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
Stonebrae Elementary School	01611920111815	5/25/2022	06/08/2022

School Mission and Vision Statements

Stonebrae's Mission:
Stonebrae School provides an academic foundation for all Stonebrae students and creates an inclusive learning experience that motivates and encourages creativity in students to realize their potential so they are well prepared to meet the challenges of the future.

Stonebrae's Vision:
At Stonebrae School, all Stonebrae students will be engaged in 21st Century learning in a positive and supportive environment.

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
SINGLE PLAN FOR STUDENT ACHIEVEMENT STONEBRAE SCHOOL Spring 2021

For the purpose of this plan, Stonebrae School's aim is to provide equitable educational outcomes for all students. This is related to organizing a systematic way to gauge how effective our research-based interventions in English Language Arts and Math are. We want to measure their impact on student achievement as well as support the social emotional learning of our diverse population and make educational changes that will lead to student academic growth.

We are targeting early literacy intervention. However, we will add professional development for teachers related to research proven methods by using GLAD (Guided Language Acquisition Development). Our English Language Learner population is 189 students (24.8%) and we reclassified 10 students in 2019-2020.

Another area of continued growth is the use of equity training to update the school wide implementation of PBIS. This training is to ensure our staff is cultural linguistically responsive and fostering social emotional learning. While we have had no suspensions during the 2020-2021 school year, we know the transition back to in person learning might prove difficult and will require a focus in supporting students emotionally and socially. We are a dual language immersion school that has also integrated arts into all content areas . We are committed and dedicated to HUSD's vision that students graduate from HUSD proud to be Made in Hayward and prepared for life beyond the classroom. We believe it is our responsibility to prepare and engage Stonebrae students in mastery of the Common Core Standards and 21st Century learning skills. We prioritize language learning in both our Dual Language Immersion program and our Structured English Immersion program.

HUSD'S SINGLE PLAN FOR STUDENT ACHIEVEMENT follows the state template in order to be in compliance with state guidelines.
It is organized around the District's Priorities:
Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals.
Priority 2: Ensure AU students graduate college and/or career ready.
Priority 3:To create a safe and positive school climate.
Priority 4: Engage students.Families, staff and community to support student achievement and success.

DATA ANALYSIS: Our SPSA includes an analysis of recent student achievement data.

SPECIFIC ACTIONS AND TASKS TO MEET PERFORMANCE GOALS
In order to achieve the above stated goals Stonebrae School has set forth specific goals and related actions in our SPSA that include:
- Provide structured teacher collaboration time to engage in the Cycle of Inquiry to analyze data of local and state assessments and identify specific students and instruction strategies to move students to standards mastery

- Provide GLAD professional development to impact instructional strategies in all content areas that it is culturally and linguistically responsive. GLAD is designed for ELL students but enhances lesson delivery for every student.
- Revise our PBIS program to support social Emotional Learning and to provide a return to in-person schooling in 2021-2022 that is positive and welcoming

BUDGET
As outlined in the SPSA, the majority of Stonebrae supplemental funds are spent on:
- Support staff to implement research-based English-Language Arts, English Language Arts Development and Mathematics (targeting additional support for our English Learners)
- Paid time for teachers to collaborate in grade level groups to analyze student work and plan instructional steps to improve learning outcomes
- Use the data from Lexia and F & P to track and monitor progress in Language Arts for all our targeted subgroups
- Professional Development for teachers and for students with ELD and Cultural Relevant Social Emotional Learning curriculum

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.

To address the Every Student Succeeds Act (ESSA), all students at Stonebrae will have their needs met through our LCAP State Priorities. We are focusing on the state priorities and gathering data from multiple stakeholders to guide our use of LCAP and Title I funds. We have created an action plan to address the goals of all underperforming subgroups through survey data collected from all teachers at our staff meetings. Student and parent survey data is also considered highly important. Much of it was collected at our "Coffee with the Principal" meetings.

We are using our funding on staff positions to serve students. We are also using our professional development plan to address equity and bias. Our staff is well-versed in the Cycle of Inquiry around technology integration as it relates to Language Arts. We are also continuing to seek parent input and have had the highest number of elementary school parents respond to our survey in the district.

For Priority 2, we have held discussions relating to funding in SBDM and still believe that literacy intervention is needed and that we must support our English Learners with added emphasis.

For Priority 3 Parent Involvement, Stonebrae offers the opportunity to become engaged and involved through parent groups such as SSC, PTA, English Language Advisory Council, our "Parents with Students with Special Needs" site-based group, and our African American Student Achievement Initiative parent group. Stonebrae also has the services of a .5 Family Engagement Specialist. Stonebrae holds monthly "Coffee with the Principal" meetings as an informal venue to for parents to have conversations with the site administration.

For Priority 5 Pupil Engagement, Stonebrae addresses students' needs through our Instructional Leadership Team, PBIS, Site Based Decision Making, and through our equity and Anti-Bias/ Anti-Racism training for all staff.

For Priority 6 School Climate, Stonebrae students and staff actively participate in a positive proactive approach to school climate with the use of PBIS, Mindfulness techniques, and structured play.

Through increased data analysis and action planning around reading assessments, we will be able to track multi-tiered interventions and increase student achievement. We believe that by utilizing small group instruction with targeted learning goals, high-quality classroom instruction, tiered instruction/intervention for both academic and behavioral needs, ongoing student assessment, and family involvement, we will be able to effectively increase student achievement for all.

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).

During every school-year, HUSD sends several surveys to every school site used to gain useful feedback from parents, community members and Stonebrae staff regarding budget, programming and school goals.

The California Healthy Kids Survey (CHKS) is administered to all 5th grade students to get a gauge their sense of belonging, physical and emotional safety, and perception of support services provided at the school.

A general parent survey is offered to all parents: typically Stonebrae has the highest returns on this survey district wide. The survey documents parents' feelings and opinions about Stonebrae in matters related to support services, safety, communication, student academics, facilities, and food services.

The district's Youth Enrichment Before & After-school Program (YEP) measures parents perception of the district's before and after-school programs. Finally, the district surveys the parents of English language learners to receive feedback regarding the district support of English learners. Stonebrae receives site specific and district level data from these surveys and shares this data with all stakeholders within their community via school communication.

For every Professional Development session (including those for our Anti-Bias Anti-Racism work), there are staff surveys to gauge impact and to measure effectiveness.

For our English Language Advisory Council, there is a survey for parents related to how the school is responding to the needs of our English Learners.

All these surveys provide data that is crucial in ensuring that our students are academically and emotionally successful.

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

Classrooms observations are conducted daily by the administration team to look for student engagement, the use of high leverage teaching strategies, and to check for understanding of common core content standards. Informal feedback is given to teachers regularly while formal observations are done only twice a year (for those teachers receiving evaluations for the year). Teachers also have the opportunity to use release time to observe each other's classrooms. ILT and BTSA may also provide feedback to their colleagues on instructional delivery and assessment.

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)

Stonebrae assesses all students using ELPAC, CAASPP and district adopted and/or site based assessments. Stonebrae also uses Fountas and Pinnell (F & P) reading assessments and BPST for K-1 to assess basic reading skills.   Lexia can provide achievement data and action plans on particular literacy skills that individual students are struggling with. Our fifth graders are also given the state science assessment. In the fall, state and/or local assessment data is analyzed by the instructional and administrative staff to analyze the efficacy of the prior year's instructional practices and plan for a cycle of inquiry for the new year.
Throughout the year, benchmark assessments are used to monitor students' progress towards mastery of grade level standards and to inform instructional moves.

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

Stonebrae uses data from site and district benchmark assessments to analyze our academic success and check for understanding and mastery of California Common Core Standards. Stonebrae conducts common grade level assessments as well as administers the F & P Reading Benchmark Assessments (approximately every 10 weeks). Teachers have been using F & P assessments this year to group students to provide differentiated learning and provide modify instruction. Specific to grades K-2, the Basic Phonics Skills Test is given to determine literacy needs.

In grades 3-6 HUSD requires students to take mid-term assessments in November and February which are comprised of selected SBAC Interim Assessment Block (IAB) assessments. Due to school closure these assessments were optional but in 2021-2022, we will return to this practice.

HUSD also provides the site with writing assessments to gauge reclassification and how the school is improving with writing fluency across the text types.
Teachers have been giving assessments for mathematics but our monitoring on our achievement of these assessments needs to be more systematic.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All HUSD teachers are required by contract to meet weekly for teacher-driven collaboration. This collaboration is typically by grade level, but can be cross-grade levels or cross curricular as well. HUSD teachers are also required to meet as a whole staff for 75 minutes once monthly. HUSD also has four full day professional development trainings throughout the school-year to provide professional development that address site and district goals. Each school also is allotted approximately 10 minimum days each year that have been used for site-based professional development.

