, and engage our learners. Whether its forming Student Councils, hosting a book fair, offering Science Guy zooms, jack-o-lantern contest, and student of the month shout-outs, we are dedicated to keeping family and student engagement a priority.
- Our Family Support Teams continue to meet regularly with students and families in need to create a supportive plan. These meetings have proven to be a powerful tool to build relationships, and a deep understanding of the hardships and struggles that our families are experiencing. We want to thank our teachers, our parent liaisons, our parents, and our students for attending these meetings and being so willing to work together to support our children.
- These meetings were a suggestion that came out of the CARE Collective that SCOE offers. Panel members highlighted that with the Pandemic, the fires, and the racial tensions our community has been experiencing we have this opportunity to pause and get to know one another and connect on a deeper level. And the belief is that this connection will carry us through Distance Learning and beyond. I speak for all of us principals when I say, we are believing and seeing that.

So with that said, we are heading into this Thanksgiving Break feeling very grateful for our amazing school community and for our jobs. We love what we do and are so grateful for the opportunity to support all members of our school community during this time.

## BUSD November 17, 2020 Board Meeting Minutes

---

### 8.4. Board Reports/Board Items

Jamie Padilla thanked Tracy Whitaker, Director of Student Services, for providing all up to date information and to Superintendent Alexander and team for leaping forward. Thank you to teachers and staff, IT and everyone, “You push through everything that has been thrown at you.”

Adele Walker echoed Ms. Padilla’s sentiments. She thanked Ms. Whitaker and Dr. Alexander for a great presentation. She said the district has a great IT team, and thanked District Office staff, principals, teachers and parents! She wished everyone a safe Thanksgiving with their immediate family.

Lisa Reyes chimed in echoing both Ms Padilla and Ms. Walker as she expressed her gratitude. She specifically called out the great IT team and thanked all of the staff. She also thanked Dr. Alexander and Ms. Whitaker again for their presentation. Happy Thanksgiving! Keep it small and safe!

Stephanied Merrida-Grant thanked everyone for their work and extra work to keep kids on track and prepping for their return. She reminded everyone to keep Thanksgiving small & simple and to zoom to see more family.

John Jarvis was very appreciative of staff and said he was super proud of our parents. Thank you.

### 8.5. Superintendent Report

#### 8.5.1. Enrollment Update

Dr. Alexander shared how very proud he was on our BUSD school community, the School Board, teachers, parents, families and staff. He said he saw their selflessness every day. “We really appreciate you.” He wished everyone a Happy Thanksgiving with family and friends.

### 9. Planning

December 8, 2020	Regular Board Meeting	5:30pm	To be live streamed on the District’s YouTube Page on the District’s Homepage: <a href="http://www.bUSD.org">www.bUSD.org</a>
December 15, 2020	Regular Board Meeting	5:00pm	BUSD District Office, 3150 Education Dr, Santa Rosa, CA 95407

### 10. ~~Returned to Closed Session~~

---

## BUSD November 17, 2020 Board Meeting Minutes

---

Open Session Adjournment Time: 8:05pm

Respectfully Submitted,

By David Alexander, Ed.D.  
Secretary to the Board and  
District Superintendent

Board Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Zoom Meeting: On Custom Live Streaming Service

Participants (17)

Find a participant

- Meriah Hill, Execu... (Co-Found, ma)
- Larry Black, IT Director (Host)
- David Alexander (Co-Found)
- Adele Walker, Trustee
- Jazacy Romo Flores, Director Co...
- Chris Kim, CEO
- Jane Padilla, Trustee
- Joan Walker, Principa
- Inho Inho, President
- Lisa Reyes, Trustee
- Margaret Jacobson
- Nina Craig, Principa
- Roger James, M & D Director
- Sara Geyer, Director of HR
- Stephanie Merida-Gonz
- Tiffany Kampmann
- Tracy Whitaker, Director Student ...

Zoom Meeting Controls: Mute, Stop Video, Screen, Participants (17), Polls, Chat, Green Screen, Erase All, More

Browser tabs: Web Exy Address Cl..., Bellevue Union S... School, SCOP William D... Group, Page 6, Board - Tech Diver..., CA RATS, Home Page, Sign In - The Board..., The Board - 1

YouTube

Search

# Board Meeting Begins at 5:30pm

in a channel approved for bundling REMOVE

11/17/20 Board Meeting  
4 watching now · Started streaming 39 minutes ago

LIKE DISLIKE SHARE SAVE



# BELLEVUE UNION SCHOOL DISTRICT

## Current Enrollment

School	8/28/2020	9/13/2020	10/15/2020	11/10/2020	12/14/2020	1/11/2021	2/6/2021	3/6/2021	4/3/2021	5/8/2021	6/5/2021
Bellevue	393	395	401	402							
Kawana	345	343	344	343							
Meadow View	366	368	376	379							
Taylor Mountain	415	419	418	418							
<b>Total Enrollment</b>	<b>1519</b>	<b>1525</b>	<b>1539</b>	<b>1542</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>n/a</b>	<b>TBD</b>	<b>TBD</b>

## 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		
Charter	0	37	71	94	145	144	0	0	0		
<b>Total Enrollment</b>	<b>1736</b>	<b>1823</b>	<b>1840</b>	<b>1896</b>	<b>1898</b>	<b>1835</b>	<b>1616</b>	<b>1596</b>	<b>1539</b>	<b>TBD</b>	<b>TBD</b>

## Attendance (P2, Average Attendance over 8 Months) April 15th

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					
Kawana	388	381	365	337	337	322					
Meadow View	397	409	425	437	406	382					
Taylor Mountain	502	503	483	456	413	415					
<b>District Attendance</b>	<b>1690</b>	<b>1699</b>	<b>1664</b>	<b>1597</b>	<b>1543</b>	<b>1517</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<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>					
Charter	76	105	131	141	0	0	0	0	0	0	0
<b>With Charter</b>	<b>1765</b>	<b>1803</b>	<b>1794</b>	<b>1737</b>	<b>1543</b>	<b>1517</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<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>					

Updated: 12/3/20