School Year: **2022-23**

LORIN EDEN
ELEMENTARY SCHOOL

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
Lorin A. Eden Elementary	01611926001051	April 28, 2022	June 08, 2022

School Mission and Vision Statements

At Lorin Eden Elementary School all students are valued for their uniqueness. Here they will experience a complete academic and personal education. Collectively our school community is responsible for fostering creativity, intellect, and a love of learning. Students will gain a foundation for the life-long values required for success as global citizens.

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

The purpose of the School Plan for Student Achievement is to articulate the actions that our school site will take each year to ensure high levels of learning for all of our students. Not only is this plan about learning academic content, it is also about how our students feel and learn social and emotional skills. Accordingly, this plan identifies that students who are historically marginalized, oppressed, and furthest from opportunity are not thriving in our school in the way they are capable. This reality exists due to the role that white supremacy culture plays in the classroom and on our campus. As such, this plan sets out a series of steps for our staff to take to become grounded in anti-racist practices as we work to dismantle white supremacy culture in the pursuit of a thriving school for students, staff and families.

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

The Lorin Eden staff is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in an 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. At Lorin Eden Elementary School, our goals and actions help us provide all students with a positive learning experience that is rigorous and yet works to accelerate the learning of students who are furthest from opportunity.

HUSD's SPSA now follow the state template in order to be in compliance with state guidelines and is organized around the District's Priorities :
Priority 1 : All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 22-23 school year.
Priority 2 : All students will engage in Deeper Learning activities as part of their regular Math instruction during the 22-23 school year.
Priority 3 : Our English Learners (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.
Priority 4: All of our students will have access to culturally and linguistically relevant and responsive course materials and pedagogy, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities
Priority 5 : All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Our SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:
1. ELA: All kinder students will know 100% of the letter and sound correspondence (BPST) by the end of Kindergarten. Grades 1-6 students will read within their grade level band or make two letters of growth according to F+P over the course of the year.
2. Math: Students will demonstrate 80% proficiency on grade level math assessments OR will demonstrate a 10% increase towards grade level proficiency as measured on grade level math assessments between September 2022 and May 2023.
3. Emergent Bilinguals: We will increase our reclassification rate by 5% from the school year to the 21-22 school year to an overall rate of 21%. This represents 22 students being reclassified in the 22-23 school year.

4. Equity: School will host 9 activities (i.e. classroom activity, assembly, or community event) that build cultural competency as to the different identities at our school.

5.a: School Climate: There will be 10% growth in students reporting feeling safe. 100% of students will report feeling a connection with an adult on campus

5.b: Attendance : 1% increase in ADA to 96% + 25% decrease in severely chronic truant students (15 to 11%)

DATA ANALYSIS

Our SPSA includes an analysis of recent student data based on the available data from the 19-2, 20-21, and 21-22 school years.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS

In order to achieve the above stated goals, Lorin Eden School has set forth specific actions in our SPSA that include:

- Professional development to dismantle white supremacy culture from our curriculum and campus, grounding us in anti-racist education.
- Provide professional development around anti-racist and Culturally Responsive Teaching Practices to improve the learning outcomes for our students furthest from opportunity.
- School staff will engage in safe to fail experiments that center the experiences and outcomes of our students furthest from opportunity.
- Students who are furthest from grade level will be provided with accelerated intervention in small group settings.
- EB (emergent bilingual) students will attend daily English language Development (ELD) classes to Improve their language development skills.
- Improve school climate through a variety of strategies that include surveying students plus listening to students and families.
- Hosting monthly student affinity groups for our Black, Latinx, and AAPI students.
- Celebrate and learn about students' identities through cultural activities, assemblies, and lessons that center the voices of those at the margins.

BUDGET As outlined in the SPSA , the majority of Lorin Eden's supplemental funds are spent on:

- Accelerated intervention for students furthest from opportunity, those that have been historically marginalized, and those struggling to make academic progress.
- Instructional support to our students and teachers in our combination class.
- Release time for teachers to assess and plan.

Table of Contents

Comprehensive Needs Assessment Components

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

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

The HUSD sends out a parent survey each year, for which we haven't received the results. At this point, there is no student or teacher survey that has happened. CHKS was administered this week but we don't have the results for that. Future surveys will be directed towards students and staff to gauge the effectiveness of leadership, the successes and challenges of the school, and student experiences.

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

In the 21-22 year, I spent 2-3 hours per week in informal classroom observations and walk throughs in an effort to support students and teachers. In addition, I conducted formal observations as required through certificated evaluations. I ended up spending more time in classrooms where there were students struggling with behavior and academic expectations, or where teachers were struggling with students. As such, I have a deeper knowledge and experience with some teachers over others who did not have those challenges.

In terms of summary findings, I would state that our teachers provide highly structured and scaffolded learning environments, they work to build relationships and caring classrooms with students, and they differentiate to work to meet the needs of each student. In general, teachers are highly supportive of visual and performing arts and work to incorporate art projects into the class curriculum. In general, teachers are highly supportive of supporting students' social-emotional needs as is evidence through de-escalation strategies, morning circles, and moments of mindfulness. In addition, I observed that several classrooms situate learning activities, especially math, in decontextualized settings, meaning that it is largely worksheet or task completion based.

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)

As a staff, we do not use state assessments to modify instruction primarily due to the fact that the results come out so late in the year. We use state assessments (ELPAC and CAASPP) to inform us of student achievement at the site level. We do use local assessments throughout the year in the form of Fountas and Pinnell reading comprehension, fluency, and accuracy level checks and Benchmark Math and Writing assessments. In addition, we also use phonics assessments and letter sound recognition. Teachers use the results of those assessments to modify instruction in support of student achievement.

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

Individual teachers may engage in data monitoring of student assessments and this is primarily done through Fountas and Pinnell and other embedded assessments. We have not engaged in site or ILT conversations about data other than in summative forms and through the SPSA work.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our staff are highly qualified.

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

All of our staff are appropriately credentialed and have access to PD.

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

Staff development is based on research, data collection and needs assessments from site, and CCSS.

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

We have mentor teachers and TOSAs supporting newer teachers. More experienced teachers have access to TOSAs and collaborative structures.

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

Teachers collaborate weekly by grade level for at least one hour. There is alignment of grade-level preps when possible.

Teaching and Learning

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

All curriculum is CCSS aligned.

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

We exceed the recommended number of instructional minutes.

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

Yes.

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

We pass our Williams and Valenzuela visits each year.

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

See above.

