



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
Jane Addams Middle School	19-64691-6014864	September 28, 2022	October 6, 2022

Purpose and Description

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

Schoolwide Program

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district's initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes. This also serves as a means for providing our students with a high quality education that narrows and closes achievement gaps.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We utilize the California Healthy Kids Survey along with the Parent, Teacher, and Staff LCAP survey. The survey indicated needs around social emotional learning, bullying and cyberbullying prevention, monitoring online behavior while students are using school issued technology, PBIS, parent and student engagement and instructional intervention support for students that are not meeting grade level standards. Additionally, there is a need for ensuring intervention for students that are experiencing issues that impact their attendance to school.

Classroom Observations

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

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Principal walkthroughs: The principal and assistant principal conducts classroom walkthroughs on a daily basis when possible and on a weekly basis at a minimum. The observations are both formal and informal.

Evaluation process: Classroom walkthroughs have shown that we have a high number of teachers that are highly skilled in delivering effective and innovative instructional strategies that engages students at high levels. For the past two school years we have been focused on academic discourse as a strategy to get students to engage in critical thinking with the use of higher order thinking skills (Evaluation, Synthesis, and Analysis) and to routinely engage in academic discussions. This has required extensive and intentional planning to help teachers utilize this strategy and the more classroom walkthroughs that have been done the more we have seen this strategy at work and developing. We have also been focused on helping our English Learners to improve their proficiency and have found that through our classroom walkthroughs that teachers are increasingly conscientious in ensuring that our students are being provided with as many opportunities as possible to engage in active listening and speaking activities in the classroom. Additionally, we look for evidence of social emotional learning and PBIS strategies in classroom walkthroughs and it has been evident that teachers are using these strategies by having systems that reward, recognize, and reinforce positive behavior. Lastly, classroom observations have been utilized for instructional improvement goal setting, instructional coaching, and incorporated into the formal evaluation process for teachers.

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)

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Curriculum-embedded English Language Arts assessments are used 6-8 to assess student progress, and design appropriate language arts intervention, small groups, and differentiation within the classroom. IABs are administered in math classes for the same purpose. The SBAC assessment is another measure to for growth, to identify school wide focus, and serves as a reclassification criterion for English Learners.

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

Teachers are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. Each trimester each 6th grade teacher and 7th and 8th grade language arts teacher meets with the LAS and/or ELIRT and principal to analyze assessment results and historical data for students on their roster. The LAS works with each teacher to weigh their needs against that of the entire grade level to ensure that those students who need the most intervention receive it and a shared accountability on behalf of all teachers as to how we are doing as a school. The Math TOSA works with all math teachers to analyze data and plan instruction based on student needs.

Summative and formative assessments will be used to determine professional development, interventions, purchase of materials, and lesson planning. Professional learning communities of teachers will use the data to develop, design, and implement instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and 100% of the instructional aides at Addams are NCLB Highly Qualified.

Staff development continues at the district-level and at the site level. Teachers are trained in the most current techniques that align with district adopted curricular programs and assessment tools. Teachers are encouraged to work together in planning and developing the competencies needed to be successful at each grade level. Teachers work in teams to plan together and get smarter together both about content and best instructional practices. Data is used to assist in teaching and planning. There are district PD Thursdays in place and regularly scheduled district walkthroughs to monitor and implement professional development. Teachers also meet in teams to collaborate on best instructional practices.

Each school has a Language Arts Specialist who supports professional development for all staff, in particular the Language Arts' teachers. Additionally we have a full time English Learner Instructional Resource Teacher to support teachers implementing the best strategies for all English Learners at all CELDT levels. We also have a part-time Math TOSA to support instructional strategies addressing the standards for mathematical practice as well as the Common Core standards and methods as a whole.

Teachers work in interdisciplinary teams focusing on the needs of individual students and collaborate about common curriculum pieces in their particular content areas. Teachers also plan by content areas. Teams of teachers meet regularly to collaborate and plan curriculum as well as interventions and strategies for students. They meet to discuss student progress and to find ways to help students increase achievement and performance in the classroom by addressing skills gaps.

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

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

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

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

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

A Language Arts Specialist, Math TOSA, Instructional Technology Resource Teacher and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

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

Teachers have collaboration time twice per month and receive 14 minimum day professional development sessions by department. Teachers are also provided time to do additional collaboration such as lesson study by department and/or grade level with the assistance of the Math TOSA, ELIRT, and/or LAS.

Teaching and Learning

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

Jane Addams Middle School currently uses key standards in each classroom which have been adopted by the Lawndale Elementary School District and align with the California State Standards in all content areas. The core curriculum is supported through district-adopted textbooks and supplemented with additional materials.

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

The school adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

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

Trimester maps are used in all core curricular areas.

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

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction.

