School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Miguelito Elementary School	42 69229 6068902	10/12/22	10/25/2022

School Profile

Miguelito is nestled at the foot of the hills on the south western corner of the The City of Lompoc. The economic influences include space/missile technology, military, industrial, and agricultural activies just to name a few. Lompoc's population of approximately 48,931 is ethnically diverse and that diversity is represented at Miguelito Elementary School as well. The school's main buildings were built in 1969 as an "open" classroom concept based upon Montessori ideas. It was temporarily closed in 1975. While it was not serving as an elementary school, Allan Hancock College in Santa Maria used its facilities as a satellite campus. Then the Lompoc Unified School District reopened Miguelito in the 1986-1987 school year to once again serve as an elementary school.

Miguelito Elementary School is one of the nine elementary schools in Lompoc Unified School District. The district also has two middle schools, two comprehensive high schools, one alternative education facility, a continuation high school, an adult education facility, and also works with Santa Barbara County to offer supervised preschools. Miguelito Elementary primarily feeds into Lompoc Valley Middle School and then into Lompoc High School.

The Miguelito student body of approximately 647 students reflects a well-rounded, ethnically diverse community. The teachers are highly qualified (following ESEA Section 1119 criteria) and create an engaging environment. Full time employees include: a school principal, and academic dean, a school counselor, one administrative assistant, one office assistant, one account clerk, as school based social worker, a bilingual and transitional student liaison, 27 classroom teachers, P.E. teacher, a literacy specialist, 2 Education Specialists, three para educators, six noon duty supervisors and three custodians. In addition, Miguelito employs the following part-time employees: 1.5 FSA counselors, a library technician, 1 ELD title 1 support teachers, a TK instructional, assistant a wll have a kindergarten support teacher, a food services worker, a school nurse (shared among sites) and school psychologist (shared among sites), and a health clerk. In the second half of the year, we will also have a music teacher with the following year including a half year each of music and drama.

Miguelito students are offered many programs to enhance their learning including numerous field trips like Vandenberg Space Force Base (5th grade), California Science Center, the zoo, Cabrillo Aquarium, Lompoc Museum, La Purisima Mission, Arroyo Hondo, and many more. The 6th grade also attends a multi-day field trip to science camp at Catalina Island (CIMI). In addition, Miguelito staff offers afterschool programs such as art club, chess club, Robotics club, STEM club, Math Superbowl, and Battle of the Books. Other enhanced programs during the day include Garden Club, Media Club, Clean Campus Crew, Cafeteria Captains, Conflict Managers, Equipment Managers and of course Student Council. Students also participate in a talent show and a student run carnival. We continue to explore ways to connect students to these enriching activities within the distance learning environment.

We are once again allowing volunteers on campus; volunteers traditionally provide support and are integral in the development of the educational program at Miguelito Elementary School. Volunteers invest thousands of hours throughout the year reading in classrooms, preparing classroom materials for teachers, working with small student groups, fundraising, and planning special activities. Also, the PTA sponsors assemblies, family fun nights, and book fairs throughout the year, as well as pays for an art program, supplemental reading materials, and funds to provide for a portion of field trips/educational programs for all grade levels. Our endeavors this year are to keep those lines of communication and positive community commitment strong while we have to remain isolated

Miguelito Elementary School adheres to state guidelines for instructional minutes and holds minimum days on Wednesdays to support its Professional Learning Communities (PLC's) allowing for grade level, school-wide, and district-wide collaboration to occur.

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
Targeted Support and Improvement
Additional Targeted Support and Improvement
Special education and foster students in particular need targeted support and improvement

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

Miguelito's single plan for student achievement has the success of every student at its core with goals designed to close the achievement gap for struggling subgroups while also raising the overall level of achievement. This effort also includes reaching out to parents to gain increased involvement and support, collecting and analyzing data to formulate goals and develop plans, reviewing and adjusting plans based on continued data and feedback, and providing continued professional development all in an effort to move ALL students forward. It is understood that all of this is reliant first and foremost on students having a safe environment in which to learn.

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).

Surveys from our social service providers as well as through LUSD family engagement survey and teacher needs assessment surveys all inform our school plan. The District Office has the results of the study for individual schools as well as the district. We also conducted a parent survey that was handed out in the first day packets. The data shows the majority of parents are satisfied with communication, safety, and learning experiences for students.

Classroom Observations

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

Administration observed classes on a weekly basis and specifically used CSTP's to provide feedback to teachers. While all classrooms are visited regularly, teachers who are in the evaluation cycle get verbal feedback based on "quick visits" within 24 hours and then alse get written notes from that feedback. Formal evaluation is also conducted with pre and post meetings to discuss areas of strength, areas for growth, and to develop professional goals. Support and discussion is geared toward meeting needs, providing training, and developing increased competence. During staff meetings and collaborations, staff planned for areas of improvement. Professional development focused on teaching strategies during staff meetings. Areas of improvement were in the area of academic rigor, academic vocabulary and discourse techniques, and student engagement strategies.

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)

State and local assessments are used to not only look at year over year progress, but also to analyze teacher efficacy. In lieu of state testing from last spring we are using common grade level assessments that are tied to benchmarks as well as additional norm and standard referenced assessments to gauge learning loss and measure learning growth as we strive to close gaps potentially deepened by remote learning. The district's teachers have worked to create standards aligned assessments for each grade level with planned units designed to provide baseline instruction district wide.

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

Staff utilized a variety of formative assessments to determine academic growth throughout the year which include: NWEA, BPST, common curriculum assessments, and supplemental computer program data. during weekly PLC collaborations where teachers analyzed what was working and what needed to be changed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Migueltio teaching staff meet state requirements for highly qualified staff.

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

Our staff are all properly credentialed and had access to training to become adept with the newly adopted materials. Those training opportunities are ongoing as the materials are used and areas of need are identified. In addition, they have participated in numerous professional development opportunities to learn about and develop instructional strategies better suited to meet the needs of diverse learners. Additional training in social emotional learning as well as materials have also been provided in order to facilitate the greater need among our students.

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

Staff development needs are data driven and standards focused. Student assessment is ongoing and geared toward adapting instruction to build student mastery. This year we continue working with Orenda to be sure that our data reflection is equity driven as well.

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

The staff utilizes our Literacy Specialist, our instructional assistant for technology, our bilingual instructional assistant, the recently added district tutor, and our Part Time Support Teacher, and they are also provided time to go and observe site instructional leaders in order to continually grow within the profession.

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

Teachers collaborate weekly in order to align instruction, analyze student performance, and discuss ways to improve student learning.