Opportunity and Equal Educational Access

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

We have a 50% EL specialist and have a site allocation of roughly $80K that we use to support student achievement. Roughly $30K of that budget goes to direct intervention services in support of historically oppressed students.

Evidence-based educational practices to raise student achievement

We continue to develop culturally responsive teaching practices as well as expand our knowledge and skills related to anti-racism and bias. We use a balanced literacy approach to teach English Language Arts.

Parental Engagement

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

Limited literacy intervention paraeducator for 3-5th grade students.

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

Funding

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

Direct intervention in ELA, support for parents, social emotional curriculum

Fiscal support (EPC)

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 Lorin Eden process for site involvement includes the input from various stakeholder: both classified and certificated staff, parents, and students. Groups involved with the planning process of the Lorin Eden site plan: School Site Council, SBDM, COST ILT, ELAC, AASAI, PTA, Staff, and Student Council. Meetings are held throughout the year, often on a monthly basis. Lorin Eden values the input from all stakeholders and uses it to the benefit of all Lorin Eden students, staff and community members.

Resource Inequities

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

We do not have enough staffing or categorical funds to provide the interventions and support that many of our students need. In addition, the state of our facilities has caused many families to leave the school and thus further reduce site funds and allocations. To address this, the district has begun construction on our remodel and expansion.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	47	52	47
Grade 1	52	50	49
Grade 2	45	55	49
Grade3	50	46	56
Grade 4	50	46	51
Grade 5	75	55	42
Grade 6	70	66	55
Total Enrollment	389	370	349

Conclusions based on this data:

1. Our enrollment rates by ethnicity are stable.

2. Our enrollment has declined most in grades 5 and 6.

3. We've had an overall drop in enrollment of 10% in the past 3 years.

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	112	108	108	28.8%	29.2%	30.9%
Fluent English Proficient (FEP)	85	66	43	21.9%	17.8%	12.3%
Reclassified Fluent English Proficient (RFEP)	28	15	5	19.7%	13.4%	4.6%

Conclusions based on this data:

1. There has been a drop in the number of Emergent Bilinguals enrolled in our school.

2. There has been a decrease in the number of students reclassified.

3. Our FEP % has decreased 9% over the past three years.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50	48	55	50	47	0	50	47	0	100	97.9	0.0
Grade 4	71	53	50	68	51	0	68	51	0	95.8	96.2	0.0
Grade 5	75	74	42	72	72	0	72	72	0	96	97.3	0.0
Grade 6	73	69	53	70	61	0	70	61	0	95.9	88.4	0.0
All Grades	269	244	200	260	231	0	260	231	0	96.7	94.7	0.0

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 3	2378.	2395.		10.00	10.64		14.00	27.66		30.00	21.28		46.00	40.43	
Grade 4	2433.	2403.		17.65	7.84		16.18	13.73		20.59	23.53		45.59	54.90	
Grade 5	2471.	2466.		12.50	20.83		29.17	18.06		25.00	19.44		33.33	41.67	
Grade 6	2476.	2524.		12.86	13.11		21.43	36.07		21.43	31.15		44.29	19.67	
All Grades	N/A	N/A	N/A	13.46	13.85		20.77	23.81		23.85	23.81		41.92	38.53	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.00	14.89		46.00	53.19		48.00	31.91	
Grade 4	17.91	7.84		44.78	47.06		37.31	45.10	
Grade 5	18.06	20.83		50.00	37.50		31.94	41.67	
Grade 6	8.57	22.95		44.29	47.54		47.14	29.51	
All Grades	13.13	17.32		46.33	45.45		40.54	37.23	

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

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.16	10.64		46.94	44.68		44.90	44.68	
Grade 4	22.39	1.96		38.81	52.94		38.81	45.10	
Grade 5	15.49	19.44		49.30	45.83		35.21	34.72	
Grade 6	18.57	15.00		32.86	68.33		48.57	16.67	
All Grades	16.73	12.61		41.63	53.04		41.63	34.35	

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

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.00	12.77		64.00	63.83		26.00	23.40	
Grade 4	8.82	5.88		66.18	62.75		25.00	31.37	
Grade 5	13.89	13.89		54.17	59.72		31.94	26.39	
Grade 6	10.00	16.39		52.86	59.02		37.14	24.59	
All Grades	10.77	12.55		58.85	61.04		30.38	26.41	

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.00	14.89		48.00	53.19		34.00	31.91	
Grade 4	11.94	9.80		47.76	39.22		40.30	50.98	
Grade 5	18.06	19.44		52.78	37.50		29.17	43.06	
Grade 6	24.29	24.59		41.43	55.74		34.29	19.67	
All Grades	18.15	17.75		47.49	45.89		34.36	36.36	

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. Our current 5th grade students are performing behind the other grades in terms of % of students near or below standard.

2. Students perform better on the listening tasks than on the reading or research/inquiry sections of the CAASPP. In 20-21, we will focus on the reading and research/inquiry domains.

3. The most significant change over the three year period has been a 5% increase in the number of students at standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	50	48	55	50	47	0	50	47	0	100	97.9	0.0
Grade 4	71	53	50	68	52	0	68	52	0	95.8	98.1	0.0
Grade 5	75	74	42	72	71	0	72	71	0	96	95.9	0.0
Grade 6	73	69	53	70	61	0	70	61	0	95.9	88.4	0.0
All Grades	269	244	200	260	231	0	260	231	0	96.7	94.7	0.0

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

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

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	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**
Grade 3	2390.	2411.		2.00	8.51		32.00	34.04		26.00	23.40		40.00	34.04	
Grade 4	2443.	2410.		10.29	5.77		27.94	7.69		23.53	38.46		38.24	48.08	
Grade 5	2461.	2476.		13.89	19.72		5.56	16.90		36.11	25.35		44.44	38.03	
Grade 6	2494.	2521.		18.57	16.39		12.86	22.95		28.57	31.15		40.00	29.51	
All Grades	N/A	N/A	N/A	11.92	13.42		18.46	19.91		28.85	29.44		40.77	37.23	

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

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	22.00	21.28		26.00	42.55		52.00	36.17	
Grade 4	20.59	5.77		30.88	25.00		48.53	69.23	
Grade 5	16.67	25.35		30.56	29.58		52.78	45.07	
Grade 6	22.86	27.87		25.71	37.70		51.43	34.43	
All Grades	20.38	20.78		28.46	33.33		51.15	45.89	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	10.00	10.64		38.00	59.57		52.00	29.79	
Grade 4	19.12	5.77		44.12	46.15		36.76	48.08	
Grade 5	13.89	18.31		33.33	40.85		52.78	40.85	
Grade 6	12.86	11.48		47.14	47.54		40.00	40.98	
All Grades	14.23	12.12		40.77	47.62		45.00	40.26	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	4.00	19.15		60.00	51.06		36.00	29.79	
Grade 4	14.71	5.77		42.65	38.46		42.65	55.77	
Grade 5	12.50	15.49		31.94	47.89		55.56	36.62	
Grade 6	20.00	21.31		32.86	42.62		47.14	36.07	
All Grades	13.46	15.58		40.38	45.02		46.15	39.39	

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. Over the 3 year trend, there has been a 5% decrease in the number of students not meeting standard.