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

SBE adopted and standards-aligned instructional materials, including intervention materials, are used in all curricular areas.

Opportunity and Equal Educational Access

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

Jane Addams Middle School provides services in many ways to underperforming students: 1. Interventions before, during, and after school programs that target literacy and math. 2. Pull out small group instruction for students reading far below grade level. 3. Tutoring: Jane Addams teachers provide many hours of before and after school tutoring to its students. It provides tutoring by staff. 4. The after school RAP program provides academic assistance and enrichment opportunities to students. 5. Small group instruction inside the classroom to address gaps in learning and pre-teach/re-teach concepts from the lessons. 6. Student Mentoring Program 7. Newcomer support program.

Many practices are used to raise student achievement including collaborative learning communities, California Common Core State Standards, Response to Intervention and other intervention support.

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

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

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education. Additionally, we maintain an ELAC (English Learner Advisory Committee) led by parents and focused on assisting our English Learners to achieve grade level standards. Parents also participate on school site council to provide input regarding recommendation to help under-achieving students.

The community liaison plays a vital role in bridging the gap between home and school, as she works to involve families in school activities. She helps to connect families with a variety of service providers within the District and the community. We also have a school social worker that runs parent support groups. Additional family, school, district and community resources available to assist students include:

School Counselors

Little Company of Mary Hospital Medical Van

Annual Eye and Hearing Exams

Annual Dental Screenings

Referrals available for Counseling to the Masada Counseling Program

Realizing Amazing Potential (RAP) after-school program

Language Arts Support teacher

JAMS After School program and sports activities

Health Aide on-site

School Psychologist (.6 FTE)

Adaptive P.E. Specialist

Partnership with Lawndale High School for AVID tutors

College Prep Academy

Walk with Sally Mentoring Program

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)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV).

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Funding

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

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Instructional materials and resources to assist underperforming students

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

Additional hours to co-plan differentiated instruction and support for underperforming students

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, and certificated teachers. SSC meets on a bi-monthly basis to review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

Resource Inequities

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

There are none to report.

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%	%	%	0		
African American	8.03%	8.8%	7.04%	69	74	56
Asian	2.21%	3.4%	2.52%	19	29	20
Filipino	0.7%	0.4%	0.25%	6	3	2
Hispanic/Latino	80.68%	80.3%	83.40%	693	679	663
Pacific Islander	0.47%	0.5%	1.26%	4	4	10
White	5.36%	3.9%	3.52%	46	33	28
Multiple/No Response	1.75%	2.6%	1.26%	15	22	10
	Total Enrollment			859	846	795

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 5			1
Grade 6	295	254	247
Grade 7	291	301	253
Grade 8	273	291	294
Total Enrollment	859	846	795

Conclusions based on this data:

1. We are in declining enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	154	177	141	18.3%	20.6%	16.7%
Fluent English Proficient (FEP)	313	299	315	37.2%	34.8%	37.2%
Reclassified Fluent English Proficient (RFEP)	28	31	80	16.3%	20.1%	45.2%

Conclusions based on this data:

1. Reclassification rates are improving.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	276		252	272		0	272		0	98.6		0.0
Grade 7	269		296	263		0	263		0	97.8		0.0
Grade 8	292		282	286		0	286		0	97.9		0.0
All	837		830	821		0	821		0	98.1		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2542.			22.79			36.03			25.37			15.81		
Grade 7	2562.			18.25			38.78			24.33			18.63		
Grade 8	2570.			15.38			37.76			27.27			19.58		
All Grades	N/A	N/A	N/A	18.76			37.52			25.70			18.03		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	22.06			48.90			29.04			
Grade 7	23.57			48.67			27.76			
Grade 8	23.43			47.90			28.67			
All Grades	23.02			48.48			28.50			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	31.62			51.84			16.54		
Grade 7	37.26			44.87			17.87		
Grade 8	23.08			60.14			16.78		
All Grades	30.45			52.50			17.05		

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	15.81			68.01			16.18		
Grade 7	12.17			69.58			18.25		
Grade 8	13.99			73.43			12.59		
All Grades	14.01			70.40			15.59		

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	32.72			50.37			16.91		
Grade 7	33.84			48.67			17.49		
Grade 8	25.87			55.24			18.88		
All Grades	30.69			51.52			17.78		

Conclusions based on this data:

1. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	276		252	273		0	273		0	98.9		0.0
Grade 7	269		296	268		0	268		0	99.6		0.0
Grade 8	291		282	290		0	290		0	99.7		0.0
All	836		830	831		0	831		0	99.4		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2512.			15.02			25.64			28.21			31.14		
Grade 7	2534.			19.78			23.51			25.00			31.72		
Grade 8	2558.			19.66			25.52			29.66			25.17		
All Grades	N/A	N/A	N/A	18.17			24.91			27.68			29.24		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	27.11			33.70			39.19			
Grade 7	29.10			33.96			36.94			
Grade 8	36.90			35.86			27.24			
All Grades	31.17			34.54			34.30			

