

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
F. D. Roosevelt Elementary School	19-64691-6014914	September 21, 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
FD Roosevelt is a schoolwide Title 1 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. ****Note:** The 2020-2021 school year has commenced in a distance learning model due to the school closure in March 2020 as a result of the COVID-19 pandemic. For this reason, data included in this plan is from the 18-19 and 19-20 school year (but not all is current and updated). Our goals and focus on student achievement remain the same, and as where able, local data has been collected and inputted, to monitor progress towards these goals in a distance learning environment.

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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).

These are the surveys we have used to get feedback from parents: English Learner Needs Assessment survey was given out to all EL parents- including those of RFEP, IFEP and EL students. 160 surveys were returned. The majority of the answers indicated that the parents "Strongly Agreed" or "Agreed" to: "I feel that my child is safe at school, My child is receiving enough support in Core Classes, I feel accepted and welcome when I visit the school, I am informed of my child's progress toward reclassification, I feel that ELD is working well for my child, There is someone with whom I can speak to in my primary language."

Interviews from 18-19 school were conducted with AA families and the results indicated:

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 and assistant principal walkthroughs are conducted weekly. Walkthroughs focus on evidence of strategies teachers have learned from their district wide professional development in math/ELD. Feedback is given to grade levels / teachers.

Evaluation process: Tenure Teachers are evaluated once every two years and Temporary / Probationary teachers are evaluated twice every year. Administrators observe teachers formally by conducting the following meetings: 1) Goal Setting, 2) Pre-observation, 3) Formal in class observation, 4) Post-observation and 5) End of the Year Summary. Feedback is focused on the CSTPs and Elements teachers have selected for the year.

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. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 2 and 5 in elementary. Unit 5 also serves as a reclassification criterion for K-3 students. The SBAC assessment is given to 3rd - 5th graders and is another measure to for growth, to identify school wide focus, and serves as a reclassification criterion for English Learners.

ELPAC was given to all Kindergarten students and new to the country students in September/October for initial identification of language levels and in the spring, all EL students will take the ELPAC to measure their progress towards reclassification. The STAR Reading, District Language Arts and Math assessments and grade level common assessments are used to determine the reading and math proficiency of students.

Summative and formative assessments will be used to determine professional development, interventions, purchase of materials. lesson planning and classroom support. Professional Learning Communities (PLC's) will use the data to develop, design and implement instruction.

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

Curriculum embedded assessments in Benchmark unit 2 and unit 5 are used to identify areas of growth and progress.

Math - Chelsea collaboration of looking at data and determining next steps

Letter and sounds Kinder intervention

ELPAC - susan

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

100% of the teachers and instructional aides 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 given weekly grade level structured collaboration meetings as opportunities to work together in planning and developing the competencies needed to be successful in implementing designated and integrated English Language Development and standards-based math warmups.

Grade level learning communities are provided common collaboration time each week.

Collaborative time is used to focus on grade level goals, common formative assessment, looking at student work and data-driven instruction.

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)

FDR has one full time Language Arts Specialist, one Math TOSA, and one ELIRT (English Learner Instructional Resource Teacher) to provide ongoing instructional assistance and support for teachers. We also have four instructional assistants who under the supervision of the LAS provide direct service to students during the Rtl time.

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

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

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

FDR currently uses the California Common Core State Standards (CCCSS) which have been adopted by the Lawndale Elementary School District. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials. Each teacher has materials that support their reading program as well as access to supplemental materials.

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

FDR 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)

District planning guides are used in all core curriculum areas.

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

We are using the state adopted text book and supplemental resources to support instruction for all students.

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 are used in all core curriculum areas.

Opportunity and Equal Educational Access

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

FDR provides services in many ways to underperforming students: 1) Small group support throughout the day in reading and math by the classroom teacher; 2) Before and/or after school programs that target specific skills in literacy and math; 3) Newcomers Group for EL students new to the country; 4) Push - in small group reading support with support staff ; 5) Push in and pull out support for students with disabilities during the school day; 6) Reading Partners - one-on-one reading 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.

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. Additional resources available to parents and families include:

Little Company of Mary Hospital Medical Van,
Annual Eye Exams,
Annual Dental Screenings,
Attendance Program,
Realizing Amazing Potential (RAP) after-school program,
Resource Specialist,
Health Aide on-site,
School Psychologist (.5 FTE),
Adaptive P.E. Specialist,
Occupational Therapist,
P. S. Arts,
Masada Counseling services
Language Arts Specialist,
Reading Partners.
School Social Worker

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

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

Roosevelt provides a variety of opportunities to service underperforming students. We use our Title 1 and LCFF funds to provide after school interventions in the area of reading and math. We also use the funds to promote after school programs that teach our children to live a healthy lifestyle, and we provide enrichment programs that integrate reading and writing into their curriculum. Roosevelt is a Schoolwide Title I Program.

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, certificated teachers, and classified employees. SSC meets minimally 5 times a year 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.

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	23.16%	22.6%	21.13%	132	120	105
Asian	2.28%	1.9%	2.01%	13	10	10
Filipino	0.7%	0.8%	1.21%	4	4	6
Hispanic/Latino	69.47%	69.3%	68.21%	396	367	339
Pacific Islander	0.7%	0.6%	0.80%	4	3	4
White	2.28%	2.8%	3.62%	13	15	18
Multiple/No Response	0.7%	1.1%	2.01%	4	6	10
	Total Enrollment			570	530	497

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	101	89	95
Grade 1	88	69	63
Grade 2	104	89	66
Grade3	90	104	85
Grade 4	93	90	99
Grade 5	94	89	89
Total Enrollment	570	530	497

Conclusions based on this data:

1. Over the course of three years, our school enrollment has decreased slightly. We went from 606 students to 570 with a decrease of 36 students.
2. We have two significant sub-groups: African American and Hispanic / Latino.
3. Our subgroup population percentages have remained consistent from last year to this year.