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

All classrooms are staffed with highly qualified teachers that possess a bachelor's degree and hold an appropriate teaching credential. Due to the school closure, the school district centered its professional development trainings on ZOOM and provided a multitude of differentiated learning opportunities for our staff (including training on computer platforms such as Google Classroom and IXL as well as social emotional learning practices). Overall, all instructional staff had access to over 50 hours of professional development that included training on state-adopted language arts curriculum, evidence-based practices, and differentiated student instruction.

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

All professional development is designed to directly align with culturally/linguistically relevant instructional practices and to deepen content knowledge. We also utilize professional development to address the social-emotional needs of our students and to support a warm and welcoming student centered environment. During the 2021-2022 school year, our staff development will continue on equity and dismantling white supremacy culture as we analyze and reflect how to make our school wide practices more responsive to students' needs.

During the school closure, we were trained at identifying unconscious bias that affects staff perceptions of our students. In the upcoming year, we will use that knowledge to analyze how our instruction/assessment can evolve to increase academic achievement of our student population (measured by student writing and other evidence of student work). Our upcoming work with GLAD will support learning in all areas, especially but not limited to our English Learners. We are also going to be aligning our PD with the needs of distance learning. Our teachers are curious and desire to learn how to be more effective utilizing Chrome Books to check for understanding and allow students to showcase their content mastery.

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

Stonebrae offers support to teachers through instructional leadership provided by school administration, ILT, an English Language Learner Specialist, and teacher mentors. We do have several science content experts on site who work closely with CAL State East Bay Science Project and help support our science program. Our science teacher leaders helped with distribution of hands-on science materials to use during our distance learning program. While we don't have an instructional coach on campus, one of our teachers is a Teacher on Special Assignment for teacher induction and she is very supportive to the needs of new teachers and of providing feedback via classroom peer observations.

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

HUSD has designated an early release day for students, on Wednesdays to provide the the time within the contractual workday for teachers to collaborate. At the elementary level (K-6) teachers collaborate with their grade level for a minimum 50 minutes per weekly. with their Professional Learning Community. Mandarin DLI Teachers meet with their Mandarin PLC once a month. Cross grade level collaboration happens at ILT and/or staff development days.

Teaching and Learning

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

Stonebrae aligns all teaching and learning to the Common Core standards and use district approved resources. Teachers do use supplementary materials to make cross content connections and teach with deeper learning in mind.

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

Stonebrae complies with and monitors the daily implementation of Instructional time for all content areas including English Language Development, Language Arts, and Mathematics to adhere to the state guidelines.

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

In grades, K-3, our site will have staggered reading next year to give students time with their teacher to address learning loss and provide differntiated instruction.

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

At Stonebrae, each student has access to standards-based instructional materials,
This includes the instructional materials that support the Mandarin Dual Language Program and the curriculum for our 3 Structured Teaching Practice (STP - Special Education) Special Day Classes.

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

We use State Board of Education adopted and standards-aligned materials including our Benchmark intervention materials and our Leveled Literacy Intervention materials.

Opportunity and Equal Educational Access

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

Services are provided by 504s and a menu of tiered academic/emotional interventions.

Evidence-based educational practices to raise student achievement

1. Small Group instruction including staggered reading
2. High-quality classroom instruction including tiered interventions and technology integration
3. Tiered instruction/intervention (MTSS) for both academic and behavioral needs,
4. Ongoing, multiple measures student assessment to monitor progress
5. Family involvement and strengthening the home school connection
6. Leveled Literacy intervention by the English Learner Specialist
7. Designated and Integrated English Language Development

Parental Engagement

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

Stonebrae has a Coordination of Services Team (COST) that shares resources to support our "under-achieving" students. Many times this status for students is due to a lack of resources.
Stonebrae has a Family Engagement Specialist (FES) who sends out regular communications to families in English, Mandarin, and Spanish, regarding upcoming school and community events and she also utilizes social meda platforms such as facebook and Instagram.
Our FES also shares with families community resources to fulfill families' basic needs like free diapers and food & free optometry and dental services for our students.
Our FES advertises the monthly Parent Power Sessions organized by our district to support families.

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

The School Site Council (SSC) annually determines the activities and services that will be implemented to support all students' academic achievement.
Throughout the year, the SSC and advisory committees monitor the School Plan for Student Achievement and the budget for categorical funding.

Funding

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

The School Site Council (SSC) allocates funds towards materials, staffing, and other services that accelerate learning for underperformlng students.
The English Learner Advisory Committee and Site Based Decision Making Team provide recommendations to the SSC.
Parents are able to give input at any time to how categorical money is spent during public comments at the SSC meeting or in any parent forum. Parents also have an opportunity to give feedback in the surveys from the school district.

Fiscal support (EPC)

The school's general and categorical funds are allocated to align with the EPCs in all content areas, Board Goals, district initiatives, and the school's School Plan for Student Achievement. There have been several district town halls led by the superintendent throughout the year where parents can voice their opinions about LCAP as well as district board meetings which detail local expenditures.

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

At Stonebrae, the School Site Council (SSC) was involved in every step of writing, revising and editing the SPSA. The SSC met six times over the course of the 2020-2021 school year concerning SPSA. The English Language Advisory Council (ELAC) has met five times throughout the year concerning SPSA. The School Site Council has been given time to evaluate the previous plan and to revise goals to meet the needs of students, specifically our English Learners who make up 24% of the school population.

Stonebrae has included all stakeholders in preparing our SPSA. Certificated and classified staff members made comments and included key tasks and strategies during staff meetings. Our Instructional Leadership Team (ILT) has reviewed the plan and provided feedback, particularly around the areas of instructional strategies for ELL students, MTSS for all students, and technology integration for all students. Our Site Based Decision Making (SBDM) team has used portions of their meetings to review/provide SPSA feedback. Parents had multiple opportunities for review and provide input at SSC, PTA, English Learner Advisory Committee (ELAC) and the Local Control Accountability Program (LCAP) town hall meetings.

Once the initial SPSA review/feedback process was complete, Stonebrae's School Site Council (comprised of six parent members and six staff members), with the support of Stonebrae's Instructional Leadership Team, drafted a plan based upon multiple data points and from the ideas garnered from the stakeholders listed above. After a draft was created, the document was shared with the stakeholders listed above for feedback. The annual review is held at both meetings and the results are captured in the minutes of each meeting.

Resource Inequities

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

Prior to the COVID-related school closure, students lacked consistent access to ChromeBooks due to our limited number of devices during the school day. While our connectivity has improved and we have increased the number of devices, not all students can utilize the resources we have online at home or at school due for a variety of reasons. This impedes our use of Google Classroom outside of school hours and other educational programs which require the internet. We have addressed this inequity by loaning out ChromeBooks to approximately 550+ families during school closure. We also loaned out internet HotSpots provided by the school district to increase online access. However, parents still required a substantial amount of support in aiding their students with their devices.

We plan to link school and home through the use of ChromeBooks (including support and training to parents on technology platforms).

Another equity issue is that Tier 2 interventions cannot be offered to many students after school due to the busing schedule. Next year, the staggered reading schedule will affect our after-school interventions as well since some students will need to leave campus prior to intervention. We believe that the staggered reading schedule will be able to address this need but we are also going to

examine how we can work with the Transportation Dept. and our bell schedule to support after-school interventions in the fall.

Lastly, our Mandarin teachers are the only elementary teachers in the district to teach 50% in Mandarin and 50% in English. The lack of Mandarin resources in the district requires us to seek outside sources/materials and professional development to make sure our Mandarin Instruction is supported, especially to support families who do not speak Mandarin at home. To address these inequities, we look to collaborate with other Mandarin DLI schools in the Bay Area. We also would like to look at ways we can provide our students with Mandarin intervention outside of the school day.

Stonebrae's School Site Council (SSC) has identified several resource inequities. SSC is very concerned about developing consistent supports across grade levels for students performing below grade-level and/or at risk of retention or psycho-educational assessment referral. The council suggests a strengthening of the Multi-Tiered System of Support (MTSS) offered at Stonebrae. The School Site Council also observed that there was a delay in English Learners receiving their designated specialized instruction.