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	15.75			46.52			37.73		
Grade 7	19.03			45.90			35.07		
Grade 8	14.83			48.62			36.55		
All Grades	16.49			47.05			36.46		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	17.22			47.62			35.16		
Grade 7	17.16			56.72			26.12		
Grade 8	16.90			57.24			25.86		
All Grades	17.09			53.91			29.00		

Conclusions based on this data:

1. Due to COVID-19 closures, achievement data is from the 2018-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1533.9	1535.3	1530.5	1524.9	1527.6	1541.1	1542.4	1542.4	1519.4	70	50	45
7	1539.2	1541.2	1535.9	1531.4	1532.2	1539.6	1546.7	1549.7	1531.6	45	63	51
8	1531.8	1553.2	1519.3	1511.9	1553.2	1523.5	1551.1	1552.7	1514.6	56	46	26
All Grades										171	159	122

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	32.86	18.00	22.22	45.71	50.00	37.78	*	22.00	33.33	*	10.00	6.67	70	50	45
7	42.22	31.75	25.49	42.22	42.86	41.18	*	11.11	19.61	*	14.29	13.73	45	63	51
8	41.07	28.26	15.38	37.50	39.13	38.46	*	19.57	19.23	*	13.04	26.92	56	46	26
All Grades	38.01	26.42	22.13	42.11	44.03	39.34	9.94	16.98	24.59	9.94	12.58	13.93	171	159	122

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	48.57	46.00	33.33	37.14	38.00	48.89	*	4.00	13.33	*	12.00	4.44	70	50	45
7	55.56	52.38	37.25	33.33	25.40	45.10	*	9.52	5.88	*	12.70	11.76	45	63	51
8	46.43	50.00	42.31	37.50	28.26	26.92	*	10.87	11.54	*	10.87	19.23	56	46	26
All Grades	49.71	49.69	36.89	36.26	30.19	42.62	6.43	8.18	9.84	7.60	11.95	10.66	171	159	122

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	17.14	14.00	4.44	34.29	38.00	33.33	31.43	28.00	33.33	17.14	20.00	28.89	70	50	45
7	33.33	23.81	9.80	31.11	33.33	25.49	*	28.57	39.22	*	14.29	25.49	45	63	51
8	44.64	8.70	3.85	26.79	30.43	23.08	*	39.13	30.77	*	21.74	42.31	56	46	26
All Grades	30.41	16.35	6.56	30.99	33.96	27.87	23.98	31.45	35.25	14.62	18.24	30.33	171	159	122

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	31.43	32.00	22.22	61.43	40.00	51.11	*	28.00	26.67	70	50	45
7	40.00	12.70	9.80	46.67	61.90	72.55	*	25.40	17.65	45	63	51
8	32.14	13.04	3.85	51.79	73.91	69.23	*	13.04	26.92	56	46	26
All Grades	33.92	18.87	13.11	54.39	58.49	63.93	11.70	22.64	22.95	171	159	122

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	71.43	70.00	82.22	25.71	20.00	13.33	*	10.00	4.44	70	50	45
7	80.00	74.60	78.43	*	12.70	13.73	*	12.70	7.84	45	63	51
8	62.50	58.70	65.38	23.21	32.61	19.23	*	8.70	15.38	56	46	26
All Grades	70.76	68.55	77.05	21.64	20.75	14.75	7.60	10.69	8.20	171	159	122

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	18.57	12.00	4.44	37.14	48.00	40.00	44.29	40.00	55.56	70	50	45
7	33.33	23.81	11.76	24.44	57.14	39.22	42.22	19.05	49.02	45	63	51
8	44.64	19.57	15.38	21.43	39.13	19.23	33.93	41.30	65.38	56	46	26
All Grades	30.99	18.87	9.84	28.65	49.06	35.25	40.35	32.08	54.92	171	159	122

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	15.71	42.00	17.78	80.00	50.00	77.78	*	8.00	4.44	70	50	45
7	46.67	25.40	7.84	46.67	60.32	84.31	*	14.29	7.84	45	63	51
8	42.86	2.17	11.54	46.43	91.30	65.38	*	6.52	23.08	56	46	26
All Grades	32.75	23.90	12.30	60.23	66.04	77.87	7.02	10.06	9.84	171	159	122

2019-20 Data:

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

Conclusions based on this data:

1. The ELPAC is a rigorous and challenging test and there are some promising data that shows progress for our English Learners based on the ELPAC results.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
846	87.6	16.7	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	16.7
Foster Youth	4	0.5
Homeless	16	1.9
Socioeconomically Disadvantaged	741	87.6
Students with Disabilities	100	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	8.7
American Indian or Alaska Native		
Asian	29	3.4
Filipino	3	0.4
Hispanic	679	80.3
Two or More Races	22	2.6
Native Hawaiian or Pacific Islander	4	0.5
White	33	3.9

Conclusions based on this data:

1. The majority of our students are classified as socio-economically disadvantaged which means that they are need of advocacy for equitable resources to ensure their success.