2. As a whole, our students are most successful in problem solving and modeling, as well as communicating reasoning. We need to focus on math concepts and procedures.

3. Our 6th grade classes have seen 22 pt growth in the their mean scale score over the three year period.

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	1426.7	1422.4		1439.2	1436.4		1397.6	1390.0		11	16	0
1	1453.2	1429.6	*	1457.4	1437.7	*	1448.6	1420.9	*	22	14	4
2	1471.3	1481.5	1498.8	1480.1	1487.6	1489.9	1462.0	1474.7	1507.0	15	19	18
3	1462.5	*	*	1436.3	*	*	1488.3	*	*	21	8	11
4	1483.9	1515.6	1521.4	1480.3	1519.9	1533.8	1487.0	1511.0	1508.8	18	22	17
5	1501.1	1512.2	*	1484.0	1513.1	*	1517.7	1510.7	*	19	19	6
6	1501.6	*	1541.8	1484.6	*	1557.0	1518.2	*	1526.0	18	9	17
All Grades										124	107	73

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

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	*	6.25		*	37.50		*	43.75		*	12.50		11	16	
1	*	7.14	*	54.55	14.29	*		64.29	*	*	14.29	*	22	14	*
2	*	5.26	22.22	*	57.89	50.00	*	36.84	22.22	*	0.00	5.56	15	19	18
3		*	*	*	*	*	*	*	*	*	*	*	21	*	*
4		9.09	25.00	*	54.55	50.00	*	31.82	25.00	*	4.55	0.00	18	22	16
5	*	15.79	*	*	31.58	*	*	42.11	*	*	10.53	*	19	19	*
6	*	*	21.43	61.11	*	64.29	*	*	14.29	*	*	0.00	18	*	14
All Grades	14.52	9.35	21.21	46.77	42.06	50.00	18.55	40.19	25.76	20.16	8.41	3.03	124	107	66

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	*	18.75		*	25.00		*	50.00		*	6.25		11	16	
1	50.00	7.14	*	*	42.86	*	*	42.86	*	*	7.14	*	22	14	*
2	*	26.32	27.78	*	57.89	55.56	*	15.79	11.11	*	0.00	5.56	15	19	18
3	*	*	*	*	*	*	*	*	*	*	*	*	21	*	*
4	*	36.36	56.25	*	40.91	43.75	*	18.18	0.00	*	4.55	0.00	18	22	16
5	*	36.84	*	*	36.84	*	*	21.05	*	*	5.26	*	19	19	*
6	*	*	57.14	*	*	42.86	*	*	0.00	*	*	0.00	18	*	14
All Grades	36.29	28.04	48.48	37.90	39.25	45.45	13.71	27.10	3.03	12.10	5.61	3.03	124	107	66

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	*	6.25		*	12.50		*	62.50		*	18.75		11	16	
1	*	7.14	*	*	21.43	*	*	28.57	*	*	42.86	*	22	14	*
2	*	0.00	16.67	*	42.11	44.44	*	52.63	27.78	*	5.26	11.11	15	19	18
3		*	*	*	*	*	57.14	*	*	*	*	*	21	*	*
4		0.00	6.25	*	40.91	25.00	*	45.45	50.00	*	13.64	18.75	18	22	16
5	*	5.26	*	*	10.53	*	*	57.89	*	*	26.32	*	19	19	*
6	*	*	0.00	*	*	28.57	*	*	42.86	*	*	28.57	18	*	14
All Grades	*	2.80	9.09	27.42	28.04	28.79	37.90	48.60	43.94	26.61	20.56	18.18	124	107	66

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Listening Domain Percentage of Students by Domain Performance Level for All 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	*	6.25		*	87.50		*	6.25		11	16	
1	68.18	21.43	*	*	71.43	*	*	7.14	*	22	14	*
2	*	10.53	11.76	*	84.21	88.24		5.26	0.00	15	19	17
3	*	*	*	61.90	*	*	*	*	*	21	*	*
4	*	13.64	37.50	72.22	63.64	62.50	*	22.73	0.00	18	22	16
5	*	5.26	*	57.89	84.21	*	*	10.53	*	19	19	*
6	*	*	7.69	66.67	*	92.31	*	*	0.00	18	*	13
All Grades	32.26	11.21	20.63	54.84	77.57	79.37	12.90	11.21	0.00	124	107	63

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Speaking Domain Percentage of Students by Domain Performance Level for All 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	*	37.50		*	43.75		*	18.75		11	16	
1	54.55	7.14	*	*	78.57	*	*	14.29	*	22	14	*
2	*	42.11	45.45	*	57.89	45.45	*	0.00	9.09	15	19	11
3	52.38	*	*	*	*	*	*	*	*	21	*	*
4	*	86.36	93.33	*	9.09	6.67	*	4.55	0.00	18	22	15
5	63.16	73.68	*	*	21.05	*	*	5.26	*	19	19	*
6	72.22	*	83.33	*	*	16.67	*	*	0.00	18	*	12
All Grades	58.06	53.27	75.00	27.42	37.38	21.43	14.52	9.35	3.57	124	107	56

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Reading Domain — Percentage of Students by Domain Performance Level for All 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	*	0.00		*	93.75		*	6.25		11	16	
1	*	14.29	*	*	42.86	*	*	42.86	*	22	14	*
2	*	5.26	44.44	*	84.21	38.89	*	10.53	16.67	15	19	18
3		*	*	*	*	*	52.38	*	*	21	*	*
4		0.00	6.25	*	77.27	75.00	*	22.73	18.75	18	22	16
5	*	5.26	*	63.16	57.89	*	*	36.84	*	19	19	*
6	*	*	0.00	*	*	57.14	66.67	*	42.86	18	*	14
All Grades	11.29	3.74	16.67	49.19	70.09	60.61	39.52	26.17	22.73	124	107	66