Teaching and Learning

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

Grade level teams utilize the curricula and align instruction to meet the content and performance standards for each grade. This year they will continue giving common assessments that were developed by teacher teams with the guidance of Orenda. They also utilize the information generated through the Elementary Common Core Curricula Council.

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

Instructional minutes are adhered to at all grade levels in all required subject areas.

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

Grade level groups plan and target strategies and collaborative groups, smaller learning communities, and also utilize support personnel to provide scaffolded instruction and enable both enrichment as well as intervention.

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

Teachers have standards-based materials for general education students, English learners, and students with special needs. In addition, they have multiple support materials that are also standards based and allow for individualized support.

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

Teachers are trained in and utilize approved standards aligned instructional materials.

Opportunity and Equal Educational Access

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

In addition to a range of materials that provide both enrichment as well as reteaching opportunities, we have part time support teachers who work within the classrooms throughout the day. This provides the teacher additional time to focus attention on students who need additional time mastering standards.

Evidence-based educational practices to raise student achievement

The site utilizes the PLC process to analyze data and adjust instructional practices to raise student achievement. Weekly team meetings and staff meetings are geared toward informing and improving best practices within the classroom as drawn from research and experience to ensure measures are take to maximize student achievement.

Parental Engagement

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

Parents participate in many ways through PTA, SSC, ELAC, and (when in person contact is again permitted) as classroom volunteers. In addition we have our FSA counselor, Bilingual Liaison, Bilingual Instructional Assistant, and Part Time Support Teachers for kindergarten as well as through Title 1 and to assist with our EL population. There are programs offered through the district that families are made aware of throughout the year including informational nights that involve outside agencies from the community . In addition, we hold regular meetings for attendance. We have held parent nights for both information as well as fun opportunities for whole families as well as clubs for students.

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 SSC and ELAC take part in the development of the SPSA, and have voice in not only planning but approving budget and goals set by the school. In addition the plan was presented to our PTA and at Title 1 night as well. Copies of the plan are also available to any constituents who want to read it.

Funding

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

FSA counselors, Part Time Support Teacher, as well as supplemental student supplies and materials, staff development/training, parent communication, license agreements to support instruction for at risk students. Stipends for clubs that offer extended learning opportunities for our our students are also included and funded by the plan.

Fiscal support (EPC)

Title 1 Parent Involvement

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school plan involves the input of and review by the PTA, School Site Council, ELAC, and school leadership team. These groups along with our PBIS team regularly give input and feedback related to school climate, culture, and curricula. A dedicated meeting specifically for the review of the new plan typically takes place in September or October along with budget approvals. During this meeting there has been a review of budgets, new and existing curricula, survey results, and performance data. The ELAC requested more information about the tests and how to provide support and practice at home for academics. The school site council requested more frequent communication about progress particularly in the upper grades. We will include this information in our parent nights

as well as in future ELAC presentations and the use of Parent Connect and class dojo are also addressed within the plan.

Resource Inequities

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

The levels or support students have now and also that they had during and beyond the school time sessions varied significantly. As a result, we continue to see the increased deficits and social anxiety that many students are suffering from and seek to provide services through school to decrease those gaps.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.31%	0.8%	0.67%	2	5	4
African American	1.55%	1.6%	1.52%	10	10	9
Asian	1.55%	1.6%	2.02%	10	10	12
Filipino	0.77%	1.3%	0.84%	5	8	5
Hispanic/Latino	67.18%	68.5%	70.71%	434	427	420
Pacific Islander	0.31%	0.2%	0.17%	2	1	1
White	23.68%	21.0%	19.87%	153	131	118
Multiple/No Response	4.64%	5.0%	4.21%	30	31	25
			Total Enrollment	646	623	594

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	110	95	99
Grade 1	85	83	79
Grade 2	79	94	84
Grade3	84	75	89
Grade 4	97	83	74
Grade 5	98	95	78
Grade 6	93	98	91
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	646	623	594

Conclusions based on this data:

1. Directly following the remote learning experience, we saw a decline in enrolment. Currently, however, our enrollment is 647 putting it back in line with our pre-pandemic numbers.

2. We have a fairly diverse population; over half of our population is Hispanic/Latino which and has remained consistently so over the last three years.

3. We should have culturally responsive instruction to meet the needs of a diverse population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	74	81	81	11.5%	13.00%	13.6%
Fluent English Proficient (FEP)	62	54	42	9.6%	8.70%	7.1%
Reclassified Fluent English Proficient (RFEP)	17	7		25.0%	8.6%	

Conclusions based on this data:

1. We did not reclassify as many students and have a downward trend for reclassification even though we have an upward trend of English learners
2. Our students who are FEP is fairly consistent year over year.
3. We need to adopt successful strategies for improving our instruction for English learners in order to increase the number of students who are able to be reclassified as 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	76	89	88	0	88	88	0	88	100	0.0	98.9
Grade 4	87	80	75	85	0	73	85	0	73	97.7	0.0	97.3
Grade 5	90	96	83	86	0	83	86	0	83	95.6	0.0	100.0
Grade 6	86	95	93	86	0	89	86	0	89	100	0.0	95.7
All Grades	351	347	340	345	0	333	345	0	333	98.3	0.0	97.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2430.		2392.	26.14		18.18	25.00		15.91	27.27		28.41	21.59		37.50
Grade 4	2445.		2447.	14.12		16.44	28.24		27.40	22.35		13.70	35.29		42.47
Grade 5	2515.		2455.	23.26		8.43	36.05		24.10	20.93		26.51	19.77		40.96
Grade 6	2522.		2475.	15.12		7.87	27.91		20.22	38.37		22.47	18.60		49.44
All Grades	N/A	N/A	N/A	19.71		12.61	29.28		21.62	27.25		23.12	23.77		42.64

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.14		14.77	51.14		63.64	22.73		21.59
Grade 4	11.76		12.33	60.00		65.75	28.24		21.92
Grade 5	29.07		3.61	46.51		69.88	24.42		26.51
Grade 6	16.28		11.24	54.65		48.31	29.07		40.45
All Grades	20.87		10.51	53.04		61.56	26.09		27.93

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.59		9.09	50.00		55.68	28.41		35.23
Grade 4	10.59		12.33	56.47		60.27	32.94		27.40
Grade 5	23.26		7.23	59.30		60.24	17.44		32.53
Grade 6	18.60		10.11	63.95		33.71	17.44		56.18
All Grades	18.55		9.61	57.39		51.95	24.06		38.44

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.14		14.77	57.95		67.05	15.91		18.18
Grade 4	12.94		15.07	69.41		65.75	17.65		19.18
Grade 5	17.44		8.43	60.47		69.88	22.09		21.69
Grade 6	10.47		11.24	69.77		67.42	19.77		21.35
All Grades	16.81		12.31	64.35		67.57	18.84		20.12

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.59		14.77	53.41		53.41	25.00		31.82
Grade 4	11.76		8.22	51.76		78.08	36.47		13.70
Grade 5	25.58		14.46	55.81		49.40	18.60		36.14
Grade 6	18.60		10.11	59.30		70.79	22.09		19.10
All Grades	19.42		12.01	55.07		62.46	25.51		25.53

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

Conclusions based on this data:

1. With the 22/23 data it is clear that students who were below standard suffered more learning loss than those who were already meeting or exceeding standard..
2. The gap in state testing requires a new focus on and search for meaningful assessment data to establish areas of strength and weakness.