2. Our students with disabilities population is a little over 10% which merits on-going monitoring and support to ensure they have the resources they need.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspensions have significantly decreased for the last 2 years.
2. Chronic absenteeism has been significantly reduced over the last 2 years.
3. We have been very focused on ELA and Math instruction and not only do we anticipate gains but we also anticipate going up by at least one level on the 2019 dashboard results.

School and Student Performance Data

Academic Performance English Language Arts

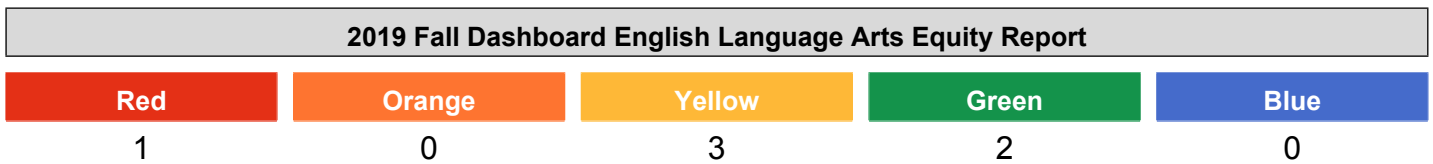
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>9 points above standard</p> <p>Increased ++6.4 points</p> <p>818</p>	<p>English Learners</p> <p>Yellow</p> <p>17.4 points below standard</p> <p>Increased Significantly ++15.8 points</p> <p>310</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>7.7 points above standard</p> <p>Increased ++8.5 points</p> <p>671</p>	<p>Students with Disabilities</p> <p>Red</p> <p>93.4 points below standard</p> <p>Declined Significantly -17.1 points</p> <p>91</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3.7 points below standard Declined -5.1 points 64	 No Performance Color 0 Students	 No Performance Color 87.6 points above standard Increased Significantly ++16.1 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1 points above standard Increased ++8.2 points 659	 No Performance Color 21.3 points above standard Increased Significantly ++29.2 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 3.9 points above standard Declined Significantly -26.4 points 48

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.8 points below standard Increased Significantly ++15.5 points 147	30.7 points above standard Increased ++6.9 points 163	9.7 points above standard Increased ++3.2 points 360

Conclusions based on this data:

- I am concerned about the decline that English Learners experienced and how we can better utilize our LAS, ELIRT, and IA's to support instruction that will help English Learners improve and make steady progress.

School and Student Performance Data

Academic Performance Mathematics

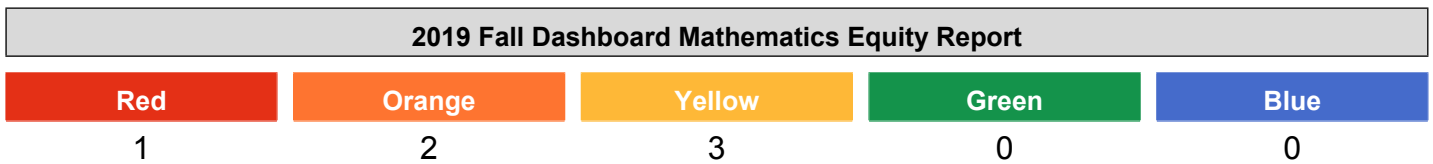
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>31.3 points below standard</p> <p>Increased ++7.1 points</p> <p>817</p>	<p>English Learners</p> <p>Yellow</p> <p>60.5 points below standard</p> <p>Increased ++8.4 points</p> <p>309</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.2 points below standard</p> <p>Increased ++7.6 points</p> <p>670</p>	<p>Students with Disabilities</p> <p>Red</p> <p>142.4 points below standard</p> <p>Declined -11.5 points</p> <p>91</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 76.2 points below standard Declined -9.7 points 64	 No Performance Color 3.5 points below standard Increased Significantly ++15.8 points 15	 No Performance Color 59.4 points above standard Declined Significantly -17.1 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 31.1 points below standard Increased ++8.9 points 658	 No Performance Color 3.5 points below standard Increased Significantly ++15.8 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 36.6 points below standard Declined -14.1 points 48

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.8 points below standard Declined -8.7 points 147	0.3 points below standard Increased Significantly ++15.8 points 162	34.5 points below standard Increased ++5 points 360

Conclusions based on this data:

- There needs to be a plan with the Math TOSA to progress monitor performance for English Learners and African American students to ensure improved levels of proficiency for both groups.