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	281	219	175	46.4%	38.4%	33.0%
Fluent English Proficient (FEP)	47	78	67	7.8%	13.7%	12.6%
Reclassified Fluent English Proficient (RFEP)	10	59	7	3.4%	21.0%	3.2%

Conclusions based on this data:

1. Our number of English Learners has decreased 5.4% from 38.4 to 33.
2. Our number of reclassified students has decreased significantly from 21% to 3.2%.
3. Our Fluent English Proficient percentage decreased from 13.7% to 12.6%.

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 3	100		101	96		0	96		0	96		0.0
Grade 4	92		92	91		0	91		0	98.9		0.0
Grade 5	95		91	94		0	94		0	98.9		0.0
All	287		284	281		0	281		0	97.9		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 3	2407.			12.50			22.92			34.38			30.21		
Grade 4	2434.			17.58			18.68			21.98			41.76		
Grade 5	2492.			20.21			25.53			23.40			30.85		
All Grades	N/A	N/A	N/A	16.73			22.42			26.69			34.16		

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 3	14.58			54.17			31.25			
Grade 4	14.29			46.15			39.56			
Grade 5	22.34			48.94			28.72			
All Grades	17.08			49.82			33.10			

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 3	3.13			69.79			27.08		
Grade 4	9.89			49.45			40.66		
Grade 5	25.53			51.06			23.40		
All Grades	12.81			56.94			30.25		

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 3	16.67			64.58			18.75		
Grade 4	14.29			64.84			20.88		
Grade 5	10.64			65.96			23.40		
All Grades	13.88			65.12			21.00		

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 3	15.63			51.04			33.33		
Grade 4	19.78			43.96			36.26		
Grade 5	23.40			42.55			34.04		
All Grades	19.57			45.91			34.52		

Conclusions based on this data:

1. Overall we had 39.13% of our 3rd - 5th graders meet overall the ELA SBAC standards in 2017 - 2018
2. Our area of need is reading and writing. We had just at 40% in each sub area for our 3-5 graders below standard.
3. We need to support teachers with good first instruction utilizing our curriculum coaches and supporting them with the new adoption. We also need to identify our students who are at-risk in these two areas and collaborate with teachers in order to identify the appropriate resources that will support these students.

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 3	100		101	99		0	99		0	99		0.0
Grade 4	92		92	92		0	92		0	100		0.0
Grade 5	95		91	94		0	94		0	98.9		0.0
All	287		284	285		0	285		0	99.3		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 3	2421.			12.12			34.34			23.23			30.30		
Grade 4	2439.			6.52			23.91			34.78			34.78		
Grade 5	2485.			12.77			17.02			37.23			32.98		
All Grades	N/A	N/A	N/A	10.53			25.26			31.58			32.63		

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 3	29.29			39.39			31.31			
Grade 4	17.39			32.61			50.00			
Grade 5	20.21			37.23			42.55			
All Grades	22.46			36.49			41.05			

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 3	15.15			50.51			34.34		
Grade 4	9.78			44.57			45.65		
Grade 5	12.77			53.19			34.04		
All Grades	12.63			49.47			37.89		

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 3	21.21			54.55			24.24		
Grade 4	13.04			46.74			40.22		
Grade 5	14.89			45.74			39.36		
All Grades	16.49			49.12			34.39		

Conclusions based on this data:

1. Overall data: 36% of our 3rd - 5th graders met standards in math.
2. In all three grade levels more than 40% of students were below standards in Concepts and Procedures. 5th grade had the highest percentage of students below standard.
3. These students need a deeper more thorough understanding of basic mathematical concepts and procedures. We also need to support 4th and 5th grade teachers by having the Math coach model lessons, co-plan, co-teach and collaborate with the teams.

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
K	1419.4	1416.6	1403.5	1434.1	1428.7	1423.4	1385.2	1388.2	1357.0	65	52	27
1	1484.2	1428.8	1454.3	1500.6	1444.2	1464.8	1467.3	1412.9	1443.3	49	50	28
2	1491.0	1525.4	1470.4	1493.7	1538.9	1479.3	1487.9	1511.3	1461.0	52	38	32
3	1487.0	1509.2	1484.7	1491.8	1502.7	1488.3	1481.9	1515.2	1480.6	49	50	46
4	1495.6	1511.7	1534.6	1495.3	1513.4	1552.4	1495.4	1509.7	1516.3	31	38	36
5	1516.3	1533.5	1523.4	1506.3	1531.3	1528.4	1525.8	1535.1	1518.0	32	26	27
All Grades										278	254	196

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
K	43.08	15.38	3.70	24.62	44.23	40.74	20.00	21.15	33.33	*	19.23	22.22	65	52	27
1	61.22	2.00	10.71	30.61	46.00	46.43	*	28.00	28.57	*	24.00	14.29	49	50	28
2	59.62	36.84	18.75	28.85	57.89	31.25	*	5.26	28.13	*	0.00	21.88	52	38	32
3	*	32.00	8.70	40.82	42.00	34.78	*	16.00	43.48	28.57	10.00	13.04	49	50	46
4	*	28.95	47.22	38.71	39.47	30.56	*	23.68	16.67	*	7.89	5.56	31	38	36
5	34.38	23.08	18.52	43.75	50.00	29.63	*	19.23	44.44	*	7.69	7.41	32	26	27
All Grades	41.01	22.05	18.37	33.09	46.06	35.20	13.31	19.29	32.65	12.59	12.60	13.78	278	254	196

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
K	52.31	23.08	18.52	23.08	48.08	33.33	*	11.54	25.93	*	17.31	22.22	65	52	27
1	77.55	24.00	32.14	*	44.00	50.00	*	20.00	10.71		12.00	7.14	49	50	28
2	71.15	73.68	31.25	*	23.68	34.38	*	2.63	18.75	*	0.00	15.63	52	38	32
3	40.82	40.00	21.74	24.49	44.00	45.65	24.49	6.00	15.22	*	10.00	17.39	49	50	46
4	41.94	50.00	75.00	35.48	39.47	19.44	*	2.63	0.00	*	7.89	5.56	31	38	36
5	43.75	57.69	44.44	*	34.62	40.74	*	3.85	7.41	*	3.85	7.41	32	26	27
All Grades	56.12	41.73	37.24	23.38	40.16	37.24	12.95	8.66	12.76	7.55	9.45	12.76	278	254	196