3. We are seeing students with broader gaps in learning than we would have hoped and will need to address the gaps in order to regain the ground that was lost.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	88	76	89	88	0	88	88	0	88	100	0.0	98.9
Grade 4	87	80	75	85	0	73	85	0	73	97.7	0.0	97.3
Grade 5	90	96	83	87	0	83	87	0	83	96.7	0.0	100.0
Grade 6	86	95	93	86	0	89	86	0	88	100	0.0	95.7
All Grades	351	347	340	346	0	333	346	0	332	98.6	0.0	97.9

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2424.		2388.	17.05		5.68	29.55		25.00	23.86		25.00	29.55		44.32
Grade 4	2458.		2442.	9.41		6.85	25.88		28.77	41.18		26.03	23.53		38.36
Grade 5	2491.		2432.	16.09		4.82	22.99		6.02	28.74		26.51	32.18		62.65
Grade 6	2519.		2471.	17.44		10.23	23.26		13.64	26.74		26.14	32.56		50.00
All Grades	N/A	N/A	N/A	15.03		6.93	25.43		18.07	30.06		25.90	29.48		49.10

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.14		7.95	36.36		51.14	37.50		40.91
Grade 4	16.47		6.85	37.65		53.42	45.88		39.73
Grade 5	21.84		4.82	33.33		32.53	44.83		62.65
Grade 6	24.42		10.23	33.72		31.82	41.86		57.95
All Grades	22.25		7.53	35.26		41.87	42.49		50.60

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.27		11.36	40.91		46.59	31.82		42.05
Grade 4	12.94		13.70	55.29		43.84	31.76		42.47
Grade 5	12.64		6.02	59.77		45.78	27.59		48.19
Grade 6	13.95		3.41	53.49		56.82	32.56		39.77
All Grades	16.76		8.43	52.31		48.49	30.92		43.07

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.59		7.95	51.14		63.64	27.27		28.41
Grade 4	12.94		15.07	57.65		50.68	29.41		34.25
Grade 5	10.34		2.41	59.77		50.60	29.89		46.99
Grade 6	15.12		12.50	47.67		61.36	37.21		26.14
All Grades	15.03		9.34	54.05		56.93	30.92		33.73

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

Conclusions based on this data:

1. Although not seen in the chart above the 21-22 school year data shows that the pandemic adversely impacted students who had previously not met or nearly met standard more so than those students who had met or exceeded.
2. The number of students who exceeded increased in 5th and 6th grade
3. The impact on both ends of the performance spectrum seem to have been more impacted in our 5th and 6th grade students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1408.2	1413.0	1367.7	1423.6	1428.8	1380.1	1371.9	1375.7	1338.4	16	24	18
1	*	1409.3	1423.3	*	1437.2	1444.8	*	1380.9	1401.4	6	16	19
2	*	1455.2	1479.6	*	1457.7	1478.6	*	1452.3	1480.0	8	16	14
3	*	*	1448.6	*	*	1461.1	*	*	1435.6	7	8	16
4	*	*	*	*	*	*	*	*	*	7	6	8
5	*	*	*	*	*	*	*	*	*	6	9	9
6	*	*	*	*	*	*	*	*	*	6	5	7
All Grades										56	84	91

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.25	0.00	0.00	37.50	50.00	27.78	37.50	33.33	33.33	18.75	16.67	38.89	16	24	18
1	*	0.00	5.26	*	12.50	15.79	*	37.50	57.89	*	50.00	21.05	*	16	19
2	*	6.25	21.43	*	31.25	21.43	*	43.75	50.00	*	18.75	7.14	*	16	14
3	*	*	6.25	*	*	12.50	*	*	50.00	*	*	31.25	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.36	2.38	6.59	41.07	36.90	23.08	33.93	36.90	46.15	19.64	23.81	24.18	56	84	91

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.75	8.33	5.56	31.25	45.83	33.33	43.75	33.33	27.78	6.25	12.50	33.33	16	24	18
1	*	18.75	26.32	*	18.75	21.05	*	43.75	42.11	*	18.75	10.53	*	16	19
2	*	6.25	28.57	*	37.50	21.43	*	43.75	42.86	*	12.50	7.14	*	16	14
3	*	*	12.50	*	*	43.75	*	*	18.75	*	*	25.00	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	14.29	17.58	32.14	42.86	35.16	28.57	28.57	30.77	17.86	14.29	16.48	56	84	91

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	25.00	16.67	11.11	56.25	62.50	44.44	18.75	20.83	44.44	16	24	18
1	*	0.00	0.00	*	18.75	10.53	*	25.00	36.84	*	56.25	52.63	*	16	19
2	*	6.25	14.29	*	25.00	28.57	*	25.00	35.71	*	43.75	21.43	*	16	14
3	*	*	0.00	*	*	12.50	*	*	25.00	*	*	62.50	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.57	2.38	2.20	12.50	14.29	10.99	57.14	44.05	41.76	26.79	39.29	45.05	56	84	91

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	12.50	8.33	22.22	68.75	87.50	33.33	18.75	4.17	44.44	16	24	18
1	*	12.50	26.32	*	62.50	68.42	*	25.00	5.26	*	16	19
2	*	25.00	42.86	*	68.75	50.00	*	6.25	7.14	*	16	14
3	*	*	31.25	*	*	56.25	*	*	12.50	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.64	16.67	28.57	58.93	72.62	52.75	21.43	10.71	18.68	56	84	91

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	18.75	12.50	11.11	62.50	58.33	55.56	18.75	29.17	33.33	16	24	18
1	*	6.25	15.79	*	75.00	63.16	*	18.75	21.05	*	16	19
2	*	6.25	7.14	*	75.00	78.57	*	18.75	14.29	*	16	14
3	*	*	18.75	*	*	56.25	*	*	25.00	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.21	22.62	19.78	53.57	59.52	60.44	23.21	17.86	19.78	56	84	91