School and Student Performance Data

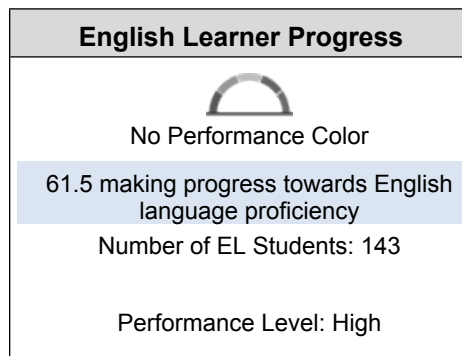
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.7	28.6	13.9	47.5

Conclusions based on this data:

1. With most English Learners (80.1%) scoring a 3 or 4 is promising. There is a need for more strategic focus and instructional support for students scoring in levels 1 and 2.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

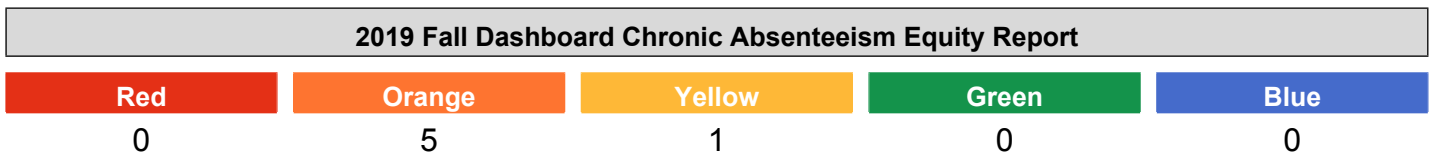
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.6 Increased Significantly +3.1 864	<p>English Learners</p>  Orange 7.9 Increased Significantly +5 189	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 9.5 Increased Significantly +3.5 708	<p>Students with Disabilities</p>  Yellow 8.6 Maintained -0.3 93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 9.6 Increased +0.6 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8 Increased +2.9 691	 No Performance Color 14.3 Increased +9 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 15.7 Increased +6.6 51

Conclusions based on this data:

- Overall, we have done well with reducing chronic absenteeism and I believe this can be attributed to our use of PBIS and attendance monitoring plans. We need to watch a little more closely about what is going on with African American student absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

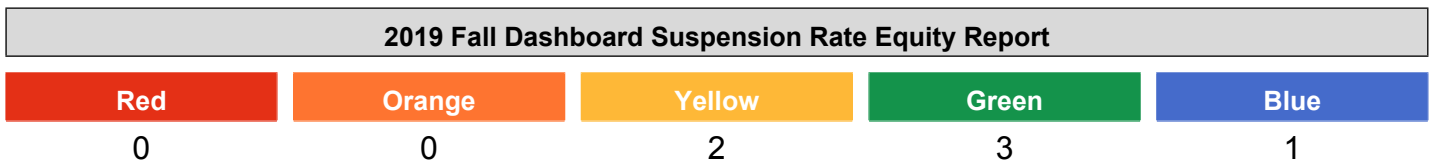
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.9</p> <p>Declined -0.7</p> <p>868</p>	<p>English Learners</p> <p>Yellow</p> <p>1</p> <p>Increased +0.6</p> <p>191</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.1</p> <p>Declined -0.6</p> <p>709</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -4</p> <p>93</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.4 Declined -1.6 73	 No Performance Color 0 Declined -5.3 21	 No Performance Color 0 Declined -5.9 21	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9 Declined -0.6 695	 No Performance Color 0 Declined -5.3 21	 No Performance Color Less than 11 Students - Data 2	 Yellow 2 Increased +2 51

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.7	0.9

Conclusions based on this data:

- The data shows a significant reduction in suspensions which can be attributed to PBIS and providing a positive school climate and culture.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement: ELA, ELD, Math, Science, History/Social Studies, P.E, Art, Music, Computer Programming

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2024-2025 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, and English Learners.

Goal 1

SBAC data is being used in determining site academic goals in ELA and Mathematics.

ENGLISH LANGUAGE ARTS

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceed standard on the ELA SBAC assessment for of all students will increase 5% from 52% to 57%.

MATH:

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceed standard on the Math SBAC assessment for all students will increase by 5% from 32% to 37%.

ELD

By the conclusion of the 2022-23 school year, the percentage of students making adequate annual progress on the ELPAC and iReady to reclassify will increase by 5% at each grade level.

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities.

Strategy/Activity

Release time for Learning Center and Gen Ed Teachers to support student accommodations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

646

Supp & Con 1
1000-1999: Certificated Personnel Salaries
Release time for Learning Center teachers to assess, plan, and prepare for IEP meetings to support student academic needs.