The Council would like to also point out inequities that were identified in the Spring of 2020 that were addressed and corrected during the 2020-21 school-year. The following are some of Stonebrae's successes in addressing past inequities:
1. Stonebrae was able to add an additional bilingual staff member to support in parent communication with the office team.
2. Stonebrae was able to hire a COST Specialist to support and track our intervention plans and complete progress monitoring.
3. Stonebrae was able to adopt a comprehensive way to schedule and hold Student Success Team Meetings through our Coordination of Service Team (COST).
4. Stonebrae was able to re-establish our site's (AASAI) African American Student Achievement Initiative Parent Group as well as an AASAI Student Empowerment Group.
5. Stonebrae was able to add the support services of a HUSD general education behaviorist to support students who have struggles related to behavior/situational appropriateness.

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	114	103	96
Grade 1	132	119	101
Grade 2	117	124	113
Grade3	112	113	113
Grade 4	90	108	114
Grade 5	98	85	98
Grade 6	82	90	61
Total Enrollment	745	742	696

Conclusions based on this data:

1. Our enrollment is steady. The numbers of overall enrollment has stayed consistent even though we went from 5 kinder classes to 4 kinder classes due to space limitations.

2. In terms of student group enrollment, many families are selecting to identify as mixed race or by multiple ethnicities and I am curious how this is reflected in the data capture since the percent is so low.(1.24)

3. Our white and African American subgroups are slightly decreased while our Asian population has slightly increased.

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	166	185	166	22.3%	24.9%	23.9%
Fluent English Proficient (FEP)	108	100	80	14.5%	13.5%	11.5%
Reclassified Fluent English Proficient (RFEP)	23	13	3	12.4%	7.8%	1.6%

Conclusions based on this data:

1. Our English Learner enrollment has increased from last year however the total is the same as 17-18.

2. This year we had a decrease of 5% of students reclassify during the 19-20 year and we need to highlight the needs of our Els especially during distance learning.

3. With a quarter of our students living in homes where another language is spoken, the school needs supports for families/parents who speak multiple languages, not just Mandarin and Spanish.

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	86	106	107	85	105	0	85	105	0	98.8	99.1	0.0
Grade 4	92	88	109	91	87	0	91	87	0	98.9	98.9	0.0
Grade 5	96	94	93	96	92	0	96	92	0	100	97.9	0.0
Grade 6	102	76	59	101	75	0	101	75	0	99	98.7	0.0
All Grades	376	364	368	373	359	0	373	359	0	99.2	98.6	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	2410.	2379.		23.53	8.57		20.00	17.14		22.35	27.62		34.12	46.67	
Grade 4	2425.	2445.		19.78	25.29		14.29	12.64		19.78	18.39		46.15	43.68	
Grade 5	2488.	2498.		18.75	21.74		27.08	29.35		20.83	17.39		33.33	31.52	
Grade 6	2524.	2513.		13.86	8.00		37.62	37.33		26.73	28.00		21.78	26.67	
All Grades	N/A	N/A	N/A	18.77	15.88		25.20	23.40		22.52	22.84		33.51	37.88	

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	20.00	12.38		49.41	42.86		30.59	44.76	
Grade 4	17.58	17.24		39.56	40.23		42.86	42.53	
Grade 5	25.00	26.09		47.92	44.57		27.08	29.35	
Grade 6	22.77	13.33		43.56	53.33		33.66	33.33	
All Grades	21.45	17.27		45.04	44.85		33.51	37.88	

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	12.94	4.76		40.00	49.52		47.06	45.71	
Grade 4	15.38	13.79		35.16	52.87		49.45	33.33	
Grade 5	23.96	25.00		47.92	53.26		28.13	21.74	
Grade 6	17.82	17.33		57.43	60.00		24.75	22.67	
All Grades	17.69	14.76		45.58	53.48		36.73	31.75	

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	18.82	10.48		61.18	63.81		20.00	25.71	
Grade 4	18.68	13.79		47.25	64.37		34.07	21.84	
Grade 5	11.46	20.65		57.29	51.09		31.25	28.26	
Grade 6	12.87	13.33		62.38	65.33		24.75	21.33	
All Grades	15.28	14.48		57.10	61.00		27.61	24.51	

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	29.41	9.52		42.35	44.76		28.24	45.71	
Grade 4	17.58	20.69		45.05	43.68		37.36	35.63	
Grade 5	20.83	28.26		50.00	36.96		29.17	34.78	
Grade 6	25.74	18.67		52.48	52.00		21.78	29.33	
All Grades	23.32	18.94		47.72	44.01		28.95	37.05	

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. Third grade scores were lower last year then previous years and lower than the grades 4-6 specifically around the writing standards.

2. We began reading intervention with the 4th graders this year due to the fact that 75% of students in third grade were at nearly or below standard then we supported 2nd grade to work with early literacy intervention. .

3. As a site, the overall percentage in language arts went down by 5% yet there were marked gains between student achievement from last year's 4th grade class - in reading and research/inquiry. Their scores int these two areas went up significantly which leads me to the conclusion that in class learning impacts student growth from 3rd -4th grade around reading.

School and Student Performance Data

CAASPP Results
Mathematics (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	86	106	107	85	105	0	85	105	0	98.8	99.1	0.0
Grade 4	92	88	109	91	88	0	91	88	0	98.9	100	0.0
Grade 5	96	94	93	96	92	0	96	92	0	100	97.9	0.0
Grade 6	102	76	59	101	75	0	101	75	0	99	98.7	0.0
All Grades	376	364	368	373	360	0	373	360	0	99.2	98.9	0.0

Overall Participation for All Students

* 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.

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	2430.	2402.		23.53	9.52		22.35	23.81		27.06	25.71		27.06	40.95	
Grade 4	2436.	2465.		16.48	18.18		12.09	22.73		30.77	28.41		40.66	30.68	
Grade 5	2481.	2482.		19.79	20.65		9.38	11.96		29.17	26.09		41.67	41.30	
Grade 6	2509.	2502.		18.81	14.67		19.80	21.33		28.71	25.33		32.67	38.67	
All Grades	N/A	N/A	N/A	19.57	15.56		15.82	20.00		28.95	26.39		35.66	38.06	

Overall Achievement for All Students

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	% 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	31.76	16.19		35.29	36.19		32.94	47.62	
Grade 4	20.88	28.41		25.27	29.55		53.85	42.05	
Grade 5	26.04	23.91		20.83	26.09		53.13	50.00	
Grade 6	21.78	25.33		37.62	25.33		40.59	49.33	
All Grades	24.93	23.06		29.76	29.72		45.31	47.22	

Concepts & Procedures
Applying mathematical concepts and procedures

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	24.71	16.19		45.88	49.52		29.41	34.29	
Grade 4	18.68	20.45		36.26	42.05		45.05	37.50	
Grade 5	16.67	17.39		40.63	43.48		42.71	39.13	
Grade 6	19.80	12.00		39.60	48.00		40.59	40.00	
All Grades	19.84	16.67		40.48	45.83		39.68	37.50	

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	29.41	13.33		45.88	41.90		24.71	44.76	
Grade 4	23.08	23.86		25.27	34.09		51.65	42.05	
Grade 5	15.63	19.57		37.50	32.61		46.88	47.83	
Grade 6	19.80	17.33		48.51	41.33		31.68	41.33	
All Grades	21.72	18.33		39.41	37.50		38.87	44.17	

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. Grade 4 saw an increase in overall student achievement in mathematics.

2. There has not been a great shift in our percentage of success - we have stayed consistent in our percentages during the past three years. This year we had a one percent increase in math. We need to make more gains.

3. Overall all students do better with problem solving and modeling than the concepts and procedures. All students need the most support with communicating reasoning.