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain — Percentage of Students by Domain Performance Level for All 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	*	25.00		*	56.25		*	18.75		11	16	
1	*	7.14	*	72.73	71.43	*	*	21.43	*	22	14	*
2	*	5.26	16.67	*	84.21	66.67	*	10.53	16.67	15	19	12
3	*	*	*	76.19	*	*	*	*	*	21	*	*
4	*	13.64	13.33	72.22	77.27	73.33	*	9.09	13.33	18	22	15
5	*	10.53	*	63.16	68.42	*	*	21.05	*	19	19	*
6	*	*	8.33	72.22	*	83.33	*	*	8.33	18	*	12
All Grades	17.74	14.95	9.43	66.94	69.16	79.25	15.32	15.89	11.32	124	107	53

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

Conclusions based on this data:

1. We did not test all of our EL students last year due to the pandemic.

2. Our students struggle most in writing and reading. We will focus on phonics, blending, fluency, and comprehension.

3. There was a significant reducation in the percentage of students who are Level 1 learners.

School and Student Performance Data
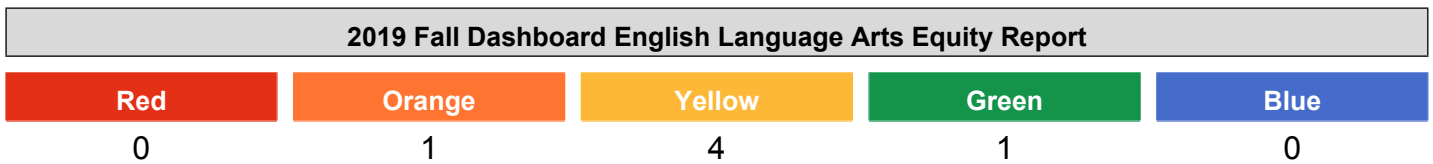
Student Population

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**
349	**53.0**	**30.9**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	108	30.9
Foster Youth		
Homeless	5	1.4
Socioeconomically Disadvantaged	185	53.0
Students with Disabilities	54	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	39	11.2
American Indian or Alaska Native		
Asian	53	15.2
Filipino	59	16.9
Hispanic	157	45.0
Two or More Races	16	4.6
Native Hawaiian or Pacific Islander	18	5.2
White	7	2.0

Conclusions based on this data:

1. Roughly 1/2 of our students come from families with low socioeconomic status or who have not received a high-school diploma.

2. Roughly 1/3 of our students are emergent bilinguals.

3. 15% of our students are on IEPs.

School and Student Performance Data

Overall Performance

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.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our school made growth in ELA and Math between the 17-18 and 18-19 school year as we were in orange for both subject areas in the past. This is due to the staff's focus on balanced literacy and LLI for our students in reading.

2. Our chronic absenteeism rate increased from 12.9% to 13.8%. This is due to a variety of factors such as Kindergarten not being mandatory, the transient nature of some of our students' families, and an increase in chronic absenteeism in our Special Education students and students who are Black/African American.

3. Our suspension rate dropped from blue to green due to no students being suspended in 17-18 and two students being suspended in 18-19.

School and Student Performance Data

Academic Performance
English Language Arts

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
32.9 points below standard	57.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.1 points	Increased ++12.3 points	
		1
218	90	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	55.1 points below standard	137.5 points below standard
	Increased ++8.7 points	Increased ++14.9 points
9		
	133	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Green
75.1 points below standard	0 Students	2.6 points below standard	24.8 points above standard
Declined Significantly -15.4 points		Maintained ++2.8 points	Increased ++8.4 points
29		44	39
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
58.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.8 points	10	9	5
82			

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**
92.3 points below standard	12.6 points below standard	37.5 points below standard
Increased ++7.3 points	Increased Significantly ++23.4 points	Increased ++5.1 points
51	39	97

Conclusions based on this data:

1. All groups, except African American students, made gains in their scores in the 18-19 school year. The experience and success of our BIPOC students lies at the center of our AB/AR work.

2. Our students with disabilities are the lowest performing group of all students.

3. Our Latinx students made the greatest gains in the 18-19 school year.

School and Student Performance Data
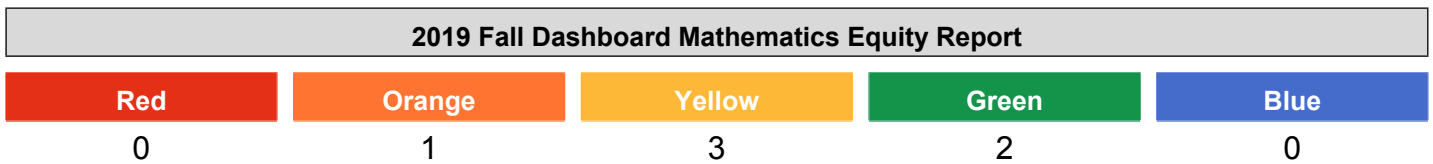
Academic Performance
Mathematics

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
42.5 points below standard	64.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.2 points	Increased ++13.3 points	
		1
218	91	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	66.2 points below standard	153.8 points below standard
	Increased ++11.3 points	Increased ++4 points
9		
	133	36

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Green	Green
80.4 points below standard		6.3 points below standard	13.6 points above standard
Declined -8 points		Increased ++6.5 points	Increased ++14.4 points
29		44	40
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
74 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.3 points	9	9	5
82			

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**
98.2 points below standard	21 points below standard	43.4 points below standard
Increased ++4.3 points	Increased Significantly ++29.2 points	Increased ++6 points
52	39	96

Conclusions based on this data:

1. All students, except African American students, made growth in math in the 18-19 school year.

2. Our reclassified emergent bilingual students made the most scale score growth in math.

3. Our students in Special Education are performing the most below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
56 making progress towards English language proficiency
Number of EL Students: 84
Performance Level: High
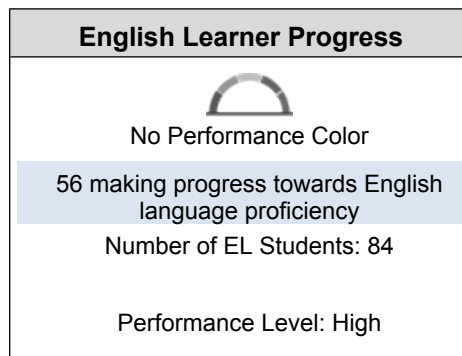
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
13.0	30.9	2.3	53.5

Conclusions based on this data:

1. There was a 5% reduction in students making progress between the 17-18 and 18-19 school years.

2. 13% of students decreased one ELPI level.