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
K	18.46	11.54	0.00	26.15	26.92	7.41	35.38	42.31	66.67	20.00	19.23	25.93	65	52	27
1	44.90	0.00	7.14	24.49	28.00	17.86	22.45	38.00	35.71	*	34.00	39.29	49	50	28
2	40.38	15.79	9.38	42.31	60.53	25.00	*	21.05	28.13	*	2.63	37.50	52	38	32
3	*	20.00	4.35	28.57	36.00	17.39	30.61	34.00	47.83	36.73	10.00	30.43	49	50	46
4		13.16	11.11	54.84	34.21	36.11	*	23.68	33.33	*	28.95	19.44	31	38	36
5	*	7.69	14.81	40.63	42.31	7.41	*	26.92	59.26	*	23.08	18.52	32	26	27
All Grades	23.02	11.42	7.65	34.17	36.61	19.39	23.02	32.28	44.39	19.78	19.69	28.57	278	254	196

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
K	64.62	11.54	11.11	26.15	75.00	66.67	*	13.46	22.22	65	52	27
1	81.63	48.00	32.14	*	34.00	64.29	*	18.00	3.57	49	50	28
2	67.31	55.26	40.63	28.85	44.74	43.75	*	0.00	15.63	52	38	32
3	32.65	22.00	17.39	53.06	64.00	58.70	*	14.00	23.91	49	50	46
4	*	31.58	63.89	58.06	57.89	30.56	*	10.53	5.56	31	38	36
5	34.38	15.38	25.93	56.25	76.92	62.96	*	7.69	11.11	32	26	27
All Grades	55.40	30.71	32.14	36.69	57.87	53.57	7.91	11.42	14.29	278	254	196

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
K	46.15	36.54	18.52	38.46	44.23	55.56	*	19.23	25.93	65	52	27
1	75.51	8.00	17.86	22.45	80.00	75.00	*	12.00	7.14	49	50	28
2	69.23	71.05	25.00	25.00	28.95	59.38	*	0.00	15.63	52	38	32
3	53.06	76.00	47.83	30.61	14.00	43.48	*	10.00	8.70	49	50	46
4	61.29	68.42	75.00	*	23.68	19.44	*	7.89	5.56	31	38	36
5	59.38	76.92	77.78	*	19.23	14.81	*	3.85	7.41	32	26	27
All Grades	60.07	52.76	44.90	29.50	37.40	43.88	10.43	9.84	11.22	278	254	196

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
K	*	1.92	0.00	72.31	80.77	74.07	*	17.31	25.93	65	52	27
1	53.06	10.00	10.71	34.69	54.00	42.86	*	36.00	46.43	49	50	28
2	48.08	23.68	18.75	38.46	73.68	40.63	*	2.63	40.63	52	38	32
3	*	8.00	2.17	46.94	78.00	47.83	42.86	14.00	50.00	49	50	46
4	*	13.16	11.11	67.74	52.63	66.67	*	34.21	22.22	31	38	36
5	*	15.38	11.11	65.63	61.54	51.85	*	23.08	37.04	32	26	27
All Grades	25.18	11.02	8.67	53.60	67.72	53.57	21.22	21.26	37.76	278	254	196

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
K	35.38	36.54	22.22	41.54	34.62	37.04	23.08	28.85	40.74	65	52	27
1	28.57	6.00	10.71	63.27	62.00	67.86	*	32.00	21.43	49	50	28
2	30.77	7.89	15.63	63.46	86.84	50.00	*	5.26	34.38	52	38	32
3	*	30.00	13.04	57.14	64.00	67.39	26.53	6.00	19.57	49	50	46
4	*	26.32	16.67	61.29	55.26	66.67	*	18.42	16.67	31	38	36
5	50.00	15.38	3.70	40.63	73.08	85.19	*	11.54	11.11	32	26	27
All Grades	29.86	21.26	13.78	54.32	60.63	62.76	15.83	18.11	23.47	278	254	196

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.

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
530	91.3	33.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	33.0
Foster Youth	2	0.4
Homeless	7	1.3
Socioeconomically Disadvantaged	484	91.3
Students with Disabilities	57	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	120	22.6
American Indian or Alaska Native		
Asian	10	1.9
Filipino	4	0.8
Hispanic	367	69.2
Two or More Races	6	1.1
Native Hawaiian or Pacific Islander	3	0.6
White	15	2.8

Conclusions based on this data:

- 38.4% of our students are English Learners.

2. 23.2% of our students are African American and we have the largest subgroup in the district.

3. The majority of our students, 90.5 percent are socioeconomically disadvantaged.





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
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="769 747 849 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1256 747 1320 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="293 947 373 978">Yellow</p>		

Conclusions based on this data:

1. We are at the highest performance level for not suspending students.
2. Our EL students are performing in the green band in all state indicators.
3. Our areas of need are English Language Arts and Math.

School and Student Performance Data

Academic Performance English Language Arts

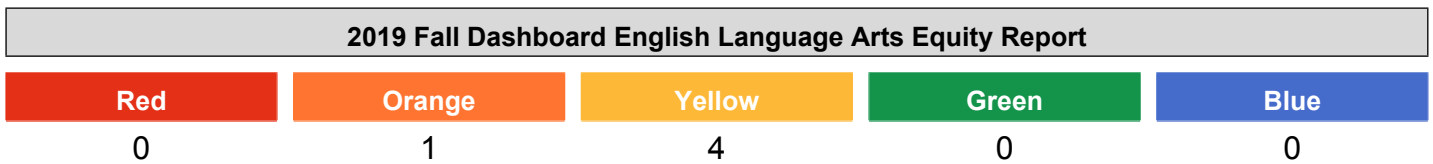
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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> Yellow 22.8 points below standard Increased ++8.2 points 278	<p>English Learners</p> Yellow 25.8 points below standard Increased ++8.8 points 146	<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 2	<p>Socioeconomically Disadvantaged</p> Yellow 24 points below standard Increased ++11.6 points 264	<p>Students with Disabilities</p> Orange 95.8 points below standard Increased Significantly ++27.7 points 38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 34.9 points below standard Increased Significantly ++17 points 69	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19 points below standard Increased ++7.8 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
45.6 points below standard Increased Significantly ++22.2 points 113	42 points above standard Increased ++4.6 points 33	23.4 points below standard Increased ++7 points 128

Conclusions based on this data:

1. Overall decline of 12.2 points from the previous year.
2. African Americans declined by 27.7 points from the previous year.
3. English Learners maintained their growth - grew by .6 points.