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	0.00	0.00	81.25	75.00	83.33	18.75	25.00	16.67	16	24	18
1	*	18.75	5.26	*	12.50	36.84	*	68.75	57.89	*	16	19
2	*	12.50	21.43	*	43.75	50.00	*	43.75	28.57	*	16	14
3	*	*	0.00	*	*	37.50	*	*	62.50	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.57	8.43	4.40	53.57	45.78	50.55	42.86	45.78	45.05	56	83	91

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.25	29.17	11.11	37.50	37.50	38.89	31.25	33.33	50.00	16	24	18
1	*	0.00	0.00	*	43.75	52.63	*	56.25	47.37	*	16	19
2	*	6.25	21.43	*	50.00	64.29	*	43.75	14.29	*	16	14
3	*	*	0.00	*	*	43.75	*	*	56.25	*	*	16
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	10.71	5.49	57.14	54.76	54.95	25.00	34.52	39.56	56	84	91

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

Conclusions based on this data:

1. We have far more students who are English learners at the primary levels.
2. Our overall performance is between level 2 and 3
3. We will continue to monitor progress for all students as the year progresses in order to increase the number of students who score a 4 in order to be eligible to reclassify.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
594	**62.3**	**13.6**	**1.7**
Total Number of Students enrolled in Miguelito Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	13.6
Foster Youth	10	1.7
Homeless	10	1.7
Socioeconomically Disadvantaged	370	62.3
Students with Disabilities	72	12.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.5
American Indian	4	0.7
Asian	12	2.0
Filipino	5	0.8
Hispanic	420	70.7
Two or More Races	25	4.2
Pacific Islander	1	0.2
White	118	19.9

Conclusions based on this data:

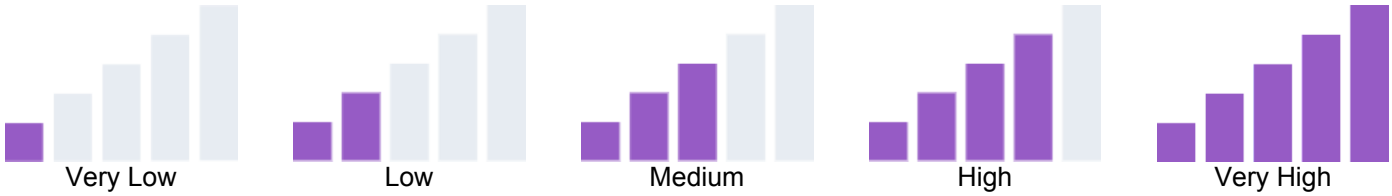
1. The number of socioeconomically disadvantaged students at our site continues to represent more than half of our student body.
2. Our English learner and special education populations are similar in numbers, and we have students who are in foster care or who are transitional as well.
3. Our Hispanic population continues to be our largest demographic with white, multiple races, and African American students populations coming next.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: Low		

Conclusions based on this data:

1. We have seen setbacks in student performance after the pandemic and virtual learning experience.
2. Our PBIS continues to help our suspension rates improve, but we have seen a slight uptick in suspensions as students return to the in-person school setting.

3. We need to continue our focus on improving outcomes for our foster youth and special education students.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

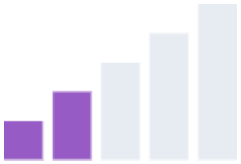
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
40.4 points below standard	89.6 points below standard	6 Students
314 Students	47 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
6 Students	52.0 points below standard	115.1 points below standard
	203 Students	49 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 2 Students	No Performance Level 7 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 54.7 points below standard 220 Students	No Performance Level 8 Students	No Performance Level 1 Student	Medium 4.3 points below standard 67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.3 points below standard 34 Students	98.2 points below standard 13 Students	34.2 points below standard 243 Students

Conclusions based on this data:

1. We will see the new dashboard results but give our scores I anticipate a decline in rating in all categories.
2. We will need to address the significant learning loss.
3. We need to close the achievement gap between our sub groups and our white students.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

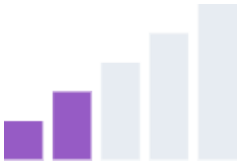
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
66.1 points below standard	119.7 points below standard	6 Students
314 Students	47 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
6 Students	77.7 points below standard	122.8 points below standard
	203 Students	49 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students	No Performance Level 2 Students	No Performance Level 7 Students	No Performance Level 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 79.5 points below standard 220 Students	No Performance Level 8 Students	No Performance Level 1 Student	Low 32.4 points below standard 67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.9 points below standard 34 Students	132.2 points below standard 13 Students	58.4 points below standard 243 Students

Conclusions based on this data:

1. With our 21/22 data that is preliminary, I anticipate a decline in all areas of the dashboard.
2. We continue to need to improve performance of all subgroups.
3. Our English learners also saw a dip in performance and there is a large gap in performance between our white students and our other subgroups.

School and Student Performance Data

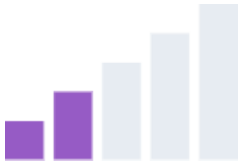
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

36.8 making progress towards English language proficiency

Number of EL Students: 68 Students

Performance Level: 2

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.

2022 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
29.4%	33.8%	0.0%	36.8%

Conclusions based on this data:

1. We still need to improve in the number of students wo are improving their language proficiency rather than simply maintaining.
2. over 40% progressed at least one level.
3. We need to identify what has caused some students to decline. We will work to reverse the trend of decline that arose following the pandemic.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

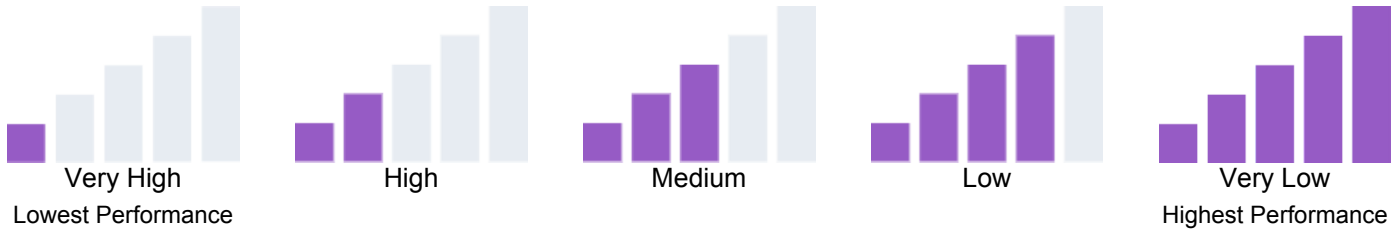
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