3. 54% of students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	3	1	1	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

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
13.8	10	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.9	Increased +0.8	3
413	130	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
33.3	19.4	17.2
Increased +19	Increased Significantly +5.6	Increased +3.5
18	268	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	Green	Orange
29.5	Less than 11 Students - Data Not Displayed for Privacy	5.3	9
Increased +9.5	0	Declined -3.6	Increased +1.9
44		75	78

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
12.1	23.8	16.7	41.7
Declined -2.4	Increased +13.3	Declined -7.1	Increased +33.3
165	21	18	12

Conclusions based on this data:

1. Our African American students and Pacific Islander students are the most chronically absent.

2. Attendance improved for SES students and students with disabilities.

3. Our interventions currenty are not having the desired impact of improving overall schoool attendance.

School and Student Performance Data

Academic Engagement
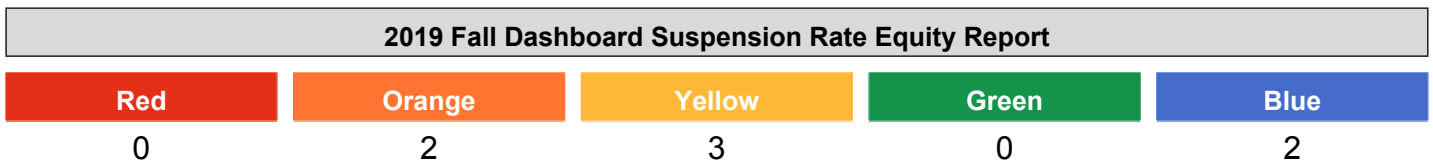## Graduation Rate Additional Report

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.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
0.5	0.8	Less than 11 Students - Data Not 3
Increased +0.5	Increased +0.8	
419	132	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0	0.7	1.5
Maintained 0	Increased +0.7	Increased +1.5
20	271	67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Blue	Blue
2.2	Less than 11 Students - Data 1	0	0
Increased +2.2		Maintained 0	Maintained 0
45		75	78

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
0.6	0	0	0
Increased +0.6	Maintained 0	Maintained 0	Maintained 0
169	21	18	12

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

1. Our suspension rates increased by .5 between 2017-2018 and 2018-2019.

2. Our African American and Students will disabilities are the most suspended students.

3. Our African American students had the greatest rate increase.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

All students will engage in Deeper Learning activities as part of their regular Language Arts instruction during the 21-22 school year.

Goal 1

English Language Arts

Identified Need

Goal Statement:
All kinder students will know 100% of the letter and sound correspondence (BPST) by the end of Kindergarten. Grades 1-6 students will read within their grade level band or make two letters of growth over the course of the year.

What data did you use to form this goal (findings from data analysis)?
Data used to formulate the current goals include CAASPP scores, Fountas & Pinnell English Language Arts assessment system scores, and district benchmark student achievement data

Group data to be collected to measure gains:
We will use pre and post tests in F+P reading levels and BPST assessments

Strategy:
Teachers will take baseline scores at the beginning of the school year and then use balanced literacy strategies coupled with anti-racist pedagogy to build students' reading comprehension skills and abilities. Staff will use safe to fail experiments and inquiry loops to improve the school experience for our students at the margins.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
All students will participate in this goal. All classroom teachers will participate in the support of this goal. Families will also support this goal.

Anticipated annual growth for each group:
All students will demonstrate 2-3 letter levels of growth in the reading proficiency scores OR will read within their grade level band OR will know 100% of letter-sounds.

Means of evaluating progress toward this goal:
Fountas & Pinnell reading level assessments, Teacher observations of student learning, BPST assessments

How does this goal align to your Local Educational Agency Plan goals?
The LEA has the goal of all students making progress towards proficiency in CCSS standards. All students will engage in Deeper Learning activities as part of their regular Language Arts instruction.

What did the analysis of the data reveal that led you to this goal?
Data shows that on the CAASPP, 63% of students are near or below standard. Our whole school averages about 34 pts DFS, which led us to create this goal. If we look at F+P data from our 1st-3rd grade, we learn the following: 1.) Out of 25 1st grade students, 10/25 (40%) are below grade level. 2.) Out of 45 2nd grade students, 18/45 (40%) are below grade level. 3.) Out of 55 3rd grade students, 28/55 (51%) are below grade level.

Which stakeholders were involved in analyzing data and developing this goal?
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Site Based Decision Making (SBDM) Team
Instructional Leadership Teams (ILTs)
Coffee With the Principal Group
Parent/Teacher Association (PTA)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
F&P Reading Assessment	Current reading level	Current reading level + 2/3 levels
Basic Skills Phonic Test (Kinder Only)	Current letter-sound correspondence level	100% knowledge of letter sounds

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 in 1st to 3rd grades.

Strategy/Activity

Staggered Reading
Students are grouped into either an early bird or late bird group and during a one-hour block of time, each group meets with their teacher in small groups with only half the class. This time is used to small group instruction and guided reading.

Task:
Use balanced literacy strategies, including guided reading and interactive read aloud, to support student development of reading comprehension.
Use anti-racist and culturally-responsive strategies and mindsets to support academic growth of students.
Provide students with small group intervention and instruction.

Measures :
Site Administrator walk through observations and feedback.
Grade Level & Staff Collaboration, ILT, and PD sign in sheets and notes.

Student Performance and Assessment Data.

People Assigned :
Site administrator
Instructional teaching staff
Instructional Leadership Team (ILT)
Classified staff

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Direct Acceleration Support for 1st-3rd Graders

Strategy/Activity

Task:
In collaboration with SBDM, decide on an acceleration model for both struggling readers and students already proficient in their literacy abilities.

Measures :
SBDM agenda and minutes
Contracts for service
Acceleration team meeting agenda and minutes
Student achievement data.
Student connectedness to school data

People Assigned :
Site administrator
Classroom teachers
SBDM
Office team
Instructional Leadership Team (ILT)
Classified intervention staff
Contractors

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)
14,000	Title I Part A: Basic Grants Low-Income and Neglected Direct Student Support

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

Lexia Learning Software Students will use this adaptive software for targeted support and intervention both at school and at home. Measures : Staff agendas Contracts for service Student achievement data. People Assigned : Site administrator Classroom teachers

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)
11,900	Title I Part A: Basic Grants Low-Income and Neglected Lexia Software

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Balanced Literacy Staff deliver a balanced literacy approach to learning to read.

Task:
Staff use a range of instructional approaches to teach students to read. For this strategy, staff will use F+P reading assessments to determine the students' current and future reading performance. In addition, students will use Scholastic magazines to engage in reading about real-world topics.