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	1423.7	1432.2	1441.4	1432.5	1440.9	1454.2	1403.4	1411.7	1411.1	39	23	23
1	1459.4	1435.8	1449.5	1454.0	1441.2	1457.4	1464.1	1429.9	1441.2	48	37	33
2	1463.6	1476.0	1488.8	1476.8	1488.0	1478.0	1449.9	1463.4	1499.0	21	37	21
3	1460.3	1487.2	1453.3	1456.5	1491.8	1447.6	1463.9	1482.0	1458.7	15	20	30
4	1450.8	1500.7	1485.9	1447.1	1499.4	1485.7	1453.9	1501.3	1485.5	18	20	27
5	1495.1	1498.6	1515.6	1496.2	1507.6	1523.4	1493.7	1489.2	1507.3	23	17	14
6	1458.8	1466.7	1487.2	1445.7	1471.3	1496.0	1471.3	1461.6	1477.8	12	13	12
All Grades										176	167	160

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**		
	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	30.77	8.70	26.09	28.21	47.83	34.78	*	34.78	34.78	*	8.70	4.35
1	35.42	8.11	25.00	29.17	32.43	12.50	22.92	40.54	40.63	*	18.92	21.88
2	*	10.81	19.05	66.67	54.05	52.38	*	24.32	19.05	*	10.81	9.52
3		10.00	3.70	*	35.00	48.15	*	40.00	29.63	*	15.00	18.52
4	*	20.00	7.69	*	50.00	38.46	*	15.00	38.46	*	15.00	15.38
5	*	17.65	7.14	*	41.18	50.00	*	29.41	35.71	*	11.76	7.14
6		7.69	16.67	*	38.46	25.00	*	30.77	50.00	*	23.08	8.33
All Grades	24.43	11.38	15.48	34.66	43.11	36.13	24.43	31.14	34.84	16.48	14.37	13.55

(Total Number of Students: K — 39, 23, 23; 1 — 48, 37, 32; 2 — 21, 37, 21; 3 — 15, 20, 27; 4 — 18, 20, 26; 5 — 23, 17, 14; 6 — 12, 13, 12; All Grades — 176, 167, 155)

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	33.33	17.39	30.43	*	52.17	39.13	*	17.39	13.04	*	13.04	17.39	39	23	23
1	35.42	16.22	31.25	31.25	40.54	18.75	*	27.03	34.38	*	16.22	15.63	48	37	32
2	61.90	27.03	28.57	*	59.46	33.33	*	10.81	28.57		2.70	9.52	21	37	21
3	*	30.00	11.11	*	45.00	55.56	*	10.00	14.81	*	15.00	18.52	15	20	27
4	*	45.00	23.08	*	30.00	50.00	*	10.00	15.38	*	15.00	11.54	18	20	26
5	56.52	41.18	42.86	*	41.18	50.00	*	5.88	0.00	*	11.76	7.14	23	17	14
6	*	38.46	25.00	*	23.08	50.00	*	15.38	16.67	*	23.08	8.33	12	13	12
All Grades	36.93	28.14	26.45	29.55	44.31	40.65	19.89	14.97	19.35	13.64	12.57	13.55	176	167	155

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	30.77	13.04	13.04	*	26.09	26.09	46.15	56.52	52.17	*	4.35	8.70	39	23	23
1	39.58	16.22	12.50	*	24.32	21.88	*	16.22	31.25	27.08	43.24	34.38	48	37	32
2	*	5.41	19.05	*	37.84	52.38	*	35.14	9.52	*	21.62	19.05	21	37	21
3		5.00	3.70	*	15.00	22.22	*	40.00	44.44	*	40.00	29.63	15	20	27
4		15.00	3.85	*	30.00	19.23	*	30.00	50.00	*	25.00	26.92	18	20	26
5	*	0.00	7.14	*	5.88	0.00	*	76.47	64.29	*	17.65	28.57	23	17	14
6		0.00	0.00	*	15.38	8.33	*	53.85	41.67	*	30.77	50.00	12	13	12
All Grades	19.89	8.98	9.03	21.02	24.55	23.23	31.25	39.52	40.65	27.84	26.95	27.10	176	167	155

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	4.35	30.43	*	78.26	60.87	*	17.39	8.70	39	23	23
1	47.92	35.14	32.26	43.75	48.65	54.84	*	16.22	12.90	48	37	31
2	*	35.14	38.10	*	62.16	47.62	*	2.70	14.29	21	37	21
3	*	20.00	14.81	*	50.00	62.96	*	30.00	22.22	15	20	27
4	*	35.00	30.77	*	35.00	53.85	*	30.00	15.38	18	20	26
5	47.83	11.76	14.29	*	70.59	78.57	*	17.65	7.14	23	17	14
6	*	7.69	8.33	*	61.54	58.33	*	30.77	33.33	12	13	12
All Grades	45.45	24.55	25.97	39.77	57.49	58.44	14.77	17.96	15.58	176	167	154

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.21	30.43	30.43	43.59	60.87	43.48	28.21	8.70	26.09	39	23	23
1	33.33	16.22	25.00	54.17	67.57	53.13	*	16.22	21.88	48	37	32
2	71.43	29.73	9.52	*	64.86	76.19		5.41	14.29	21	37	21
3	*	65.00	29.63	*	25.00	55.56	*	10.00	14.81	15	20	27
4	*	70.00	34.62	*	20.00	50.00	*	10.00	15.38	18	20	26
5	69.57	70.59	85.71	*	17.65	7.14	*	11.76	7.14	23	17	14
6	*	46.15	66.67	*	30.77	25.00	*	23.08	8.33	12	13	12
All Grades	42.05	41.32	34.84	39.77	47.31	48.39	18.18	11.38	16.77	176	167	155

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	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.77	4.35	8.70	53.85	82.61	73.91	*	13.04	17.39	39	23	23
1	45.83	16.22	35.48	*	43.24	25.81	33.33	40.54	38.71	48	37	31
2	*	8.11	23.81	52.38	70.27	57.14	*	21.62	19.05	21	37	21
3		5.00	7.41	*	50.00	66.67	*	45.00	25.93	15	20	27
4		15.00	3.85	*	50.00	57.69	*	35.00	38.46	18	20	26
5	*	0.00	7.14	69.57	64.71	42.86	*	35.29	50.00	23	17	14
6		0.00	0.00	*	15.38	16.67	*	84.62	83.33	12	13	12
All Grades	21.59	8.38	14.29	43.75	56.29	50.65	34.66	35.33	35.06	176	167	154

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	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	33.33	60.87	47.83	51.28	30.43	34.78	*	8.70	17.39	39	23	23
1	31.25	18.92	10.00	52.08	43.24	50.00	*	37.84	40.00	48	37	30
2	*	5.41	23.81	66.67	75.68	52.38	*	18.92	23.81	21	37	21
3	*	0.00	0.00	*	80.00	74.07	*	20.00	25.93	15	20	27
4	*	15.00	0.00	*	70.00	76.92	*	15.00	23.08	18	20	26
5	*	5.88	0.00	60.87	82.35	92.86	*	11.76	7.14	23	17	14
6	*	23.08	8.33	*	61.54	83.33	*	15.38	8.33	12	13	12
All Grades	23.86	17.96	13.07	56.25	61.68	63.40	19.89	20.36	23.53	176	167	153

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 Kindergarten students did better last year (18-19) in the writing domain. 60.87% of Kinder students performed at a well developed level- almost double from the previous year.

2. Overall our students performed better I(17-18) on the listening domain than the latest results in 2018-2019.

3. In the reading domain, 56.29% of our Els are at the moderately developed level on the 18-19 ELPAC and 35.33% of our Els are performing at beginner levels which signifies that we need added reading support for our ELs.

School and Student Performance Data
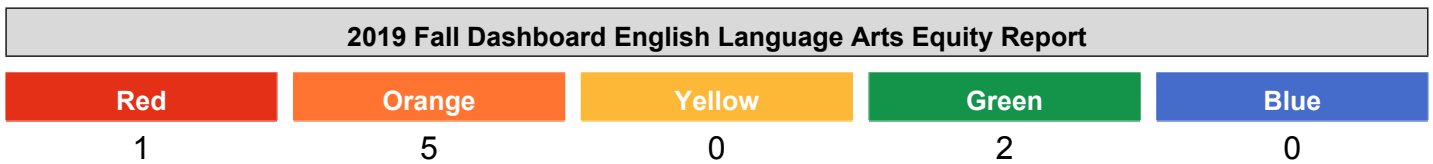
Student Population

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**
696	**43.0**	**23.9**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	166	23.9
Foster Youth	2	0.3
Homeless	10	1.4
Socioeconomically Disadvantaged	299	43.0
Students with Disabilities	69	9.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	73	10.5
American Indian or Alaska Native	1	0.1
Asian	160	23.0
Filipino	32	4.6
Hispanic	278	39.9
Two or More Races	69	9.9
Native Hawaiian or Pacific Islander	13	1.9
White	68	9.8

Conclusions based on this data:

1. We have a significant number of families who identify as 2 or more races.

2. Even though we have a Mandarin dual language program, our highest enrollment is our latino/hispanic subgroup.

3. We have low percentages of American Indian, Pacific Islander, and filipino students. We must ensure the culture of all students represented is reflected in our teaching.

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 Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. Chronic Absenteeism needs to be addressed; specifically with the younger grades.