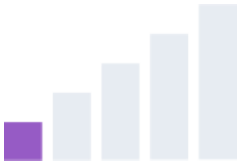
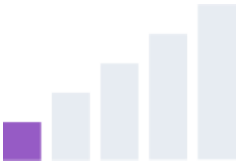


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
47.2% Chronically Absent	49.5% Chronically Absent	42.9% Chronically Absent
635 Students	99 Students	14 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
63.3% Chronically Absent	55.3% Chronically Absent	49.4% Chronically Absent
30 Students	438 Students	89 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	38.5% Chronically Absent	Less than 11 Students
9 Students	4 Students	13 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	No Performance Level	No Performance Level	Very High
50.4% Chronically Absent	40% Chronically Absent	Less than 11 Students	38.3% Chronically Absent
458 Students	25 Students	1 Student	120 Students

Conclusions based on this data:

1. The number of students who fall into the "chronic" category greatly increased during the pandemic and we will need to work hard to re-establish positive attendance routines
2. Continued health issues have persisted and kept our absence levels higher than what we hope to see.
3. Overall, we need to improve attendance following the COVID pandemic.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

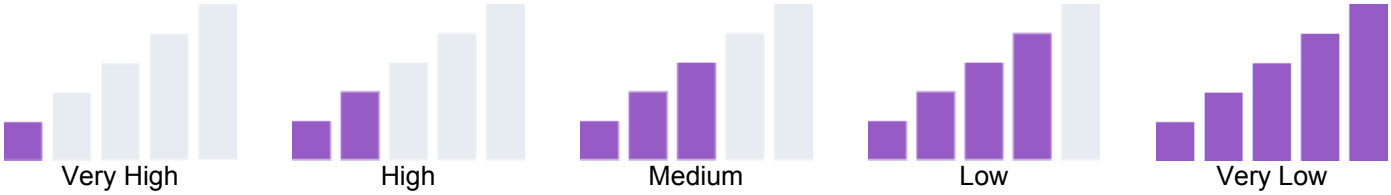
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

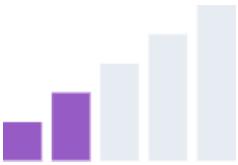
Very High	High	Medium	Low	Very Low
0	2	3	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.7% suspended at least one day	1.9% suspended at least one day	16.7% suspended at least one day
658 Students	104 Students	18 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Medium	High
0% suspended at least one day	2.4% suspended at least one day	4.3% suspended at least one day
32 Students	457 Students	94 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
12 Students	4 Students	13 Students	5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	No Performance Level	No Performance Level	High
1.5% suspended at least one day	0% suspended at least one day	Less than 11 Students	3.3% suspended at least one day
474 Students	26 Students	1 Student	123 Students

Conclusions based on this data:

1. I anticipate that our suspension data will decline briefly as students returned to campus, but it has started to decline again.
2. All other subgroups are fairly equal and in the green.
3. Our English learners have our lowest suspension rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Academic Achievement & Instruction--Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, including professional development and capacity buildings for teachers and staff

Goal 1

Our goal for maximizing academic achievement during the 2022-2023 school year is that school will show a 5% average increase in the number of students meeting state benchmark on our NWEA testing from testing window 1 to testing window 3, with similar increases in all subgroups and increase the number of students who meet CAASSP proficiency by 5% across all subgroups.

Identified Need

More support and targeted effort for improved scores in both ELA and math for all subgroups and special education in particular is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA and Math	6% growth in designated sub-groups of English Learners, socioeconomically disadvantaged,and special education students	Our EL will move to 24% in ELA and 15% in math, socioeconomically disadvantaged will move to 50% in ELA and 37% in math, our special education will move to 18% in ELA and 8% in math.
SBAC ELA and Math	5% increase in the number of students meeting or exceeding standard in both ELA and Math	We will move from 51% to 56% proficient or above in ELA and from 36% to 41% proficient or above in math.
Reclassified Data	8% of our English learners will be reclassified as English proficient	We currently have 69 student designated as English learners so we hope to have at least 6 students be reclassified this year.
NWEA MAP assessment	90% or higher of students who saw yearly growth from baseline testing to end of year.	At last reporting we had 58.3% performing at that level in math, so we want to move to 64% and we
District wide assessment developed through the alignment project and the LSAP	Current proficiency averages by grade (K-6) for ELA : 51%,65%, 7%, 19%,18%, 13%. 14%	Our target growth for proficiency in grades (k-6) 63%. 55%, 52%,41%,49%,39%, and 35%

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

Use Common Core Standards and the District
Pacing Guide to set goals, discuss instructional practices, utilize the guided planning and data review systems and select materials to plan instruction to meet individual student needs.

Proposed Expenditures for this Strategy/Activity

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

0	District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, but with an emphasis on students in our EL and special education populations.

Strategy/Activity

Utilize grade level PLC teams and the Data Review Sessions to monitor student progress and effectiveness of instruction and intervention and to adjust instruction and intervention, as necessary.

Proposed Expenditures for this Strategy/Activity

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

0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Our English learners, foster youth, economically disadvantaged and special education students.

Strategy/Activity

Provide intervention for small group instruction This includes utilizing our PTST, but also ELEVO and rotations for PE as well as afterschool/during school tutoring
(K-6). Rtl Tier ll to focus instruction on specific needs during universal access portion of day.

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

38,332	LCFF Supp/Con

Strategy/Activity 4

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Subgroup students not meeting standard: A) PTS teacher for Socioeconomically Disadvantaged students in grades 4-6 : PTS teacher for 6 hours for 135 days and 4.25 hours for 45 days

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.

33,772	Title I
0	District Funded

Strategy/Activity 5

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

Students with specialized learning needs.

Strategy/Activity

Special Education: A) Minimum 30 minutes daily for resource students in 1-1 or small group B) Schedule Student Study Team meetings for students not making expected academic or social progress. Rtl will be used. With a plan to reduce the amount of time students spend pulled away from the general education setting by using high impact, research based curricula.

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

0	District Funded

Strategy/Activity 6

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

Struggling readers who are also socioeconomically disadvantaged and those who are learning English as a second language.

Strategy/Activity

Provide reading readiness practice and technology skills for all K student through the use of Lexia Reading Program, as well as IXL but with particular benefit for our designated sup groups.

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 7

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Provide practice and reinforcement for students in reading and language arts. District/core assessments will be used as NWEA and interim assessment criteria that will support student involvement in reading and literacy to include Accelerated Reading.

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.

4,080	LCFF Supp/Con

Strategy/Activity 8

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

English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

An Afterschool programs will be developed to help students with academic achievement, especially focusing on students in significant subgroups.

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.

6000	Title I

Strategy/Activity 9

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

All students with emphasis on our targeted sub groups.