8609

Supp & Con 1
1000-1999: Certificated Personnel Salaries
Release time for Collaborative Class partnerships (gen ed/LC teachers) to plan and analyze data.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Purchase supplemental digital and print reading materials to support the language arts, Math, Science, and ELD curriculum and provide deeper access to reading strategies for struggling readers. (Scholastic Digital Subscription Periodicals)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2330

Title I
4000-4999: Books And Supplies
Provide for the purchase of both written and digital materials to support academic growth and achievement.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide funding for professional development conferences to improve academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

Supp & Con 1
5000-5999: Services And Other Operating Expenditures
Provide for conference and workshops expenses and release time that address strategies to increase academic achievement.

1292

Supp & Con 1
1000-1999: Certificated Personnel Salaries
Sub-release time for teachers to attend conferences and workshops during school hours.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide funding for teachers to collaboratively plan to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7748

Supp & Con 1
1000-1999: Certificated Personnel Salaries
Provide release time for teachers to collaboratively plan together to develop instruction and strategies to increase student achievement.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide funding to support the Art and Music programs that will contribute to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
431	Local Control Funding Formula 1000-1999: Certificated Personnel Salaries Provide release time for Art teacher to attend CAEA conference
1000	Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Provide funding for pay for CAEA (art) conference.
23069	Local Control Funding Formula 4000-4999: Books And Supplies Provide funding to purchase art and music supplies.
500	Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Provide funding for art equipment repairs.

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

Provide funding to support the Science program that will contribute to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Local Control Funding Formula 4000-4999: Books And Supplies Provide funding to purchase science materials to support curriculum and labs.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide funding to support the PE program that will contribute to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Local Control Funding Formula
4000-4999: Books And Supplies
Provide funding to purchase PE equipment to support curriculum.

500

Local Control Funding Formula
4000-4999: Books And Supplies
Provide funding to purchase PE sports jerseys

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Direct purchase of classroom instructional materials, supplies and books for students that are struggling and under performing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2865

Source(s)

Title I
4000-4999: Books And Supplies
Provide instructional materials and supplies for underperforming, struggling, and intervention students.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Direct purchase of non-instructional supplies to provide technical support for students that are struggling.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

777

Source(s)

Title I
4000-4999: Books And Supplies
Provide non-instructional supplies for students with intervention needs.

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 funding to support the Music program that will contribute to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

35000

Source(s)

Local Control Funding Formula
4000-4999: Books And Supplies
Provide funding to purchase instruments and band uniforms to increase academic achievement in music.

5000

Local Control Funding Formula
4000-4999: Books And Supplies
Provide funding to purchase other materials and equipment for the music program to increase academic achievement.

10000

Local Control Funding Formula
5000-5999: Services And Other Operating Expenditures
Provide funding for instrument repair and uniform cleaning.

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

Funding for certificated staff to attend beginning of the year professional development to support instructional practices to increase academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

646

Source(s)

Supp & Con 1
1000-1999: Certificated Personnel Salaries
Provide funding for permanent site sub to attend beginning of the year professional development.

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

Provide funds to purchase additional supplementary instructional materials and classroom supplies in all subject areas to support student achievement in distance learning and in-person instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3882

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
Provide for purchase of instructional resources and materials for all subject areas.

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

Provide teachers with the annual \$300 classroom supplies budgets to ensure that all students have access to basic school supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14350

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
Provide a classroom supply budget to each teacher to purchase supplies for their classroom.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase library books for students and Supplemental Reading Materials for teachers and staff members.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8943

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
Provide books to professionally develop teachers and school leaders and to purchase library books for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity: SpEd, Other Interventions

LEA/LCAP Goal

In the area of English Language Arts, Mathematics and English Language Development, the LESD will increase the number of students scoring in the range of proficient/Early Advanced or above by 5% over the next three years, resulting in a total growth of 15% at the conclusion of the 2024-2025 school year. The progress of the following student subgroups will also be monitored to ensure a 5% growth; African-American, Hispanic or Latino, Socioeconomically Disadvantaged, English Learners and reclassified English Learners.

Goal 2

Special Education

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceeds standard on the ELA SBAC assessment for students with disabilities will increase by 5%.

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceeds standard on the Math SBAC assessment for students with disabilities will increase by 5%.

General Education

ENGLISH LANGUAGE ARTS

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceed standard on the ELA SBAC assessment for of all students will increase 5% from 52% to 57%.

MATH:

By the conclusion of the 2022-23 school year, the percentage of Meet/Exceed standard on the Math SBAC assessment for all students will increase by 5% from 32% to 37%.