2. Academic Improvements are needed in all grades to see growth in overall school performance.

3. During the 2018-2019, we had a high level of suspensions. Our priority was to lower the number of overall suspensions by using alternative means to correct behavior and strengthen relationships of all.

School and Student Performance Data

Academic Performance
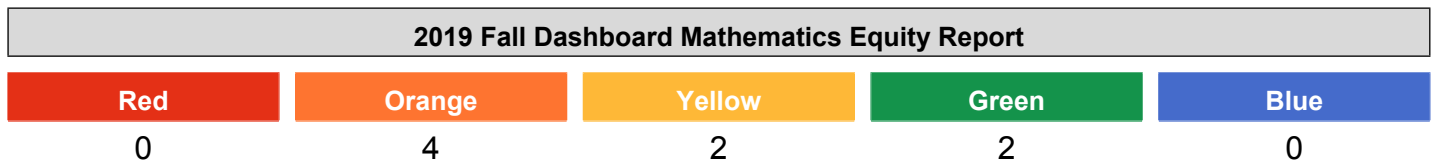## English Language Arts

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**
1	5	0	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 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**
Orange	Orange	No Performance Color
26.1 points below standard	65.1 points below standard	0 Students
Declined -7.9 points	Declined -15 points	
360	101	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	49.2 points below standard	74.7 points below standard
8	Maintained -2.9 points	Declined Significantly -15.1 points
	189	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Green	No Performance Color
41 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.8 points above standard	8.4 points above standard
Declined -3.6 points	2	Declined Significantly -21 points	Increased Significantly ++21.7 points
65		46	24

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Green
49.7 points below standard	10.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24.6 points above standard
Declined -6.6 points	Declined -12 points	7	Increased ++6.3 points
147	38		30

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
106.6 points below standard	6.6 points above standard	15.4 points below standard
Declined -3.2 points	Declined -12.1 points	Declined -6 points
64	37	233

Conclusions based on this data:

1. Across the board, we saw a decline in our language arts points which supports the use of our funds for intervention.

2. While our White and Asian subgroups are green, which signifies gains, our African American and Hispanic subgroups are in orange which shows a decline.

3. Our Hispanic subgroup had the highest decline at 147 points; some of the students in this group are also in our current English Learner group as well.

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	4	2	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**
Orange	Orange	
36.3 points below standard	73.2 points below standard	
Maintained -2 points	Maintained ++0.2 points	
359	100	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	63.8 points below standard	84.7 points below standard
	Maintained ++0.6 points	Declined -9.8 points
8	189	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
62.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	33.1 points above standard	6.6 points above standard
Declined -9 points		Declined -10.2 points	Increased Significantly ++39.7 points
65	2	45	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
66.1 points below standard	15.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	15 points above standard
Increased ++5 points	Declined Significantly -28.4 points		Increased ++13.4 points
147	38	7	30

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**
107.9 points below standard	14.1 points below standard	25.6 points below standard
Increased ++12.9 points	Maintained -1.8 points	Declined -4.8 points
63	37	233

Conclusions based on this data:

1. Even though our Hispanic subgroup is yellow and our African American group is orange, our hispanic subgroup scored lowest at 66.1 points below the standard.

2. Stonebrae's Asian and white subgroups are in green; both groups are showing gains in mathematics.

3. Stonebrae's 2 or more races subgroup declined significantly by 28.4 points.

# 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
48.9 making progress towards English language proficiency
Number of EL Students: 139
Performance Level: Medium
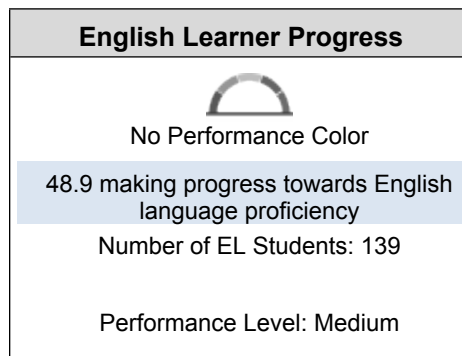
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.7	32.3	3.5	45.3

Conclusions based on this data:

1. We are seeing progress with 63% of our English learners.

2. Having students decrease an ELPI Level increases concern about language development.

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
1	5	1	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
11.5	10.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +0.8	1
765	189	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
40	13.6	20.3
Increased +15	Declined -0.7	Increased +6.8
15	434	79

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	Green
16.8	Less than 11 Students - Data Not Displayed for Privacy 2	6.4	2.9
Increased +1.2		Increased +4.1	Declined -4.6
101		141	35
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Green
14.2	10	40	3.7
Maintained 0	Increased +3.3	Increased +40	Declined -3.5
310	80	15	81

Conclusions based on this data:

1. Our Asian subgroup has increased with chronic absenteeism.

2. Our students with disabilities group is red due to a large increase by 79%.

3. Four subgroups are orange leading to the conclusion that the school would benefit from an incentive based attendance initiative.

School and Student Performance Data

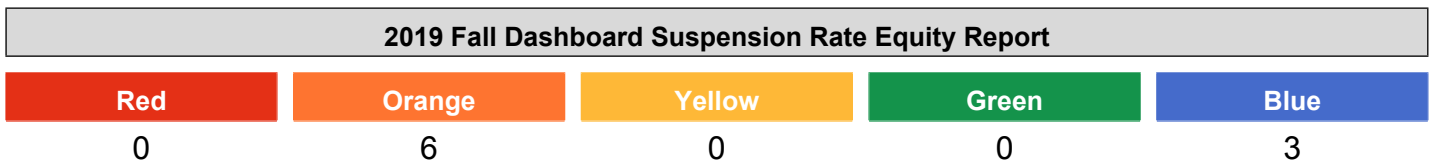## Academic Engagement
Graduation Rate Additional Report

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	6	0	0	3

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**
Orange	Blue	No Performance Color
1.7	0	Less than 11 Students - Data Not
Increased +1.7	Maintained 0	1
780	197	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Blue
0	1.6	0
Maintained 0	Increased +1.6	Maintained 0
15	440	79

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Orange	Orange
2.9	Less than 11 Students - Data 2	1.4	2.9
Increased +2.9		Increased +1.4	Increased +2.9
103		143	35

Hispanic	Two or More Races	Pacific Islander	White
Orange	Orange	No Performance Color	Blue
1.3	2.5	6.3	0
Increased +1.3	Increased +2.5	Increased +6.3	Maintained 0
319	81	16	81

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	1.7

Conclusions based on this data:

1. Stonebrae had a significant increase in suspensions from 2018 to 2019 by 1.7%.

2. English Learners and students with disabilities were in the blue category and were not suspended.

3. The Hispanic subgroup had the highest increase in suspension rates which is significant but also due to the fact that the rate was zero the year before.

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

LEA Goal:
- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

State Priorities:
- 2 - Implementation of State Standards

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the Smarter Balanced Assessment

Goal 1

All students will master the Common Core Standards in ELA or demonstrate growth toward mastery. Using the results of the CAASPP assessments, we created a goal to increase student achievement. In terms of school wide achievement, 39% of our students in grades 3rd-6th met or exceeded the standards in English Language Arts. We expect that our school will increase our overall percentage by at least ten percent to 49% by August 2022 after taking the CAASPP in 2022. We also need to track the percentages of students at grade level in K-2 as based in F & P school wide.

All students at Stonebrae School in grades K-2nd grade will increase the percentage of Kindergarten students reading at Fountas and Pinnell Level C to 60% or above and create a baseline , 1st Grade students reading at Fountas and Pinnell Level I to 60% or above, 2nd Grade students reading at Fountas & Pinnell Level L at 60% or above; as measured by benchmark F&P Assessments.

All students at Stonebrae School in grades 3rd-6th will increase the percentage of students Meeting or Exceeding the Standard in ELA by 10% (39% to 49%), measured by 2022 CAASPP Results by improving the frequency and implementation of small group instruction with the classroom setting and incorporating staggered reading. Stonebrae students will improve drafts of writing by editing, not only proofreading, through shared, interactive writing and independent writing measured by student work samples and anchor papers.

Identified Need

Staff will continue to be trained on using the Cycle of Inquiry which they will use to monitor and evaluate data.
- Collect data from 2017-2019 CAASPP assessments, Benchmark IAB assessments, ELPAC, ADEPT, and site formative assessments
- Data Analysis at SSC, staff meetings, ILT meetings and grade level meetings will be used to plan and implement lessons targeting specific claims
- Staff will have release time to analyze data, collaborate, observe and create an action plan for student achievement based on data from 2017-2019 CAASPP assessments, Benchmark IAB assessments, and site formative assessments

Strategy: Professional Learning Communities will use the data provided and Common Core Instructional Framework to plan ELA units. Teachers will determine which standards need more detailed instruction and which claims need additional focus and analyze how they are tested. Teachers will lesson plan based on student achievement results and will utilize a backwards planning model which aligns with a Cycle of Inquiry and with a focus on deeper learning.