School and Student Performance Data

Academic Performance Mathematics

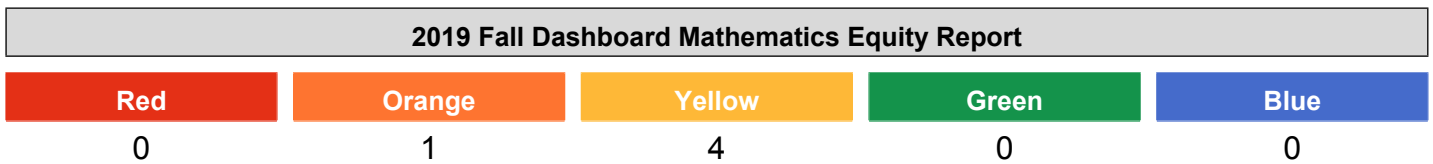
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 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>30.6 points below standard</p> <p>Increased ++4.3 points</p> <p>278</p>	<p>English Learners</p> <p>Yellow</p> <p>29 points below standard</p> <p>Increased ++6.3 points</p> <p>145</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>33.3 points below standard</p> <p>Increased ++4.9 points</p> <p>264</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>103.3 points below standard</p> <p>Increased Significantly ++25 points</p> <p>37</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 53.5 points below standard Increased ++13.7 points 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Maintained ++2.9 points 194	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
42.3 points below standard Increased Significantly ++18.1 points 112	16.1 points above standard Maintained -1 points 33	34.8 points below standard Maintained ++2.7 points 129

Conclusions based on this data:

1. Overall decline of 5.3 points from last year.
2. English learners declined by 1.6 points from last year.
3. African American declined by 12.9 points from last year.

School and Student Performance Data

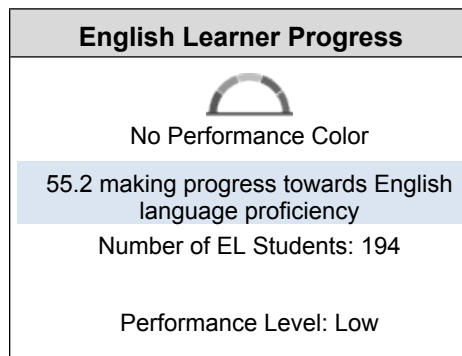
Academic Performance English Learner Progress

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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.

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
18.5	26.2	6.1	48.9

Conclusions based on this data:

1. Overall our English Language Learners are performing in the green band.
2. Areas of need are English Language Arts and Math.
3. English Learner progress on AMAOs is within the green band.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 12.1 Maintained -0.2 634	<p>English Learners</p>  Yellow 10.3 Declined -0.5 291	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 15.4 Declined -51.3 13	<p>Socioeconomically Disadvantaged</p>  Yellow 12 Declined -0.9 582	<p>Students with Disabilities</p>  Orange 19.3 Increased +1 83

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 10.1 Declined -6.1 149	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 7.7 Declined -10 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 12.9 Increased +2.1 443	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 33.3 12

Conclusions based on this data:

1. In most areas we are either yellow or orange.
2. Our students with disabilities and Hispanic students are in orange because we saw an increase.
3. Our African American, English Learners, and Socioeconomically disadvantaged are yellow.

School and Student Performance Data

Conditions & Climate Suspension Rate

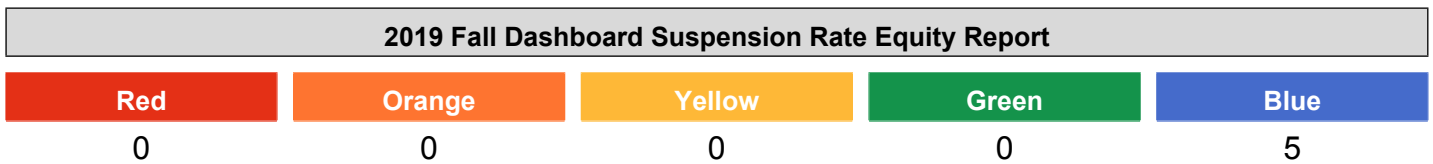
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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>Blue</p> <p>0.2</p> <p>Declined -0.9</p> <p>647</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -0.3</p> <p>295</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.2</p> <p>Declined -0.8</p> <p>591</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0</p> <p>Declined -3.7</p> <p>84</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0.6 Declined Significantly -2.6 154	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 14	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.4 449	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 Maintained 0 13

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	0.2

Conclusions based on this data:

1. Our overall suspension rate is in the Blue Band.
2. Our area of need is the suspension rate of our African American Students.
3. Our Hispanic students' suspension rate is in the highest band - Blue.