Strategy/Activity

Purchase high interest books designed to increase reading participation among our targeted subgroups accessible in library for student use if funding allows.

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.

5,000	LCFF Supp/Con

Strategy/Activity 10

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

All students.

Strategy/Activity

Enrichment and STEAM opportunities (such as after school programs, and field trips) to benefit students in math and science.

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.

300	LCFF - Supplemental

Strategy/Activity 11

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

All students with an emphasis on our targeted sub groups.

Strategy/Activity

Use IXL in all classes to increase knowledge in math and English language arts through standards based interactive practice and growth monitoring.

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

0	District Funded
0	

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

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.

0	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In looking at NWEA scores, common assessment scores as well as our 21/22 CAASPP scores our overall Fall to Fall show a decline from anticipated performance based on pre-pandemic levels. We need to close gaps in learning that were increased during the virtual learning period.

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

The rate of improvement from the first to second benchmark is significant in math and reading with greater gains as related to state benchmarks by the third benchmark, however, gains had been lost or slowed.

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

Despite the overall gains and progress the Student Growth Percentile is averaging downward, so we will need to identify those students who are not progressing satisfactorily and target supports to boost their progress.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Communication: Promote positive, effective communication among our community, Distric, students, staff and community partners.

Goal 2

Increase participation of all stakeholders in student learning activities such as individual student conferences, trimester open house/showcases, and other learning activities. In addition, build student connectedness, ownership, and engagement in the school community.

Identified Need

Parent involvement has improved on some fronts this year, however, our student attendance needs improvement particularly with our transitional and special education students. We continue to need improved participation with our ELAC community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
clubs and tutoring opportunities, Meeting agendas, minutes, notes, etc.distribution lists	All meeting information such as agendas, minutes, notes, and outcomes will be communicated for each meeting and to all participating/effected parties	Staff, parents, and constituents will be informed of all events as measured with 100% distribution of information to designated participants
Attendance sign in sheets	We had over 90% attendance at parent conferences and would like increase to 95%	95% parent participation in parent teacher conferences.
Flyers, Banners, Invitations, Message board and ticket counts	We will notify parents of events by sending home flyers, posting banners, and filling in the message board and will measure participation through door tickets and counters.	Establish a baseline of attendance to build upon for the next year.

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 but with a particular emphasis on the parents or guardians for students in our designated subgroups.

Strategy/Activity

Parents and staff will attend monthly School Site Council meetings, ELAC (English Learners Advisory Committee meetings, and Title I meetings including program offerings, training sessions about the role of SSC members, assessments, and data.

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.

1,354	Title I Part A: Parent Involvement

Strategy/Activity 2

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

All Students with a emphasis on our designated sub groups.

Strategy/Activity

Our campus liaison reaches out to families who are not only bilingual, but also who may be in transition or students who are in foster care. This year we continue to provide services contracted through FSA (Family Service Agency) as well and the district has provided a school counselor as well to help communicate with parents regarding social emotional skills and supports available through the school.

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.

5,000	LCFF Supp/Con
0	Title I

Strategy/Activity 3

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

All Students but with an emphasis on our designated sub groups.

Strategy/Activity

Hold Parent conferences each fall to provide a clear outline of each student's academic progress toward grade level standards and respond with appropriate interventions; spring conferences will be scheduled as necessary. In addition, parent contact will occur by phone, letter, or individually scheduled conferences as necessary.

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 4

Students to be Served by this Strategy/Activity

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

All sixth grade students with additional emphasis on our English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Middle school counselors will meet with sixth grade students to provide a smooth transition to middle school and plan their course pathway. Students will attend Falcon Days provided by the middle school, and an informational meeting for parents will be held one night in the spring as well.

Proposed Expenditures for this Strategy/Activity

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

0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with emphasis English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Encourage all parents to participate in decision related to the education of their children by offering parent meetings and informational events, making recommendations, allowing volunteering at school, encouraging participation in their children's classes, observing and chaperoning class activities, and becoming members of school committees such as ELAC, SSC, and PTA.

Proposed Expenditures for this Strategy/Activity

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

0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Provide increased tutoring opportunities

Proposed Expenditures for this Strategy/Activity

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

0	District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Offer parent/family nights as well as clubs both during and after the school day.

Proposed Expenditures for this Strategy/Activity

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

6000	LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

The school will use various means to provide parents with timely information such as newsletters, flyers, handouts, phone calls, home visits, and informational meetings. Swift K-12 will be used to ensure that all parents receive all oral information and reminders about school events, parent meetings, and student activities. Communications folders will be used in all classrooms to increase communication between school and home.

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.

400	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English learners and families for whom English is not the primary language.

Strategy/Activity

The school will make every effort to provide and disseminate information related to school/district, parent programs, parent meetings, and committee meetings in a form and language that parents understand through the use of multiple means and our bilingual instructional assistant as well as translators on site or provided by the district.

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

0	District Funded

Strategy/Activity 10

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

Socioeconomically disadvantaged.

Strategy/Activity

Provide support and necessary supplies for student, parent and community events specifically family curricular nights, Back to School Night, Open House and all award and incentive programs.

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.

1,000	LCFF Supp/Con

Strategy/Activity 11

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

All incoming kindergarten students with an emphasis on English learners, socioeconomically disadvantaged, and struggling learners including those in special education.

Strategy/Activity

Kindergarten Enrollment Day.

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

0	Discretionary Budget

Strategy/Activity 12

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

English learners, including those in special education, and the families for whom English is not the primary language.

Strategy/Activity

Bilingual Instructional Assistant and other translator to be available during parent teacher conferences, IEP, SST, and ELAC meetings to translate. They will also translate for parent training.

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.

1080	LCFF Supp/Con

Strategy/Activity 13

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

English learners.

Strategy/Activity

Conduct four or five regular ELAC meetings during the academic year. Plan the agenda in advance with ELAC board. Ensure that the School Site Council has representation from EL parents or regularly informs the ELAC.

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

0	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Implementation is in progress. We had better than anticipated attendance attendance at fall conferences (+95%) considering the switch to remote conferences and look forward to even higher turn out this year now that we can offer meetings either in person or via Zoom. Our Back to School Night turn out was lower than anticipated, but teachers are in much more frequent communication with parents now that they are using apps such as Class Dojo. This is an improvement from our spring conferences for the 2019/2020 school year. Our ELAC participation is still lower than we would prefer although we had 6 members at our first meeting. Year before last we also had better turn out at Back to School Night as we offered food. We plan to return to that strategy this year.

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

Transferred our Account Clerk from Title I to Supplemental Concentration to comply with state requirements. English Learners and parent communication. Parent involvement included a Parent Information Night, communication folders, handouts, phone calls, SSC, ELAC and PTA meetings.