Measures :
ILT agendas, meeting notes, and sign-in sheets.
Staff meeting agendas and minutes.
Student achievement data.
Student connectedness to school data.

People Assigned :
Site administrator
Classroom teachers
Office staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3520	LCFF Supplemental and Concentration Funds Teacher Release Day for Assessment of F+P
2100	Title I Part A: Basic Grants Low-Income and Neglected Scholastic Magazine Subscription
3520	LCFF Supplemental and Concentration Funds Teacher Release Day for Connecting Instructional Read Aloud books to cultural themes
0	District Funded LLI Paraeducator for 4th-6th graders

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.

This was our first year implementing this goal and it was incomplete due to the COVID-19 school closure. Most 1st-4th grade staff recorded student F+P levels. Not all teachers collected this information, especially in the higher grades.

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

Intervention has been hard to come by this year. We are implementing intervention for 8 weeks in April and May. We have had LLI for 3rd-4th grade students.

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

We are making changes on several levels. First, due to feeling like we were too far removed from the CAASPP to truly affect direct improvement, we are changing our metric from CAASPP scores to F&P scores. This also supports our teachers' commitment to balanced literacy as a school and our belief that we can teach students to read. In addition, there is a renewed commitment to serving our students in ways that push them to independence in their learning.

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

Mathematics

LEA/LCAP Goal

All students will engage in Deeper Learning activities as part of their regular Math instruction during the 21-22 school year.

Goal 2

Math Proficiency

Identified Need

Goal Statement:
Students will demonstrate 80% proficiency on grade level math assessments OR will demonstrate a 10% increase towards grade level proficiency as measured on grade level math assessments between Fall 2022 and Spring 2023.

What data did you use to form this goal (findings from data analysis)?
We are using a new data point for this goal. We currently do not have the data as a baseline goal. We will collect baseline levels in the Fall of 2022.

Group data to be collected to measure gain:
We will collect data on classroom assessments given at the beginning and end of the school year to measure growth.

Strategy:
Teachers will use existing math practices, focus on student relationships, and leverage culturally responsive teaching practices to provide all students with engaging math education. Staff will also work to dismantle White Supremacy Culture from the math curriculum.

Groups participating in this goal:
All students will participate in this goal and all instructional staff, including administration, will participate in supporting student achievement of the goal.

Anticipated annual growth for each group:
Students will make an average of 10% growth in their math scores or reach 80% proficiency.

Means of evaluating progress toward this goal:
Classroom based assessments.

How does this goal align to your Local Educational Agency Plan goals?
Deeper learning allows students to focus on building deeper understanding versus broader understanding of concepts. Our focus on fewer standards at a higher levels mirrors this.

What did the analysis of the data reveal that led you to this goal?

CAASPP data shows that our school made an average gain of 10 points distance from standard in the 18-19 school year.

Which stakeholders were involved in analyzing data and developing this goal?
School Site Council (SSC)
English Language Advisory Committee (ELAC)
Site Based Decision Making (SBDM) Team
Instructional Leadership Team (ILT)
AASAI
PTA

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site math assessments	Student score in the Fall	Fall score + 10%

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

Grade Level Common Assessment

Task:
Teachers will identify or develop a grade level assessment that they will use to determine pre and post scores for students.

Measures:
Assessments turned in to principal
Walkthrough and participation on grade level assessments
Student scores turned in to principal

People Assigned:
Site Administrator
Instructional Teaching Staff
Instructional Leadership Team (ILT)

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	
0	
0	
3520	LCFF Supplemental and Concentration Funds Math Grade Level Assessment Development Day

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students who are 2+ grade levels below in math

Strategy/Activity

Direct Intervention

Task:
Hire a para-educator to support students with struggles in math and number sense. Part of general para-educator being hired for ELA intervention as well.

Measures:
Math performance data in the combination class.
Walk-through observations.
Regular collaboration meetings.
Contract for para

People Assigned:
Site Administrator
Instructional Teaching Staff
Classified Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,200	Title I Part A: Basic Grants Low-Income and Neglected Direct Intervention for Math/Number Sense

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We worked on articulating essential standards during distance learning and in planning for the following school year.

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

Staff did not take release days related to math instruction as anticipated and differentiated instruction was not brought about in PD due to school closures and a focus on anti-racism.

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

We changed the goal to reflect local assessments and no SBAC data for 19-20 or 20-21 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

English Language Development

LEA/LCAP Goal

Our emergent bilinguals (ELs) will thrive by having access to Deeper Learning, where they will feel safe and welcomed as they continue to master English alongside their other content areas.

Goal 3

Goal Statement:
We will increase our reclassification rate by 5% from the 21-22 school year to 21%. This represents 20 students being reclassified in the 22-23 school year.

What data did you use to form this goal?
We used two data points to form this goal. First, we used the site reclassification rate from the 18-19 through the 21-22 school years to formulate this goal. We then looked at the number of students on the cusp of reclassification.

Group data to be collected to measure gains:
We will use site reclassification numbers that the EL specialist and principal review during regular check-ins. This information is shared with teachers as students are approaching reclassification.

Strategy:
LLI groups will be led by our EL specialist to target the language growth of our 1st and 2nd grade students. In addition, we will implement an acceleration program to provide additional support to students.
ELA support. Our support teachers will help students build their literacy skills and reading comprehension.
Staggered Reading. Staggered reading among our K-3 students will provide differentiated instruction and a balanced literacy approach to reading development.
Making Meaning. Our site's commitment to academic language development, making meaning helps students to develop their writing skills.
Lexia: Our Lexia program provides targeted instruction that is adaptive.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
All Emergent bilinguals will participate in this goal.

Anticipated annual growth for each group:
There will be an overall reclassification rate of 21% for the site, which is up from 5% for the current year.

Means of evaluating progress toward this goal:
Reclassification rate and students approaching.

How does this goal align to your Local Educational Agency Plan goals?
The LEA plan has the same goal in this subject area in that they want to reduce the number of long term ELs.

What did the analysis of the data reveal that led you to this goal?
That we had a higher concentration of students in levels 2 + 3 than the previous year. We experienced a decrease in the number of students at both levels 1 + 4, which leads us to believe that we need to work on increasing the reclassification rate.

Which stakeholders were involved in analyzing data and developing this goal?
School Site Council (SSC)
English Language Advisory Committee (ELAC)
ELL Specialist
Instructional Leadership Team (ILT)
School Based Decision Making Team (SBDM)

Identified Need

We need to support our emergent bilingual students in gaining the language skills needed to thrive in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RFEP rate	16%	21%

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)

Newcomer Students

Strategy/Activity

Strategy:
Provide targeted support to students who have been in the country less than 1 year via Lexia ELD software access

Task:
Purchase licenses for students who struggle with mainstream English.