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, SLA, ELD, Math, Science, S.S, P.E

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the three years beginning in 2016 - 17 and resulting in a 15% increase at the conclusion of the 2018 - 19 school year. The areas and measurements are:

English Language Arts: CAASPP and Local Assessments, Mathematics : CAASPP and Local Assessments, English Language Development ELPAC and RFEP rates, Physical Fitness: Physical Fitness Test

Goal 1

We will measure growth using local assessments. For ELA, in grades 2nd - 5th the STAR Reading assessment will be used to see a 15% increase in proficiency in the grade level band. For our K students we will measure growth in the area of letter recognition and letter sounds. Currently there are only 33 out of 67 students or 49% that are approaching or meeting standard in the area of letter recognition. We would like to increase that to 80% by the end of the year. Currently we have 16 out of 67 students or 24 percent of students that are approaching or meeting standard in letter sound recognition. We would like to increase that to 80% by the end of the year. For our 1st graders in ELA we will measure growth using the decodable words assessment. We currently have 21 out of 63 or 30% of students approaching or meeting standards for decodable words. We would like to see that increase to 80% by the end of the year. In Math we will also look to increase our proficiency on the T3 benchmark test by 5% in comparison to the open response results from the previous year in grades 1st-5th. For kindergarten students we will measure growth from their baseline data to their end of the year data to see how much they increase in the area of letter sounds, 1:1 correspondence, and rote counting. Our current data shows that 16 out of 68 students or 24% are below in the area of rote counting. 76% of our students are approaching or meeting standard. We'd like to see that increase to 90% of students approaching or proficient in that area which is a 14% growth from our baseline data. In the area of 1:1 correspondence we currently have 42/68 students or 62% of our students approaching or meeting standard. By the end of the year we will increase that percentage to 85% of kindergarten students approaching or meeting standard, which is a 23% increase.

Identified Need

Data discussions to analyze need to help close the gap from when students were in distance learning. These discussions and supports will take place during staff meetings and during collaboration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Reading grades 2-5	percent proficient - overall 39% 38% in 3rd grade 46% in 4th grade	percent proficient - overall 54% 53% in 3rd grade 61% in 4th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	33% in 5th grade	48% in 5th grade
Letter Recognition and letter sound for Kindergarten	49% approaching or meeting standard for letter recognition 24% approaching or meeting standard for letter sound recognition	80% approaching or meeting standard for letter recognition 80% approaching or meeting standard for letter sound recognition
Decodable words for 1st grade	30% approaching or meeting standard	80% approaching or meeting standard for decodable words
Star Math	33% proficient overall 33% in 3rd grade 32% in 4th grade 35% in 5th grade	45% proficient overall 45% in 3rd grade 44% in 4th grade 47% in 5th grade
Number recognition and rote counting for kindergarten	76% are approaching or meeting standard in rote counting 1:1 correspondence 62% approaching or meeting	90% in rote counting 85% in 1:1 correspondence

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 especially students with exceptional needs

Strategy/Activity

Teachers will attend conferences to support academics and student engagement. Admin to attend ACSA Every Child Counts Conference, including the fee, other reimbursable items such as lodging, food and mileage. Funding for staff to attend conferences connected to PBIS.

Proposed Expenditures for this Strategy/Activity

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

3000

Source(s)

Supp & Con 1
5000-5999: Services And Other Operating Expenditures
5220 Conferences

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

Materials to support classroom interventions.

Proposed Expenditures for this Strategy/Activity

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

10296

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
4310 materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Supp & Con 1

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.

1. CGI Workshop- FDR sent 2 teachers to UCLA's Math Project CGI Workshop. This workshop focuses on noticing what students know about mathematics and how teachers can build on what students know to support and extend their mathematical understanding. Teachers need to understand how children learn, so that they can better plan for student learning in their classroom. This workshop also supports our district-wide professional development.

2. Books and Supplies-

Purchase Number Talks and Choral Counting and Counting Collections- These books were purchased to support teachers in supplementing our math curriculum with warm-up work that is more open ended and rigorous that allows students to discuss their ideas, support their ideas with an argument, and critique the reasoning of others.

Reader's Theater for 3rd grade

ORR assessment

3. Mad Science-FDR contracted Mad Science to perform 2 school wide assemblies to promote science education for all students.

4. Classified Trainings - Language Arts Specialist met with instructional aides to train them on district/schoolwide ELA curriculum, so that they can support teachers during the Rtl block.

5. PearDeck is being used by 3rd and 5th.

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

1. Two teachers attended CGI training through UCLA's Math Project. FDR originally intended to send 4 teachers to this year's CGI workshop. The reason behind the difference between the intended allocation and the actual expended amount is due to staffing changes for the 2020-2021 school year. Since we have less teaching staff next school year, we decided to send 2 teachers to the training instead of the 4 we originally planned.

2. We had to increase the ELA materials budget for Tier 2 instruction, because after analyzing school data/student needs, our staff needed phonological awareness intervention materials to support students who were struggling in ELA. Providing teachers with Tier 2 phonological awareness intervention materials this year has allowed for students who are struggling readers to be given targeted instruction to help support and provide a more solid. FDR originally budgeted \$1057.34 to purchase Number Talks books. The district purchased 2 copies of Choral Counting and Counting Collections for each grade level, so FDR did not intend to purchase any additional copies of this book for this school year. FDR decided to purchase additional copies of this book for this school year. The reason behind the difference between the intended allocation and the actual expended amount is due to teachers requesting their own copy of the book instead of 2 copies for the grade level team of 4 teachers to share.

3. The amount allotted to support Science instruction via Mad Science assemblies was expended as intended.

4. Classified Training- Classified staff was trained monthly on ELA materials they would support students with in classrooms during Rtl block. Classified staff was also trained on the Newcomer curriculum and strategies to support new-to-country students on Tier I vocabulary and foundational skills in ELA and Math that would benefit them for in-class success.

5. Pear Deck has been utilized by upper grade teachers during distance learning. Teachers are using Pear Deck to enhance their Google Slides lessons on Google Classroom since s

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.