ELD

By the conclusion of the 2022-23 school year, the percentage of students making adequate annual progress on the ELPAC and iReady to reclassify will increase by 5% at each grade level.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in need of intervention-English Learners, Socio-economically disadvantaged students

Strategy/Activity

Provide additional hours to the instructional technology resource teacher, language arts specialist, and English Language Instructional Resource Teacher to support with analyzing data and planning instruction for distance learning to meet the needs of struggling students and English Learners.

Provide additional hours for the instructional assistants to meet with classroom teachers for the purposes of instructional planning and intervention for students that are below grade level in their ELA/ELD and math proficiency in distance learning as well as in-person instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2952

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Provide additional hours for teacher leaders (LAS, ELIRT, ITRT) to support with analyzing data and planning instruction.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in need of intervention-English Learners, Socio-economically disadvantaged students

Strategy/Activity

Provide additional hours and fringes to teachers to collaboratively plan instruction in order to meet the needs of struggling students and English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14168

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Provide additional hours and fringes for teachers to plan in order to meet the needs of struggling students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Purchase instructional software that targets skills and standards mastery for students that are not meeting grade level standards. (IXL Learning, WeVideo, Gizmos, Storyboard That, Edpuzzle, iReady, Smart Notebook, Quizlet, Padlet)

Purchase chromebooks for students in need of intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11720.94

Title I
4000-4999: Books And Supplies
To provide instructional software for students in order to provide equity and access to the curriculum to help them reach proficiency and achieve grade level standards.

12564.06

Title I
4000-4999: Books And Supplies
To provide chromebooks for students in need of intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students

Strategy/Activity

Employment of one bilingual instructional assistant for 5 hours per day and one instructional assistant for 3 hours per day to assist with instructional differentiation, parent conferences, instruction and conduct small group intervention for students new to the country

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

55455

Title I
2000-2999: Classified Personnel Salaries

To pay for Bilingual Instructional Assistants to provide scaffolded instructional support to students that are struggling to meet grade level standards.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students

Strategy/Activity

Employment of two instructional aides for 3 hours per day and one for 5 hours per day to support the Language Arts Specialist and Math TOSA to work with small groups of students to conduct pull out and push in support for students reading and comprehending below grade level in ELA and Math

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

42901

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Provide funding for Instructional Assistants to provide scaffolded instructional support to students that are struggling to meet grade level standards.

1511

Title I
2000-2999: Classified Personnel Salaries
Additional hours for Instructional assistants to provide extra instructional to support to students who are struggling to meet grade level standards.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

In the area of Parent and Student Engagement, the LESD will see a 2% improvement over the next three years in the CA Healthy Kids Surveys as well as suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement.

Goal 3

We will have at least 1 parent event per month with attendance of 35 or more.

Each month attendance will be above at least 96% and we will have an ADA average of 97.1% for the school year.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To develop school-wide student interventions and student engagement activities to allow for equal access and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4920

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

	Provide additional hours for teachers to develop positive interventions to support student success.
1476	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide additional hours for Leadership teacher to plan and prepare for student engagement activities.
984	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide additional hours for one teacher to plan and prepare yearbook as Yearbook Advisor
431	Supp & Con 3 1000-1999: Certificated Personnel Salaries Teacher release days to plan school wide PBIS events
646	Supp & Con 3 1000-1999: Certificated Personnel Salaries Teacher release days to attend PBIS trainings provided by LACOE

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Direct purchase of both instructional and non-instructional materials, supplies, books and to provide incentives for parents and students to attend.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

382

Source(s)

Title I Parent Involvement
4000-4999: Books And Supplies
Provide supplies and incentives for parent engagement at parent engagement events

690

Title I
4000-4999: Books And Supplies
To purchase a zoom webinar license for virtual student and parent engagement events.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide for equipment and salaries for the after school sports program to support student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Local Control Funding Formula
4000-4999: Books And Supplies
Support the after school sports program with funding for equipment

2000

Local Control Funding Formula
5000-5999: Services And Other Operating Expenditures
Support the after school sports program with funding for with officials/referee services

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in needs of intervention-English Learners, Socio-economically disadvantaged students, and students with disabilities

Strategy/Activity

Provide additional hours for classified staff to assist with parent outreach, communication, and coordination of parent meetings and counseling sessions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2267

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Provide compensation to classified staff for providing outreach services and communication with parents.

1511

Supp & Con 3
2000-2999: Classified Personnel Salaries

Provide compensation to classified staff to provide translation services for parent meetings and conferences.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide for salaries for the music program to support student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1476

Source(s)

Supp & Con 3
1000-1999: Certificated Personnel Salaries
Additional hours for the music teacher to support and attend band performances and practices.

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

Provide for the direct purchase of non-instructional materials and supplies (rewards & incentives and supplies for the 8th grade promotion ceremony).