Measures :
EB monitoring forms
Reclassification results based on ELPAC assessment data
Student performance on local assessments

People Assigned :
Site Administrator
Instructional Teaching Staff
EL Specialist
Office Staff

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

Amount(s)	Source(s)
500	LCFF Supplemental and Concentration Funds Lexia English License
0	District Funded LLI para-educator for 4-6th graders
0	Title I Part A: Basic Grants Low-Income and Neglected Academic support for 1-3rd graders

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.

1st and 2nd grade students received LLI intervention for 2 months of the school year. 3nd-4th grade students received direct ELA intervention from intervention staff for 3 months of the school year. Systematic ELD was not used by teachers in the classrooms as most teachers decide to use meaning making. In addition, students did not participate in leveled ELD classes due to COVID restrictions and staffing issues.

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

This year we provided ELD classes to students for 8 weeks. We had hoped to provide the classes for 12 weeks and earlier in the year.

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

We are changing the metric we used by which we determine our success so that we have a clearer understanding of whether or not we met the goal. The previous goal was vague. In addition, with a switch to staggered reading, more primary students will receive direct instruction.

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

Equity

LEA/LCAP Goal

All of our students will have access to culturally and linguistically relevant and responsive course materials and pedagogy, as part of an ongoing effort to provide our teachers and staff with the latest professional development opportunities

Goal 4

Goal Statement:
School will host 9 activities (i.e. classroom activity, assembly, or community event) that reflect the different student identities at our school.

What data did you use to form this goal (finding from analysis)?
We found that only a handful of student identities are celebrated and honored. We have an extremely diverse student body and the purpose of this goal is to bring their identities and stories to the forefront of our school.

Group data to be collected to measure gains:
Principal will track the implementation and impact of this through assembly contracts and schedules.

Strategy:
Work with community organizations to host cultural assemblies, classroom activities, and community events to build community and cross cultural awareness and relationships. Work with staff to develop cultural-based lessons and activities for students to bring their voices into the classroom.

Groups participating in this goal:
Students, families and staff will participate in this goal.

Anticipated annual growth for each group:
N/A. Our metric will be whether or not we hosted these activities and the attendance.

Means of evaluating progress toward this goal:
Our metric will be whether or not we hosted these activities and the attendance at each.

What did the analysis of the data reveal that led you to this goal?
Our staff believe that students need to see their home cultures identified and appreciated in the school setting.

Which stakeholders were involved in analyzing data and developing this goal ?
School Site Council
SBDM Team
ILT Team
ELAC
Staff
Family Coffee

Identified Need

HUSD is one of the most linguistically and racially diverse districts in the US. Our student programming does not reflect the rich diversity in our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Cultural or Identity-Based Activities	Current number	9 total

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

Cultural and Identity-Based Activities and Assemblies

Task:
Work with ILT and staff to develop a year-long calendar of months and identity celebrations. From there, develop assembly, activity or lesson plans.

Measures:
Staff meeting agendas
Yearly assembly calendar
ILT agenda

People Assigned:
Site Administrator
Instructional Teaching Staff
Support Staff

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

Amount(s)	Source(s)
2500	Parent-Teacher Association (PTA) Cultural assemblies and performances
3520	LCFF Supplemental and Concentration Funds

	Staff Release Day for Student/Family Interviews
3000	Other Stipend for Black Student Group, Latino Student Group, and Asian Pacific Islander Student Group

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Disaggregating Data

Strategy/Activity

Task: School will collect and disaggregate achievement data for ethnicity/race, disability status and whether or not the student is an Emergent Bilingual. This will be done for reading assessments and math assessments given at the site level. This data will be shared with SBDM, SSC, ELAC, and ILT. Measures: Staff meeting agendas ILT agenda People Assigned: Site Administrator Instructional Teaching Staff Support Staff

Proposed Expenditures for this Strategy/Activity

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

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.

In the 21-22 school year, we held activities or lessons for Hispanic Heritage, Indigenous Heritage, Lunar New Year, African American History Month, Women's History Month, Asian American/Pacific Islander Heritage Month and Pride Month. We did not implement Arab-American Heritage month

because of staff meeting limitations in April. We did not implement Disability Awareness Month due to staffing limitations in November and December.

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

We did not implement Arab-American Heritage month because of staff meeting limitations in April. We did not implement Disability Awareness Month due to staffing limitations in November and December.

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

We can work to implement the remaining two heritage or awareness months in the 22-23 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

School Attendance

LEA/LCAP Goal

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Goal 5

School Attendance

Identified Need

Goal Statement:
Our attendance goal is to increase our monthly average attendance by 1% (from 95%-96%). We will do this by decreasing the % of students with chronic and severe chronic truancy categorization. As of March 2020, 15.7%, or 60, students were identified as chronically or severely chronic truant. Our site goal is to reduce that to 11%.

Data gathered was from ADA reports generated through our attendance data collection systems.

Group data to be collected to measure gains:
Data will continue to be reported weekly / monthly, and a comparative analysts of data reporting excessive absences will be provided and addressed with individual families.

Strategy:
The site will use the COST team to monitor bi-monthly attendance trends and case manage students and families In addition, the team will use site funds to promote school attendance through anti-racism, culturally responsive pedagogy, assemblies and activities, as well as social emotional supports. Students who were identified as severely chronically truant in 21-22 will participate in support groups for the first trimester of the 22-23 school year.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
Students identified with severe and chronic absences, parents, classified staff, administrators.

Anticipated annual growth for each group :
It is expected that students with severe and chronic absences will decrease by 25% .

Means of evaluating progress toward this goal:
Daily, weekly, monthly attendance and truancy data.

How does this goat align to your Local Educational Agency Plan goals ? :
The LEA plan has the same goal in this area and is more ambitious, with a goal of 97% ADA. Lorin Eden will strive to meet that mark.

What did the analysis of the data reveal that led you to this goal ?

Our current data shows that our ADA is 94.5 In addition, we learned that our Kinder and 1st grade students have the lowest attendance rates. Furthermore, our African American students were the student group with the highest absentee rate.

Which stakeholders were involved in analyzing data and developing this goal ?
- School Site Council (SSC)
- Site Based Decision Making (SBDM) Team
- Child Welfare & Attendance Department
- Parent Learning Groups & PTA
COST Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	95%	96%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as severely chronic or chronic based on their daily school attendance.