Teachers will provide instruction that incorporates culturally and linguistically responsive pedagogy. Stonebrae will continue to develop and implement assessment-based, targeted teaching practices around Balanced Literacy to improve student reading comprehension. Teachers will continue to study Common Core Instructional Framework to plan units and lessons designed to target deeper learning practices.
Teachers will lead guided reading groups, interactive read alouds, and independent Reading and Writing Workshop lessons.
Classrooms will continue to use leveled books that will support student acceleration in reading comprehension. SI assistant will work with EL-Intervention teacher to analyze data and schedule intervention classes during school for targeted students.
EL Specialist and SI Assistnat will work with students in small groups during school hours.
YEP and the school will coordinate efforts with the acceleration programs including Success Maker.
Local assessment and Illuminate Education data is used to target areas of need for students.

Groups participating in this goal:
Students Especially Students who need additional support in English Language Arts including but not limited to Special Education students and students in the African American, Latino, English learner subgroups
Administration & All teachers
EL Specialist
SI Assistant

Means of evaluating progress toward this goal: Stakeholder groups including English Language Advisory Committee (ELAC), Site Based Decision Making Team (SBDM), African American Student Achievement Initiative (AASAI) Team, Parent teacher Association (PTA), Instructional Leadership Team (ILT), Professional Learning Communities (PLCs), and School Site Council (SSC) will analyze the data from benchmark and F & P assessment collected to evaluate progress. Administration and/or designee will provide data presentations to all stake holder groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Measures: * Classroom observations notes and school wide collaboration * Local assessment data, reading level assessment tools, such as BPST, Fountas and Pinnell, IAB data, ELPAC * Data from 2021 Inspect tests given in May/June 2021 since	Based upon the 2019 CAASPP Assessment 39% of Stonebrae students Met or Exceeded the Standard on the ELA portion of the CAASPP. The inverse is that 61% of our students did not meet standards.	By utilizing GLAD strategies an the implementation of the various strategies below, including but not limited to a Balanced Literacy approach to ELA instruction and Lexia Learning, we expect an increase the number of students Meeting or Exceeding the Standards in ELA by 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP was not administered. * Stonebrae will collaborate, assess student progress and make decisions regarding next steps for instruction using the Cycle of Inquiry model * Monthly Cycle of Inquiry (COI) meetings will be held to discuss goals and progress toward mastery of standards based on state and local assessment results *Notes from weekly COST meetings		percent as measured on the 2022 CAASPP assessments to over 49%. We also expect an increase all reading levels for struggling readings by at least a grade level measured by F & P assessments in all grades.

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 grades K-2nd will benefit from the implementation of this strategy specifically English Learners, African American Students, and Students with disabilities

Strategy/Activity

Action Plan: K-2 Literacy

Stonebrae is in its 7th year of Balanced Literacy Instruction which includes interactive readings, independent reading, guided reading groups, writers workshop, and common Fountas & Pinnell reading assessments to help give students the support the need with their English Language Development.
Stonebrae School will continue our focus on "Deeper Learning" and Anti-Bias Anti-Racism (ABAR) teaching with related lessons that promote student to student dialogue, teacher student discourse and writing to explain thinking.

Teachers will utilize culturally relevant teaching in order to instruct and engage all learners and continue with our focus on Anti-Bias Anti-Racist Teaching

Teachers will will make data-driven decision making, universal screening, and progress monitoring by placing results in illuminate and evaluating F & P data for their grade level.
Teachers will create growth targets no later than October 2021 to address learning needs based on effects of distance learning and mitigate learning loss
Reading groups will be created for Leveled Literacy Intervention groups within the classroom during the school day. EL Specialist will provide instruction also.

Stonebrae Elementary School will provide students with a Balanced Literacy English Language Arts learning experience focusing on:
Read Alouds - Modeling Reading, Providing Meta-Cognitive Insight
Reading Workshops - Mini lessons on Reading Strategies, and conferencing
Small Flexible Staggered Reading - Leveled, Specific Instruction, "Staggered Reading" time
Independent writers' workshop model
Shared and Interactive Writing to teach and apply conventions.

K-2 Literacy Small Group/Intervention/Material Needs:
Educational website subscriptions Lexia and IXL for stations during centers
Benchmark Reading & Intervention Materials
Focus on conferencing with individuals and small groups
Additional Release Time for Assessment
LLI materials to manage small group instruction/support writing and reading instruction (LLI/Guided Reading materials)

Additional Tasks to Support Students' growth in reading performance as measured by Fountas and Pinnel Assessments:
Culturally relevant teaching in order to instruct and engage all learners and continue with our focus on Anti-Bias Anti-Racist Teaching
Two-Three days of additional release time for collaboration and planning"
Teachers will incorporate GLAD training and provide center-based learning opportunities for students - which will allow teachers to provide small group instruction

The following people are assigned to meet the goal:
Administration & All Teachers
Language Arts Para Educator
English Language Learner Specialist & SI Assistant
School Site Council (to reflect on goal achievement)

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

Amount(s)	Source(s)
7,000	Title I Professional Development
500.00	LCFF SI Assistant - materials and supplies

10,000	Title I
	SI Assistant - intervention
4,000	Title I
	Teacher release for data analysis

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

All students in grades 3rd-6th will benefit from the implementation of this strategy (specifically English Learners, African American Students, and Students with disabilities).

Strategy/Activity

Action Plan/Task: 3th-6th Literacy Plan
Stonebrae is focused on improving literacy rates in all ELA domains including independent reading, guided reading groups, writers workshop, and reading assessments.
Stonebrae School will continue our focus on "Deeper Learning" and Anti-Bias Anti Racism teaching with related lessons that promote student to student dialogue, teacher student discourse and writing to explain thinking.

Teachers will utilize culturally and linguistically relevant teaching in order to instruct and engage all learners and continue with our focus on Anti-Bias Anti-Racist Teaching
Teachers will continue to have access to GLAD teaching strategies to PLC's will create and teach units of study in ELA in reading and writing.

Writing continues to be an area of needed development based on the CAASPP scores of all grade levels.
Teachers, after analyzing achievement results, will determine which high leverage claims to target and will use a backwards-planning model which aligns with the Cycle of Inquiry which is guided by the work of the Instructional Leadership Team. We will plan to have grade release days around writing instruction.
Teachers will evaluate the school wide F & P data for the school and we will create growth targets no later than October 2021 to address learning needs based on effects of distance learning.
Grade level teams will also focus on continuous improvement and implementing the use of technology in their language arts instruction.

Teachers will use Online Reading Programs like Lexia to differentiate instruction and provide other additional opportunities for independent practice, while teachers find time to meet with students in small groups.
Teachers will continue to learn, develop and implement assessment-based, targeted teaching practices around Balanced Literacy to improve student reading comprehension and focus in on communicating through writing.
Teachers will continue to use leveled books that will support student acceleration in reading achievement.
YEP will coordinate efforts with technology enrichment programs.
Success will be determined by teacher created or other local assessment and/or CAASPP data although there will be no new CAASPP data for this year due to the closure.
The SI Assistant will work collaboratively with the EL Specialist to schedule intervention groups using Lexia specifically for English Learners during the school day.

The English Learner Specialist and SI Assistant will work with students in small groups during school hours using the Leveled Literacy Intervention program and Lexia.

3rd - 6th Grade Comprehension & Writing
Identifying Main Idea and Author's Purpose
Making inferences about characters personalities/feelings based upon their action(s)
Analyzing how the character(s) traits/behaviors push the plot
Use cultural responsive texts all year long
Educational website subscriptions like Lexia and IXL
Benchmark Intervention Materials

3rd - 6th ELA Support/Material/Intervention Needs:
Educational website subscriptions for stations such as IXL and Lexia
Training on small group instruction and Benchmark Intervention Materials
Culturally and linguistically responsive books to create more inclusive classroom libraries
Additional release time for collaboration and planning and select exemplar writing samples to develop "street data"

Balanced Instruction in ELA Activities to Develop a School Culture of Success in ELA:
Honor Students Trimester for Growth + Writing and Art Events and Contests
Connecting Social Emotional Learning to ELA Activities (i.e.-Writing and reflecting)
Connect Monthly Themed Read-Ins, Black History Month, Latinx, Asian American Pacific Islander Month

The following people are assigned to aid in meeting the goal:
Administration & All Teachers
English Language Learner Specialist & SI Assistant
School Site Council

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)
8,000.00	Title I Professional Development
10,000.00	Title I SI Assistant
764	LCFF SI Assistant -materials and supplies

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.