1. CGI Workshop- FDR will continue to support teachers with ongoing professional training in the area of mathematics. This continued work around CGI will continue to grow our teachers' understanding around how children learn mathematics. FDR's support of CGI work will also support the district's professional development focus in the area of mathematics for the upcoming 2020-2021 school year.
2. FDR will evaluate the District's PD focus for next year to see if any additional books to support ongoing professional learning is needed.
3. Mad Science-FDR contracted Mad Science to perform 2 school wide assemblies to promote science education for all students.
4. Classified Training will be scheduled during the times that IA are unable to support in the classroom due to Field Trips, assemblies, etc. Next year, there will be a reduced amount of money allocated to this action item.
5. PearDeck is currently being used by 3rd and 5th grade teachers. Since distance learning may again be mandated next year, we would like to purchase Pear Deck again for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity: SpEd, Other Interventions

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the three years beginning in 2016 - 17 and resulting in a 15% increase at the conclusion of the 2018 - 19 school year. This 5% increase will apply to all students (as measured in Goal 1) and also in the following pupil subgroups : English Learners, Low Income Pupils, Hispanic or Latino, Black or African American, Reclassified Pupils and Students with disabilities. The areas and measurements are:

English Language Arts: CAASPP and Local Assessments, Mathematics : CAASPP and Local Assessments, English Language Development ELPAC and RFEP rates, AMAOs and RFEPS rates

Goal 2

Our MTSS team monitors our students by subgroup and also sorts our data so that we monitor the bottom 10% of students based on universal data. We will use our collaboration and staff meetings to generate plans for our students in the bottom 10% and those that are in the same level. We will support teachers in planning tier 2 interventions and provide good first tier 1 instruction. In the area of STAR reading we would like to see a 15% increase and in STAR math we would like to see a 12% increase.

Identified Need

MTSS team to analyze subgroup data and plan supports for our bottom 10%. Make sure our subgroups are making equitable gains and planning time to meet with teachers regarding the data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading	All students - 39% EO students - 44% EL students - 21% IFEP students - 90% RFEP students - 57%	All students - 54% EO students - 59% EL students - 36% IFEP students - 95% RFEP students - 72%
STAR Math	All students - 33% EO students - 34% EL students - 19% IFEP students - 60% RFEP students - 65%	All students - 45% EO students - 46% EL students - 31% IFEP students - 72% RFEP students - 77%

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)

At-risk students which include English Learners and African American students.

Strategy/Activity

Four instructional assistants (15 hours per week each) will support at-risk students by providing small group interventions based on district and site assessments and data. Fringes for all hours.

Proposed Expenditures for this Strategy/Activity

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

47951

Source(s)

Title I
2000-2999: Classified Personnel Salaries
General Education and Bilingual Instructional Assistants

11032

Title I
3000-3999: Employee Benefits
Fringes

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Additional hours for teachers to meet with site coaches for instructional planning and to attend conferences outside of the school day. This includes additional hours for work with Trajectory of Hope for book talks and affinity circles. The additional hours will also support teachers to plan Socio emotional lessons, behavior support to support with the transition of students to in-person learning and hours to meet with the teacher who taught the class the previous year and the case manager in the Learning Center. Contract with Trajectory of Hope to support with affinity circles for parents and staff as well as consultation for family events. Purchase of supporting materials to pursue the work.

Proposed Expenditures for this Strategy/Activity

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

7600

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1170 certificated additional hours

4000

Title I

	5800: Professional/Consulting Services And Operating Expenditures 5810 - contract
1000	Title I 4000-4999: Books And Supplies 4210 - books
1800	Supp & Con 2 1000-1999: Certificated Personnel Salaries 1170 Certificated additional hours
0	Supp & Con 2 2000-2999: Classified Personnel Salaries 2930 Classified additional hours
610	Supp & Con 2 3000-3999: Employee Benefits 3000 Fringes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Materials to support classroom access when students return to in-person learning. These materials will support students to stay engaged while socially distanced and will include materials such as white boards, and expo markers. Students will also receive Math manipulatives and materials to play fluency games to help deepen mathematical concepts. Headphones to support with ELD for classes that will not be switching due to limiting the number of close contacts. Students will Zoom so that they can work with the teacher who is teaching their level.

Proposed Expenditures for this Strategy/Activity

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

7166

Source(s)

Title I
4000-4999: Books And Supplies
4210, 4310

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Phonics curriculum to support with differentiated instruction for kinder students who have not yet met grade level standard in letters and sounds. Purchase of Starfall journals to support with TK and kindergarten writing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies 4310
182	Title I 4000-4999: Books And Supplies 4210- Starfall journals
1389	Title I 4000-4999: Books And Supplies 4310- headphones to support with ELD switching

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Gifted and Talented students, At-risk students which include English Learners and African American students.

Strategy/Activity

Contract with PS Science to provide upper grade students with an afterschool coding and makerspace club to support science. PS Science will also provide an afterschool support for English Language Learners that integrates Science with English Language Development to support students in increasing their language proficiency and support them with the ELPAC test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
4800	Title I 5800: Professional/Consulting Services And Operating Expenditures 5810 - contracts

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students. Students who are not engaging with distance learning.

Strategy/Activity

Additional hours for classified staff to support families that are struggling to engage. This will include hours for translation and distributing items to families to help them stay connected.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
2000	Title I 2000-2999: Classified Personnel Salaries 2930 classified additional hours
1240	Title I Parent Involvement 2000-2999: Classified Personnel Salaries 2930 classified additional hours and Fringes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Purchase of devices and technology to support students with differentiated support during the return to in-person learning. This includes chromebooks, and iPads. To support English Language Learners we will purchase noise cancelling headphones so they can Zoom into their ELD class. This will allow differentiated English language support without increasing the number of close contacts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
4523	Title I 4000-4999: Books And Supplies 4400 - non-capt equipment iPads and chromebooks

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Additional hours for Instructional Aides to provide support for students who need additional 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)

2000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
2131

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

At-risk students which include English Learners and African American students.

Strategy/Activity

Software purchases to support with engagement of students, online texts for students without access to books, and differentiated support such as Mobymax, Jr. Guild Readers, iReady, and and the ELD component of Brainpop to support our English Language Learners. This will also be used to support if students are placed on independent study to prevent students from falling behind.

Proposed Expenditures for this Strategy/Activity

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

3633

Source(s)

Title I
4000-4999: Books And Supplies
4340 software

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Students with socioemotional, academic, and counseling needs.

Strategy/Activity

Purchase of support materials for the calm room such as stress balls, wiggle seats, and timers to support students who need help with regulating behaviors and academic supports.