Provide for the purchase of student journals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5200

Source(s)

Supp & Con 3
4000-4999: Books And Supplies
To pay for student recognition incentives and printing.

500

Supp & Con 3
4000-4999: Books And Supplies

	To pay for student journals for the school social workers counseling group
1500	Supp & Con 3 5000-5999: Services And Other Operating Expenditures To pay for chair rentals for promotion ceremony

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide for field trip experiences and transportation to increase student engagement and involvement with the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5028	Supp & Con 3 5700-5799: Transfers Of Direct Costs Provide funding for buses for field trips and music events/
1077	Supp & Con 3 1000-1999: Certificated Personnel Salaries Provide funding for release days to be used for teachers to accompany students on field trips

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Learning: Technology, School and Teacher Supplies

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

Decrease the percentage of students scoring in the Below Standard on SBAC ELA and Math by at least 5%.

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Direct Purchase of instructional materials and equipment for 21 century learning including non-capitalized equipment (chromebooks, iPads, elmos, headphones, keyboards, technical hardware, chargers, bulbs needed to maintain current technology usage) in order to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9146

Source(s)

Supp & Con 4
4000-4999: Books And Supplies

To provide technology equipment and instructional materials for the purposes of classroom instruction and technology infrastructure needs and non-capitalized equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for the purchase of non-instructional materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide repairs and purchase and provide supplies including non-capitalized equipment.

Provide for additional hours and to support beginning and end of year distribution and collection of materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

18000

Supp & Con 4
4000-4999: Books And Supplies
To provide for needed supplies including non-capitalized equipment.

1000

Supp & Con 4
5000-5999: Services And Other Operating Expenditures
To provide needed repairs and maintenance of equipment including radios, batteries, and chromebooks

959	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours to library clerk for distribution and collection of materials.
1191	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours to SSAs for distribution and collection of materials.
1134	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours and fringes for additional clerical office support
5019	Supp & Con 4 2000-2999: Classified Personnel Salaries Provide additional hours/overtime/fringes for senior clerk office, office manager, and attendance clerk to support attendance, covid protocols, and budget support.
1176	Supp & Con 4 2000-2999: Classified Personnel Salaries Additional hours for Campus Supervisors to support after school events and trainings.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$367,073.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$152,854.00
Title I Parent Involvement	\$2,649.00

Subtotal of additional federal funds included for this school: \$155,503.00

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

State or Local Programs	Allocation (\$)
Local Control Funding Formula	\$105,000.00
Supp & Con 1	\$49,116.00
Supp & Con 3	\$19,829.00
Supp & Con 4	\$37,625.00

Subtotal of state or local funds included for this school: \$211,570.00

Total of federal, state, and/or local funds for this school: \$367,073.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Local Control Funding Formula	105,000.00
Supp & Con 1	49,116.00
Supp & Con 3	19,829.00
Supp & Con 4	37,625.00
Title I	152,854.00
Title I Parent Involvement	2,649.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	47,502.00
2000-2999: Classified Personnel Salaries	113,124.00
4000-4999: Books And Supplies	182,419.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5700-5799: Transfers Of Direct Costs	5,028.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Local Control Funding Formula	431.00
4000-4999: Books And Supplies	Local Control Funding Formula	91,069.00
5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula	13,500.00

1000-1999: Certificated Personnel Salaries	Supp & Con 1	18,941.00
4000-4999: Books And Supplies	Supp & Con 1	27,175.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 1	3,000.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	6,090.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	1,511.00
4000-4999: Books And Supplies	Supp & Con 3	5,700.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	1,500.00
5700-5799: Transfers Of Direct Costs	Supp & Con 3	5,028.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	9,479.00
4000-4999: Books And Supplies	Supp & Con 4	27,146.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 4	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	22,040.00
2000-2999: Classified Personnel Salaries	Title I	99,867.00
4000-4999: Books And Supplies	Title I	30,947.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	2,267.00
4000-4999: Books And Supplies	Title I Parent Involvement	382.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,588.00
Goal 2	141,272.00
Goal 3	30,588.00
Goal 4	37,625.00

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
- 0 Secondary Students

Name of Members	Role
Anne-Marie Mowad	Principal
Jami Valentine	Other School Staff
Anne Phung	Classroom Teacher
Doug Neufeld	Classroom Teacher
Anne Marie D'Agostino	Classroom Teacher
Shera Barrera Johnson	Parent or Community Member
Rosana Padilla	Parent or Community Member
Josue Aguilar	Parent or Community Member
Carrie Dye Sedmak	Parent or Community Member
Karina Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature



Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/28/22.

Attested:



Principal, Anne-Marie Mowad on 9/28/2022

SSC Chairperson, Karina Martinez on 9/28/22