Strategy/Activity

Attendance Support Groups + Parent Engagement Activities

Task :
- Analyze daily, weekly & monthly attendance reports.
- Use COST meeting to discuss truancy caseload with a smaller group of FES, CWA, Attendance Clerk, and Principal to case manage students.
- Meet with families who demonstrate chronic or severely chronic truancy behaviors to identify improvement plans.
- Use the SARB referral system for families demonstrating truant attendance behaviors .
- Provide positive reward system to recognize excellent attendance .
- Host bi-weekly attendance groups and weekly community engagement activities.

Measures :
- Monthly attendance reports
- COST referrals
- Truancy caseload
- Attendance Contracts
- Meeting notices & notes

People Assigned :
- Site Administrator
- Attendance Clerk
- Child Welfare & Attendance
- Family Engagement Specialist

- YEP Site Coordinator

Classified Staff

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

Amount(s)	Source(s)
1000	Title 1: Parent Allocation Parent support groups, family incentives, school-wide activities

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.

There was minimal implementation of the strategies outlined in the SPSA due to COVID-19 staffing shortages. We did hold meetings with students and families to improve attendance and we also sent families to SARB or the District Attorney. In many cases, the contact and meeting with families helped to improve student attendance.

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

It was difficult to implement any incentive program. We did not start the year with a Family Engagement Specialist and thus didn't start parent groups. COVID made all attendance measures nearly impossible to implement.

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.

There will be a $200 reduction in the parent allocation so that we can maximize student services.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

LEA/LCAP Goal

All of our students will feel safe and supported at school every day, and will attend and engage in classes daily, as a result of our staff's continued efforts to create a supportive and welcoming environment.

Goal 6

Goal Statement:
There will be 10% growth in students reporting feeling safe. 100% of students will report feeling a connection with an adult on campus

Group data to be collected to measure gains:
Pre and post surveys will be given to students at the beginning and the end of the year.

Strategy:
The site will use social emotional learning support and programs, as well as culturally responsive practices, to engage all students in their learning.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
All students and staff.

Anticipated annual growth for each group :
10% growth rate for each item.

Identified Need

Students connection to school and feeling of belonging correlates frequently with a students' academic achievement at school. We also believe that students must be taken care of socially and emotionally if they are to thrive at school academically.

Groups participating in this goal:
Students and staff will participate in this goal.

Anticipated annual growth for each group:
There will be 10% growth in students feeling safe and 10% growth in students reporting a caring relationship with an adult.

Means of evaluating progress toward this goal:
As a site, we will issue two surveys at the beginning and end of the year to gauge student feelings.

What did the analysis of the data reveal that led you to this goal?
We couldn't actually analyze data in a meaningful way relating to this goal because the only data was suspension data and CHKS data, which was limited to 35% of our 5th graders. We need an assessment that surveys the entire student population.

Which stakeholders were involved in analyzing data and developing this goal ?
School Site Council
SBDM Team
ILT Team
PTA
Coffee with the Principal Parent Group

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey	% of students feeling safe at school	Baseline +10%
Student survey	% of students feeling connection with an adult on campus	100%

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

SoulShoppe
Lorin Eden uses the Peacemaker Program from Soul Shoppe via a train the trainer model.

Task:
A group of students will be trained to be conflict managers to support students in conflict at recess and other times. In addition, two Lorin Eden staff will be trained to lead our Peacemakers program, which engages 3-6th grade students in the art of making and keeping peace between students.

Measures:
Contracts
Class lessons
Conflict Manager agendas and meetings
Visibility of CMs on campus

People Assigned:
Site Administrator
Instructional Teaching Staff
Instructional Leadership Team (ILT)
Consultants
Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Amount(s)	Source(s)
660	Title I Part A: Basic Grants Low-Income and Neglected 3 release days for Peacemaker Teacher to prep and run training
1304	Title I Part A: Basic Grants Low-Income and Neglected Stipend for Peacemaker Coordinator
2500	Parent-Teacher Association (PTA) Positive Behavior Supports - Incentives, programs, and activities
1500	Parent-Teacher Association (PTA) Social Emotional Assemblies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified through COST referrals as in need of emotional or behavioral support.

Strategy/Activity

Counseling Sessions and Groups

Task:
Work with COST team, staff, and families to identify students who need counseling services through individual counseling and group sessions.

Measures:
COST meeting agendas
COST referrals

People Assigned:
COST Coordinator
Principal
COST Team
YFSB Counselor
CSS Counselors

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.

We developed the screener and had it approved by SBDM. We did not administer this survey to students.

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

We did not administer this survey to students for several reasons. First, we did not reach agreement on the survey until December. Then, we did not have sufficient staff meeting time to discuss use of survey due to COVID impacts and administrative turnover.

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.

This is a new goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$40,730.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$65,244.00

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 Part A: Basic Grants Low-Income and Neglected	$40,164.00

Subtotal of additional federal funds included for this school: $40,164.00

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 ($)
	$0.00
District Funded	$0.00
LCFF Supplemental and Concentration Funds	$14,580.00
Other	$3,000.00
Parent-Teacher Association (PTA)	$6,500.00
Title 1: Parent Allocation	$1,000.00

Subtotal of state or local funds included for this school: $25,080.00

Total of federal, state, and/or local funds for this school: $65,244.00

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
LCFF Supplemental and Concentration Funds	11,970.00	-2,610.00
Title I Part A: Basic Grants Low-Income and Neglected	39,755.00	-409.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF Supplemental and Concentration Funds	14,580.00
Other	3,000.00
Parent-Teacher Association (PTA)	6,500.00
Title 1: Parent Allocation	1,000.00
Title I Part A: Basic Grants Low-Income and Neglected	40,164.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	LCFF Supplemental and Concentration Funds	14,580.00
	Other	3,000.00
	Parent-Teacher Association (PTA)	6,500.00
	Title 1: Parent Allocation	1,000.00

| | Title I Part A: Basic Grants Low-Income and Neglected | 40,164.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,040.00
Goal 2	13,720.00
Goal 3	500.00
Goal 4	9,020.00
Goal 5	1,000.00
Goal 6	5,964.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
David Haupert	Principal
Alma Lozano	Other School Staff
Bethanne Sally	Classroom Teacher
Melissa Suarez	Classroom Teacher
Tess Williams	Classroom Teacher
Andrea Lewis Stickmon	Parent or Community Member
Razzelle Buenavista	Parent or Community Member
MaryJane Salvador	Parent or Community Member
Rosa Ruiz	Parent or Community Member
Arlen Munoz	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
[signature]	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 04/28/2022.

Attested:

[signature]	Principal, David Haupert on 04/20/2022