Proposed Expenditures for this Strategy/Activity

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

Supp & Con 2
4000-4999: Books And Supplies

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

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

Families of at-risk students which include English Learners and African American students.

Strategy/Activity

Purchase of materials and snacks for families to use in connection with workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I Parent Involvement
4000-4999: Books And Supplies
4340 - software

2028

Title I Parent Involvement
4000-4999: Books And Supplies
4350 - materials and supplies

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

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

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

Amount(s)

Source(s)

Annual Review**SPSA Year Reviewed: 2021-22**

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

ANALYSIS

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

1. FDR allotted approximately \$58,000 to fund Four Instructional Assistants to support small group instruction during RTI time for grades K-3. This item proved to be effective as evidenced by RTI

data.

2. Reading Partners supported 75 students k-4th to provide 1:1 student support in reading.
3. FDR allotted approximately \$10,000 for Before/after school Interventions for students needing instructional and/or language support. Based on instructional performance data, this item proved to be very effective in providing additional support for our students beyond the instructional day.
 - Certificated-\$4,400 was allotted to pay certificated staff extra hours to provide intervention to students struggling academically.
 - Classified- \$2,856 was allotted to pay classified staff extra hours to provide intervention for students struggling academically
 - Classified- \$2,835 was allotted to pay classified staff extra hours to provide before-school language support classes for Newcomers to the country.
4. RTI sub release time to allow RTI team to meet with Gen Ed teacher and discuss students struggling in the classroom.

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

1. The amount allotted to fund Four Instructional Assistants was expended as intended.
2. The amount allotted to support Literacy Intervention via Reading Partners was expended as intended.
3. The amount allotted for Before/after school Interventions for students needing instructional and/or language support was not expended as intended. Based on the need, we shifted support to our Newcomers group. The amount for Newcomers was expended.
4. RTI sub release time to allow RTI team to meet with the Gen Ed teacher and discuss students struggling in the classroom was implemented as we intended until April 2020. The funds that we intended to spend from April through June were not spent due to Covid-19 and distance learning mandates that were put in place by the California State Gover

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.

1. No changes for 2020-21.
2. No changes for 2020-21.
3. The amount allotted for Before/after school Interventions for students will need to continue due to the COVID 19 school closure. We will need to provide additional support for students who are at promise.
4. Teachers found it very helpful to meet with the RTI Team to support them with addressing a variety of needs of struggling students. However, they also felt that the meeting often felt rushed and would like more time. Due to teacher recommendation and feedback, we would like to increase funding for the 2020-21 school year in order to provide additional sub release days for the RTI team to meet with teachers and students' parents.

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

A 2% improvement in each of the identified metrics will occur over three years beginning with 2016 - 17 and resulting in 6% growth at the conclusion of the 2018 -19 school year. These metrics will be: Parent LCAP survey results and the student LCAP survey results.

Data points demonstrate a strength in other metrics related to student and parent engagement in LESD, so these will be included as maintenance goals. The metrics that will be maintained at the current rates are: The California Healthy Kids Survey, suspension Data, expulsion data, attendance rate, chronic absenteeism, and middle school drop out

Goal 3

Due to COVID 19 protocols we will be seeing a decrease in our Average Daily Attendance (ADA). Students will be encouraged to stay home when sick so this is a natural effect based on what we are asking students to do. We will meet as a team to monitor attendance that is not related to students that are sick or forced to quarantine. We will also look to increase the percentage of parents that participate in parent workshops. This has become more challenging due to not having parents in person for meetings.

Identified Need

Parent awareness of protocols to reduce unnecessary absence while keeping students safe. Increased use of ClassDojo schoolwide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Class Dojo family interaction	Posts receive between 150 - 350 views 100% of teachers are connected	Posts receiving between 250 and 450 views
ODR Data	September data 25 Major ODRs 70% for fighting physical aggression	20 Major ODRs per month, 25% physical aggression

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

Collaboration of teachers to support with the planning and implementation of family nights.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Supp & Con 3
1000-1999: Certificated Personnel Salaries
1170-additional hours

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

Purchase of banners, postcards, and postage to increase student engagement, connection, and excitement on campus. Purchase of materials for Zero the Hero, to bring for Math visits and items for students to celebrate the 100th day of 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.

Amount(s)

Source(s)

4000

Supp & Con 3
4000-4999: Books And Supplies
4350 - materials

1000

Supp & Con 3
4000-4999: Books And Supplies
4350 - materials

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

Purchase of student incentives and certificates to promote our PBIS motto and encourage positive behavior. Purchase of items to use for recess to give students opportunities to play while

maintaining social distance. In order to support with engagement and distancing, additional hours will be provided to Student Supervision Assistants to support during recess time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
7000	Supp & Con 3 4000-4999: Books And Supplies 4350 - materials
6915	Supp & Con 3 1000-1999: Certificated Personnel Salaries SSA additional 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 and Families

Strategy/Activity

Contracts with companies like PS Science to support with science assemblies to keep families engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 3 5000-5999: Services And Other Operating Expenditures 5810 - contracts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

1. Books and Supplies: Funds were allocated to purchase software such as SMARTY Ants (\$1425), RAZ Kids(\$1700). Additional funds were allocated to purchase books for TOH and ELAC meetings (\$931).
2. Classified Personnel Salaries: Funds were allocated to fund additional hours to Community Liaison to Translations during parent meetings. Funds were also allotted to pay SSA to provide Childcare during Parent Meetings and events.
3. Conference: Responsive Classroom Training
4. Certificated Additional Hours: TOH
5. Contracts: \$21,000 for Trajectory of Hope

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

1. The amount allotted was expended as intended.
2. The amount allotted was expended as intended.
3. The amount allotted was expended as intended.
4. The amount allotted was utilized for staff additional hours to participate in Teacher Processing Circles; monies were expended as intended
5. The amount allotted was expended as intended.

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.