Staggered reading has impacted our site's ability to allow for small group instruction. Upon reflection of the expenditure, we decided to change our approach this year by including monies to support teacher release days to analyze student work/data and plan engaging, cultural relevant lessons that aim at depth of the content.

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

COST continued to make improvements in meeting the needs of our students. Our purchase of Lexia, the purchase direct outcome of SSC discussions, has been used by the majority of the site and was useful when we shut down for a week in January. We also had use of a paraeducator who works all day and pulls small groups to use the leveled literacy intervention.

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 decided to spend our money on release days for teachers, supplies and materials and continued differentiated professional development for the entire site especially our growing EL population. Even though we didn't have an Intervention teacher, we actually had students work in small groups throughout the day with a paraeducator because we are planning on having teachers work with small groups in their classroom. We also will have staggered reading in our classrooms in grades K-3 so teachers can give more attention to differentiated instruction. We will continue to use the GLAD and ABAR strategies which include student voice and choice in all content areas.

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

LEA Goal:
- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:
- 2 - Implementation of State Standards

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

21st Century Success for English Learners - We plan to increase the number of students reclassified by 10% and reduce the number of long term EL students by 10%.
We also plan to increase the number of EL students in Grades 3rd -6th meeting or exceeding the standards by 10% percent on CAASPP in both ELA and Mathematics

Identified Need

Our English Language Learners need Integrated ELD instruction that is embedded in the core curriculum and opportunities to use academic language in all subjects and Designated ELD support, in which, they can receive small group level literacy intervention in phonemic awareness, reading and comprehension.
Writing support is critical to reclassifying our English Learners because our writing scores on ELPAC and CAASPP is a barrier for our students passing ELPAC.
Our students need more intensive instruction in writing, with opportunities for small group conferencing about their writing as well as explicitly teaching of editing in contrast to proofreading.

English Learner Professional Development Needs for Teachers:
Teachers will enhance their lessons with GLAD strategies.
Using language routines to promote curiosity and address misconceptions so that ELs are engaged in deeper learning activities.
Strategies and best practices for connecting oral language to written products.
Strategies and best practices for embedding academic language throughout content areas.
Students' expressive language will be developed through multiple opportunities to speak with the teacher and other students during the lesson. Lessons will be adapted through the use of one or more of the following: graphic organizers, study guides, outlines, realia, highlighted or summarized text.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metrics/Indicators: ELPAC scores from 2019 and a 3 year trend of CAASPP scores when available, Benchmark IAB assessments, Number of students reclassified as Fluent English Proficient. Trimester/Benchmark Writing Tasks, Leveled Literacy Intervention and Guided Reading ELD schedule of implementation Observations of integrated ELD lessons	In 2021-2022, there were 189 EL students at Stonebrae School Elementary School. Of those EL students, 18 students were reclassified which passed our goal of 12.	Expect a 20 % gain in the following year to 21-22 students

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

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

All English Learners

Strategy/Activity

Action Plan/ Task: Increase the Number of ELs Making Progress in Learning English as measured by ELPAC and local assessments

Stonebrae staff will:
Coordinate and administer the ELPAC assessment and analyze data.
Provide teachers with a rigorous professional development plan using GLAD to provide effective strategies to promote ELs engagement opportunities to have oral practice what supports academic language development

All English Learners will participate in daily, documented English Language Development aligned to the ELD content as well as integrated ELD.
District approved instructional materials will be used for ELD. All classrooms will provide a consistent, structured standards based ELD program to ensure that students advance at least one level of English proficiency yearly. Teachers who are assigned to classes with English Learners will have and use district approved instructional materials to teach ELD. Students' expressive language wilt be developed through multiple opportunities to speak during the lesson. Lessons will be adapted through the use of one or more of the following: graphic organizers, study guides, outlines, highlighted or summarized text.
Daily ELD instruction will take place through leveled groupings.
Classroom teachers provide mini lessons to EL students

Embed intentional academic language and literacy instruction throughout content areas in both general and domain specific vocabulary that focuses on transfer to learning new words through cognates, context clues, and word parts.

Teachers will collaborate, assess student progress and make decisions regarding next steps for instruction using formative assessment and release time.

Teachers will Engage EL students across multiple modalities including written text, short related video clips, and generating and answering their own questions in order to learn the academic language.

English Learner Small Group/Intervention Needs and Materials for Implementation of Action Plan:
GLAD online Professional Development to provide teachers with professional development to understand effective strategies to promote EL achievement
LLI support staff and materials
Access Realia & Visuals
Release time for collaboration and planning

Additional Tasks to Support English Learner Students' Ability Become English Proficient:
Daily Integrated English Language Development using GLAD strategies aligned to the ELD content standards and ongoing assessments for EL students
Implement Systematic/Specialized Designated ELD Classes
EL Specialist to provide Leveled Literacy Intervention during the school day
Use online ESL resources for Newcomers in addition to intensive ELD
Read-in Family events that focus on multi-cultural literature written by second language learners
Translations for parent communication and multilingual communications and announcements

Action Plan/ Decrease the Number of Long Term ELs
English Learner Specialist and SI assistant will coordinate and administer ADEPT and ELPAC assessment and collaborate with staff to analyze data. EL Specialist will work with long term English Learners, one on one. and/or in small groups to help improve their English language skills. These groups will focus on developing English vocabulary, writing and reading comprehension questions. All long term English Learners will participate in daily, documented English Language Development aligned to the ELD content. We will monitor supports given to long term English Learners to analyze what has impeded the progress of the acquisition of English.

District approved instructional materials will be used for ELD. All classrooms will provide a consistent, structured standards based ELD program to ensure that students advance at least one level of English proficiency yearly. Teachers who are assigned to classes with English Learners will have and use district approved instructional materials to teach ELD. Students' expressive language will be developed through multiple opportunities to speak during the lesson. Lessons will be adapted through the use of one or more of the following: graphic organizers, study guides, outlines, highlighted or summarized text. Newt teachers will receive Systematic ELD training as needed
Daily ELD instruction will take place through ADEPT leveled groupings.

The following people are assigned to aid in meeting the goal:
Administration & Teachers
SI Assistant & English Language Learner Specialist
School Site Council (SSC)

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)
10,000	Title I Professional Development
6,000	Title I SI Assistant - intervention & supplies and Materials
3,000	LCFF SI Assistant - intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Long Term English Learners

Strategy/Activity

Task: Decrease the Number of Long Term EL's

Action Plan:
Monitor At Risk and Long Term English Language Learners
Communicate and involve parents of Long-Term EL's through regular ELAC meetings
Provide all teachers with access to GLAD training to provide strategies
Provide At Risk English Language Learners with enrichment opportunities through academic clubs, activities, projects, and digital resources to increase academic engagement and confidence
Daily Integrated and designated English Language Development using GLAD strategies aligned to the ELD content standards and ongoing assessments for EL students
Implement Systematic/Specialized Designated ELD Classes
Read-ins Family events that focus on multi-cultural literature written by second language learners
Translations for parent communication and multilingual communications and announcements

English Learner Small Group/Intervention Needs and Materials for Implementation of Action Plan:
Provide differentiated professional Development to provide effective strategies to promote EL achievement
LLI support staff and materials
Access Realia & Visuals
Release time for collaboration and planning

Action Plan/ Decrease the Number of Long Term ELs
English Learner Specialist and SI assistant will coordinate and administer ELPAC assessment and collaborate with staff to analyze data. EL Specialist will work with long term English Learners, one on one. and/or in small groups to help improve their English language skills. These groups will focus on developing English vocabulary, writing and reading comprehension questions. All long

term English Learners will participate in daily, documented English Language Development aligned to the ELD content. We will monitor supports given to long term English Learners to analyze what has impeded the progress of the acquisition of English.
Provide LLI Intervention to promote and accelerate the literacy level of student who are low in reading and writing in their First three years of schooling
Establish a school-wide EL program to be inclusive of practical
strategies that promote effective interactions that develop meta-cognitive use of high-level language and literacy.
Materials will be purchased to support the implementation of the school-wide EL plan
We will incorporate the Coordination of Service Team (COST) to help enroll long-term EL students in additional school or community-based supports (if available).