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

We need to focus on building our ELAC membership and also getting higher participation at our parent/family informational event nights.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Part 2 of Goal 1: professional development and capacity building for teachers and staff.

Goal 3

This is a portion of goal 1 on the LCAP but the need to focus as a separate go in order to develop staff capacity to teach all subjects with strategies for and an understanding of diverse learning needs and assets including integrating with the arts, as well as social emotional learning opportunities daily to all students was determined to warrant a separate goal.

Identified Need

We need to target professional development toward math instruction/assessment, working with students who are trauma informed, and ways to improve attendance so that students are present to benefit from the improved instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance rosters/sign in sheets	Teachers will participate in the provided common minimum days as well as in the collaboration time with 96% consistent documented participation	Maintain 96% participation with 98% of the collaboration notes turned in a completed with clear goals and strategies.
Seminar notes and presentations	Teachers who participate in outside training will provide staff training and information of beneficial information.	Staff will train each other and share learning every time training is received.
Staff will engage in additional professional development opportunities presented through the school and district	We have not had many teachers participate in outside training/professional development opportunities	All staff will participate in "Creative Mathematics" training to learn ways to incorporate more hands on and interactive strategies that will supplement math instruction and provide a richer math learning environment. Core upper grade staff will participate in AVID training in order to learn instructional strategies designed to close learning gaps.

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

A common calendar is developed where monthly collaborative professional development opportunities are provided to staff.

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

0	

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

Staff and administration participate in state, county, and site staff development opportunities to support SPSA goals and action steps.

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

0	District Funded
93	LCFF Supp/Con

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

Staff will engage in Professional Learning Communities (PLC) processes to analyze data and develop lessons to meet CCSS.

Proposed Expenditures for this Strategy/Activity

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

0	Title I

Strategy/Activity 4

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

Struggling learners.

Strategy/Activity

Training will be offered in PLC process and RTI Tier II and Tier III programs to support positive collaboration leading to increased student performance offered by district and site leaders provided at staff meetings.

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

0	District Funded

Strategy/Activity 5

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, those who have had trauma, and struggling learners including those in special education.

Strategy/Activity

Professional consultant for professional development services related to CCSS 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.

0	District Funded

Strategy/Activity 6

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

All struggling learners with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed, and special education.

Strategy/Activity

Use technology as a tool to support standards based instruction and intervention to support RTI.

Proposed Expenditures for this Strategy/Activity

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

0	District Funded
0	LCFF Supp/Con

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Utilize computer for Twig Science.

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 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Computer IA will support multimedia: hardware and software, tutorials and trouble shooting.

Proposed Expenditures for this Strategy/Activity

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

0	District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Maintain and update technology Chromebooks, Think Pads, Desktops, IPads, projectors, document cameras, printers, ear buds and mice.

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

0	District Funded
1,053	LCFF Supp/Con

Strategy/Activity 10

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

All students.

Strategy/Activity

Offer bi-monthly STEAM experiences to students grades 5-6 in an after school setting.

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.

3,000	LCFF

Strategy/Activity 11

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

All students.

Strategy/Activity

Develop community partnerships with Allan Hancock College, Lockheed Martin, and other community businesses and educational institutions.

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

0	

Strategy/Activity 12

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

All students.

Strategy/Activity

Develop and maintain outdoor learning to include garden instruction and various grounds activities in a way to instruct using NGSS.

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.

3000	LCFF Supp/Con

Strategy/Activity 13

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

All students.

Strategy/Activity

Develop STEAM rotations and build design challenges at each grade level to ensure STEAM instruction is integrated into the daily schedule of all students K-6.

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

0	LCFF Supp/Con

Strategy/Activity 14

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Utilize grade level data teams throughout the year at regular intervals to monitor student progress and effectiveness of instruction and intervention and to adjust instruction and intervention as necessary.

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

0	

Strategy/Activity 15

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

All students.

Strategy/Activity

Staff and develop schedules using appropriate instructional minutes for physical education, implement schedule and program and support additional professional development for SPARK.

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

0	District Funded

Strategy/Activity 16

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

All students.

Strategy/Activity

Provide art, music, or dance lessons through Children's Creative Project.

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

0	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 17

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

All students.

Strategy/Activity

4th-6th grade levels will be offered opportunities to participate in Battle of the Books literature circles with library/media specialist and teacher lead.

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

0	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 18

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

All students.

Strategy/Activity

Reading Night, Math Night Battle of the Books, Math Super Bowl, GATE Game Night, County Spelling Bee, and/or other activities/opportunities to learn for all students.

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

0	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

95% of our teachers have attended 100% of the PD opportunities. PLC participate continues to need refinement and collaborative grade level wide strategies continue to need development.

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

We continue to have one staff members with irregular attendance but we are working on plans to coordinate appointments in order to allow attendance at meetings and trainings.

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

With individual growth not matching the overall growth there is clearly room to improve how lessons can be universally designed to ensure that ALL students improve.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and respectful learning environment for students and staff.

Goal 4

Through the use of Positive Behavioral Interventions and Supports (PBIS) strategies, increase students' safe and productive contribution to our learning environment as evidenced through a decrease in suspensions or other disciplinary actions.

Identified Need

We plan to increase our PBIS training and implementation in the 2021-2022 school year as well as continue to utilize the SecondStep curricula. While we have seen a drop in negative behaviors this year, it is an area that can always be improved upon. The staff have identified the need for a clear and updated school wide discipline structure.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS/ Tickets Awards give outs	Students will be recognized at least weekly for behaviors that are reflective of our BEST practices.	At last twice a week students will receive positive incentives and recognition of positive behaviors.
Reduction of referrals and suspensions through behavior assembly plan and schedule	Students will attend character assembly as well expectations assembly	All students will have a clear understanding of the rules and expectations for success as measured by a reduction in referrals and suspensions by 10%
SecondStep lessons and announcements	Students will hear daily announcements on character and self regulation as well as receiving lessons on strategies for improving self advocacy	95% of students will be able to identify their emotional state and name at least three strategies for self regulation
Tiered system of interventions utilizing PBIS and the new counselor position	we have not been able to consistently offer and/or structure this in the past due to personnel/time constraints	The site will have a clearly delineated and functioning Tier 1 and Tier 2 by spring with Tier 3 planned and ready to roll out in full for fall of 2022.

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 for safety of staff and students. Update School Safety Plan/Safe School Plan by November. Staff, parents, community members, & safety officers will approve the plan. Work with district and city to ensure crossing guard availability for busy intersections.

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)

All students.