1. No changes for software funding in the 2020-21.
2. No changes for Classified Personnel salaries for 2020-21.
3. No changes for Responsive Classroom Conferences for 2020-21, if funding is approved.
4. Trajectory of Hope partnership will continue, if funding is approved. However, the nature of the contract may change to support teachers via processing circles and coaching opportunities especially during this Distance Learning climate and supporting families.
5. Trajectory of Hope partnership will continue, if funding is approved. However, the nature of the contract may change to support teachers via processing circles and coaching opportunities especially during this Distance Learning climate and supporting families.

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 Supplies

LEA/LCAP Goal

A maintenance goal for instructional technology professional learning opportunities will be continued as this is currently an area of strength.

A goal will be for all 6 Special Education Learning Centers to continue coursework to complete VPSS requirements. They will continue coursework toward expected completion in 2018 - 19

Goal 4

A maintenance goal for technology and professional learning opportunities will be continued. Students in grades TK-4th will have a home and a school device and 5th grade students will transport a device to and from school.

Identified Need

Access to a device to access platforms such as PearDeck and Google Classroom at home and at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
William's Report	2020-2021 Met	2021-2022: Met
Student Devices	2020-2021- one device for students to take home for distance learning in grades TK-5	2021-2022- TK-4th will have a home and school device; 5th graders will transport one device to and from school.

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

Purchase of makerspace items to support with NGSS standards. Additional hours for teachers to participate in the Makerspace Committee to plan how students will utilize the Makerspace room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
1100	Supp & Con 4 4000-4999: Books And Supplies 4310 Materials and Supplies
1200	Supp & Con 4 1000-1999: Certificated Personnel Salaries 1170 Certificated additional hours including fringes
0	Supp & Con 4 3000-3999: Employee Benefits 3000 Fringes

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

Purchase replacement technology for out of life chromebooks. Provide funding for equipment repairs and replacement headphones, screens, walkie talkies, and toner.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)
12695	Supp & Con 4 4000-4999: Books And Supplies 4350
0	Supp & Con 4 4000-4999: Books And Supplies 4400

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

1. STEAM Conference- FDR decided to support the development of the Makerspace Committee's understanding of STEAM and send them to this conference in Anaheim, Ca. Attending the conference provided members of the Makerspace Committee with ideas around what to have in FDR's Makerspace and how to support teachers at FDR with Makerspace activities.

- Release time was provided for teachers to attend the STEAM conference.

2. Makerspace Committee- FDR formed a Makerspace Committee to decide what we wanted out of our site's Makerspace and what we will need to purchase this year to set up the Makerspace to reflect our site's goals. We want to set the Makerspace up by the end of this year, so teachers can bring students in for the next school year.

3. STEAM Museum- To get students excited for the opening of our new Makerspace, we will host a STEAM Museum on campus.

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

1. STEAM Conference- FDR did not need to adjust what was originally budgeted for Makerspace members to attend the STEAM conference.

2. Makerspace Committee- additional hours was expended as intended with the except of the additional hours for makerspace set-up which was canceled due to Covid-19 School closure.

3. STEAM Museum did not occur due to Covid-19 School closure

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.

1. STEAM Conference- FDR may need to send different teachers to this conference next year to support new and ongoing learning around science, technologies, engineering, arts, and mathematics. FDR may also look into sending teachers to CUE vs. the STEAM Conference as it may align more with our vision for our site's Makerspace.

2. Makerspace Committee- FDR will need to continue to fund this action item next year to support teachers with the new Makerspace and the activities for students that will be in the Makerspace.

3. STEAM Museum will be funded for 2020-21, contingent on approval for funding.

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	\$158,080.00

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	\$97,276.00
Title I Parent Involvement	\$3,268.00

Subtotal of additional federal funds included for this school: \$100,544.00

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 (\$)
Supp & Con 1	\$13,296.00
Supp & Con 2	\$7,330.00
Supp & Con 3	\$21,915.00
Supp & Con 4	\$14,995.00

Subtotal of state or local funds included for this school: \$57,536.00

Total of federal, state, and/or local funds for this school: \$158,080.00

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
Supp & Con 1	13,296.00
Supp & Con 2	7,330.00
Supp & Con 3	21,915.00
Supp & Con 4	14,995.00
Title I	97,276.00
Title I Parent Involvement	3,268.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,515.00
2000-2999: Classified Personnel Salaries	53,191.00
3000-3999: Employee Benefits	11,642.00
4000-4999: Books And Supplies	60,932.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Supp & Con 1	10,296.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 1	3,000.00

1000-1999: Certificated Personnel Salaries	Supp & Con 2	1,800.00
2000-2999: Classified Personnel Salaries	Supp & Con 2	0.00
3000-3999: Employee Benefits	Supp & Con 2	610.00
4000-4999: Books And Supplies	Supp & Con 2	4,920.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	6,915.00
4000-4999: Books And Supplies	Supp & Con 3	12,000.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	3,000.00
1000-1999: Certificated Personnel Salaries	Supp & Con 4	1,200.00
3000-3999: Employee Benefits	Supp & Con 4	0.00
4000-4999: Books And Supplies	Supp & Con 4	13,795.00
1000-1999: Certificated Personnel Salaries	Title I	7,600.00
2000-2999: Classified Personnel Salaries	Title I	51,951.00
3000-3999: Employee Benefits	Title I	11,032.00
4000-4999: Books And Supplies	Title I	17,893.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,800.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,240.00
4000-4999: Books And Supplies	Title I Parent Involvement	2,028.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,296.00
Goal 2	107,874.00
Goal 3	21,915.00
Goal 4	14,995.00

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
Jenny Padilla	Principal
Heather Theile	Classroom Teacher
Mayra Gutierrez	Classroom Teacher
Gricell Rodriguez-Diaz	Other School Staff
Cindy Pittillo	Classroom Teacher
Lucy Masero	Parent or Community Member
Nadine Peraza	Parent or Community Member
Michael Masero	Parent or Community Member
Luis Sanchez	Parent or Community Member
Saira Camacho	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 18, 2020.

Attested:

Principal, Jenny Padilla on September 22, 2021

SSC Chairperson, on September 22, 2021