Strategy/Activity

Students will receive anti-bullying assemblies and continue to be educated on ways to prevent bullying through various programs.

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.

	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

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

Led by PE Teacher, students will have organized game activities during recess times to prevent unsavory behaviors and develop sportsmanship and inclusion. In addition the Sports for Learning Coaches will be able to build social emotional skills and positive peer behaviors in small group activities.

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 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

PBIS continues to be implemented and improved upon with new gusto this year. The 3 B's continue with a ticket program and weekly drawings for incentives. Morning announcements and monthly character traits also continue. The school counselor has added Tier 2 intervention groups and the FSA counselors continue to offer individual support. In addition the Sports for Learning Coaches work on community building, character, and also allow the teachers to work with small groups on targeted 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.

500	Title I

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

Participate in Bus Evacuation Drill for all students.

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 6

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

All students will be educated in learning environments that are safe, drug free, and conducive to learning. Students will receive a specified number of lessons on drugs (K- 6th), violence (5th & 6th), as materials available.

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 7

Students to be Served by this Strategy/Activity

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

All students in kinder through 5th grade.

Strategy/Activity

Students grades K-5 will be educated in conflict resolution and character building strategies.

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.

	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with an emphasis on English learners, foster youth, socioeconomically disadvantaged, and trauma informed students.

Strategy/Activity

A Family Service Agency Counselor will provide counseling, ans referred, and as funds permit, every day of the school week as scheduled.

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.

39,090	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Improvement in school aesthetics via rugs, chairs, desks, blinds, playground equipment, etc., as funding allows with a plan to refurnish school over a ten year period.

Proposed Expenditures for this Strategy/Activity

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

0	LCFF Supp/Con

Strategy/Activity 10

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

All students.

Strategy/Activity

Provide assembly on character and anti-bullying.

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.

	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Suspensions are notably down this year as is the overall number of referrals. This could be in part due to the addition of the social skills curricula along with some professional development that was provided last summer and then touched upon throughout the school year.

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

The district has provided a school counselor in addition to added funds toward our FSA counselors. This has provided more support with fewer of the school dollars required to fund them.

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

Again, the final data for the year is not yet available, but will be reflected upon as the goals for 2020/21 get refined based upon the complete data picture that will be provided by our new assessment tools.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize academic achievement of all students with performance at or above grade level in ELA and math; and reduce disparity in levels of achievement among low income, English learners, and foster youth.

Goal 5

90% of students will maintain or show growth on the SBAC assessment in ELA. and Math identified subgroups (English Learners, Socio-economically Disadvantaged, and Foster youth) will make 6% growth. Progress toward goal attainment will be monitored each trimester. Furthermore, 8% of EL students will be re-designated Fluent English Proficient and 10% of students increase at least one proficiency level according to overall CELDT and ELPAC scores. In addition, EL students will show a 6% average increase in the number of students ranking 50 percentile or above in ELA reading skills scores as measured by Renaissance Early Literacy (K-1) or NWEA Reading Assessment Proficiency Report (2-6) and a 5% increase in number of students meeting standard or exceeding standard in the SBAC assessment.

Identified Need

We continue to need to make gains that close the achievement gap. How much so is difficult to assess at this time as we are awaiting the current data. Regardless, large enough percentage of students are not meeting standard to safely state that it continues to be a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	To improve scores for this subgroup by 8% in both ELA and math	This would bring our proficient rate to 26% in ELA and 17% in math
NWEA MAP	To improve scores by 4% in both ELA and math on average among this subgroup	We want to see 48% reading within a year of grade level and 58% within a year of grade level in math.
ELPAC and reclassification documentation	To improve not only test scores, but classroom performance as well as other reclassification factors to increase the numbers of reclassified students by another 6%	Of our 69 EL students we hope to reclassify a minimum of 6 as fully English proficient.
Lexia English for newcomers	This will be our first year using the program.	We want to see a significant improvement in our second language learners have 85% move up at least one level.

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 with an emphasis on English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education.

Strategy/Activity

Dedicate time at grade level teams to delve into the data.

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 2

Students to be Served by this Strategy/Activity

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

All English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education students with an emphasis on academic progress of a minimum of 1.5 years in academic growth.

Strategy/Activity

Training and staff development materials will be researched, planned, and carried out to help provide teachers with research based, and success proven pedagogical methods.

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 3

Students to be Served by this Strategy/Activity

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

All English learners, foster youth, socioeconomically disadvantaged, trauma informed students, and struggling learners including those in special education students

Strategy/Activity

A "task force" within the faculty will be created and convene regularly to monitor progress and look at systemic changes that can go into effect in the future to better assure that changes are lasting and success is ongoing.

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 4

Students to be Served by this Strategy/Activity

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

All students with an emphasis on students within our identified sub-groups.

Strategy/Activity

Student progress monitoring.

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 5

Students to be Served by this Strategy/Activity

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

English learners.

Strategy/Activity

Subgroup students not meeting standard: A) PTS teacher and bilingual instructional assistant for small group instruction for EL students in grades K-6 : PTS teacher for 5.25 hours for 180 days and Bilingual aide 4 hours for 180 days. B) EL students not making expected progress may participate in extended intervention programs.

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)

English Learners.

Strategy/Activity

Evaluate and monitor individual student's progress using the District Evaluation Matrix of English Language Development (ELD) Standards to target ELD instruction according to the student's grade level and ELD proficiency level. Provide integrated and designated EL support to all students who are EL.

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 7

Students to be Served by this Strategy/Activity

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

English Learners.

Strategy/Activity

Attend ELPAC training.

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will be using Joy School language program for TK through 2nd grade second language learners. We had hoped to use it last year, but software issues did not permit its use. We also have two support providers who push in to the classrooms in order to allow small group instruction and language support.

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

All data is as yet to be disaggregated with our new students included.

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

All data is not yet available. Once the latest test scores are available we will analyze progress and modify goals as needed to better reflect the current outcomes.

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	$81,116
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	$149,054.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	79,762	0.00
LCFF Supp/Con	58,638	0.00
Title I Part A: Parent Involvement	1,354	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Discretionary Budget	0.00
District Funded	0.00
LCFF	9,000.00
LCFF - Supplemental	300.00
LCFF Supp/Con	58,638.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00
Title I	79,762.00
Title I Part A: Parent Involvement	1,354.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Becky Sausker	Principal
Nancy Wear	Classroom Teacher
Jillian Quinn	Classroom Teacher
	Classroom Teacher
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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
	Other: Site Leadership Team

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 11/10/2020.

Attested:

	Principal, Becky Sausker on 11/10/2020
	SSC Chairperson, Nancy Wear 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.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019