The following measure will be used to monitor this goal:
Classroom observations focused on deeper learning and integrated ABAR lessons
Differentiated access to content
Student Voice & Analysis of Student Work
Checking for understanding/Formative Assessment
Student data via ELL Monitoring forms, Catch-up plans & Reclassification data
Formative and Summative Tests

The following people are assigned to aid in meeting the goal:
Administration & All Teachers
English Language Learner Specialist
School Site Committee
COST

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)
8,000	Title I Teacher release time
4,827	Title I SI Assistant intervention
1,000	LCFF SI Assistant

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.

Not having an EL Specialist for the year hindered the progress on this goal however classroom teachers used integrated ELD as a way to meet the needs of their language learners. By not providing the adequate time for training, the online format was not used as uniformly as we would have expected.

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

The pandemic and not having an EL Specialist did have an impact on how we are able to judge the reclassification rate at the site. Not having an EL specialist had an impact as well. Teachers used hands on strategies to engage their English Learners and we used local data (street data) such as student work to judge improvements and gains.

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.

Not having an EL specialist at our site and the number of absences due to the pandemic affected the full potential of our strategies. We will monitor English Learner data more frequently school wide as well as in PLCs.

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

LEA Goal:
- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

State Priorities:
- 2 - Implementation of State Standards

LCAP Goal:
- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

By June 2022, Stonebrae students will increase the percentage will increase the percentage of 3rd - 6th grade students meeting the standards on CAASPP Math by 6% (24% - 30%), as measured by 2022 CAASPP Results. We will do this by restructuring our Math Instruction to follow a modified gradual release model that focuses on surfacing divergent student thinking and converging on grade level content and by focusing on patterns in mathematical procedures (Claim 1).

By June 2022, Stonebrae will successfully increase the number of students who can successfully model the mathematics for an unscaffolded problem like Problems of the Month, Formative Assessment Lessons.. This activity will increase the percentage of students who are Meeting the Standard in Claim Area Problem Solving & Modeling & Data Analysis (Claim 2).

By June 2022 Stonebrae will improve students' ability to communicate reasoning, by implementing performance tasks(such as Formative Assessment Lessons and math talks at each grade level. These strategies will familiarize the students with communicating their thinking and engaging with higher DOK level mathematical situations to grapple with; which will increase the number of students that can make a successful mathematical argument on a performance assessment. Students will use sentence stems and manipulatives to support this claim. (Claim 3).

Identified Need

While Stonebrae hasn't focused on Mathematics instruction over the past few years as English language Arts, Mandarin, Science or School Climate. However our work around Anti-Bias Anti-Racism teaching and implementing Culturally Responsive Teaching & Social-Emotional Learning best practices can be used in all mathematics classrooms. As we identified the student needs in the area of math we noticed that many of our students understand how to solve a word problem or equation and can show their teacher "how the math works," but cannot articulate or write "why the math works." In analyzing our students abilities top perform in math, we noticed that there is a disconnect between students learning a formula for how to solve a problem and their ability to apply the formula when giving a real-world problem. Students struggle identifying what operation to

perform when given word problems, many times choosing the wrong operation and computing correctly but not answering the question correctly.

Finally, our qualitative data shows us that our students still struggle with their basic math facts. They can compute and get the correct answer, however, our students spend so much time and energy solving basic math facts, that they lose focus on the actual concept and/or procedure they are trying to follow and master. In order to address the above student needs, the staff will need Professional Development in multiple areas:

Math Instructional strategy:
1. Pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.
2. Content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios (Claim 1) and Implementation of problem-based learning that focuses on mathematical justifications and communication (Claim 2).
3. Instructional techniques including GLAD training that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs) (Claim 3).
4. PLCs will use the data provided and Common Core Instructional Framework to plan Math units that are focused on deeper learning and the Mathematical Practices. Teachers will determine which standards to focus on by honing into the claims and how those claims are tested. Teachers will utilize a backwards-planning model which aligns with a Cycle of Inquiry, and provide instruction that incorporates culturally and linguistically responsive pedagogy. Staff will continue to use the Cycle of Inquiry which they will use to monitor and evaluate CAASPP data as well as district and formative assessments..
5. Stonebrae teachers will continue to develop academically engaging lessons and implementing assessment-based, targeted teaching practices to improve student math achievement. Staff will have release time to collaborate, observe model lessons.
6. YEP will coordinate efforts with the technology intervention + acceleration and support students after school with homework help.

Means of evaluating progress toward this goal:
CAASPP data, local assessment data including IABs., ELPAC data, classroom observations. Student work,, Notes from PLCs and COST meetings, evidence of student performance, lesson plans developed at collaboration meetings, Cycle of Inquiry (COI) posters, notes and/or action plans, school wide collaboration

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The analysis of the 2019 CAASPP data showed that overall 36% percent of students tested have met or exceeded standards in Math. This measures a 1% increase from 2017-2018; the growth is slight and we did not hit the target of 10% gains. while there were areas of improvement most notably 4th grade's overall performance as compared to 2017-2018, school wide we are missing the mark with concepts and procedures and communicating mathematical reasoning.

Groups participating in this goal:
School Administration
Instructional Leadership Team (ILT)
All Teachers & their Professional Learning Communities (PLCs

School Site Committee for analysis
English Language Learner Specialist & Stakeholder groups including English Language Advisory Committee (ELAC)
School Site Council (SSC) will analyze the data.
Site Based Decision Making Team (SBDM), African American Student Achievement Initiative (AASAI) Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmark assessments including Math IABs, Evidence of student work and performance, Evidence of cultural relevant lesson plans developed at collaboration meetings, 2019 CAASPP data, ELPAC data, Cycle of Inquiry notes and/or action plans	Based upon the 2019 CAASPP Assessment, 36% of Stonebrae students Met or Exceeded the Standard on the Math portion of the CAASPP.	By utilizing GLAD strategies an the implementation of the various strategies below, including but not limited to use of manioulatives and conceptual understanding linked to abstract reasoning, we expect an increase the number of students Meeting or Exceeding the Standards in Math by 10 percent as measured on the 2022 CAASPP assessments to over 46%.

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 will benefit from the implementation of this strategy but especially those students needing support in Mathematics including but not limited to Special Education subgroup, African American subgroup, Latino Subgroup, English learner subgroup, Socio-economically disadvantaged subgroup.

Strategy/Activity

Task/ Action Plan: A school wide focus on utilizing GLAD strategies in the mathematical classroom to bridge understanding from concrete to abstract

The Stonebrae Staff will focus on using the Mathematical Practices and specifically focusing on constructing viable arguments and explaining mathematical reasoning. (Claim 2)
1. Focus on discourse and communication strategies (Claim 2).
2. Implement problem-based learning that focuses on mathematical justifications and communication (Claim 2).

3. Teach instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (Claim 3).

Tasks to Support Students' Ability to Thanking Critically, Problem Solve, and Justify & Communicate Mathematical Reasoning (Claim 2 & 3):
1. Utilize culturally relevant teaching and best practices in order to instruct and engage all learners including GLAD strategies.
2. Students will participate in hands on activities to increase mathematical understanding.
3. Students will use knowledge gain from mathematical experiences to engage in Math Talks.
4. Students and teachers will collaborate and share mathematical strategies
5. Teachers will engage in Cycle of Inquiry work using student data to drive discussion and develop next steps
6. Students may attend Saturday sessions for math tutoring for students in grades 4th-6th if a need for intervention is present.
7. School will build a culture of problem solving by implementing school wide Problem of the Month activities and using problems/mentor problems to teach grade level content.
9. School will hold a Family Math Night in the Spring 2022 as we did in 2020.

The following people are assigned to aid in meeting the goal:
School Administration
English Language Learner Specialist
Instructional Leadership Team
All Teachers
School Site Committee for analysis

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)
2,000.00	LCFF SI Assistant - materials and supplies
1,000	Title I SI Assistant - intervention
2,000	Title I Teacher release for grade level planning

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

All students will benefit from the implementation of this strategy but especially those students needing support in Mathematics including but not limited to Special Education subgroup, African American subgroup, Latino Subgroup, English learner subgroup, Socio-economically disadvantaged subgroup.

Strategy/Activity

Task/Action Plan: Teach conceptual and procedural fluency through problems, math talks, and application, in addition to grade level fact fluency (Claim 1).

1. Teachers will attend GLAD trainings to learn strategies to engage workshops facilitated by on site content area specialists, district, and/or outside agencies topics to include, lesson design, culturally and linguistically responsive practices, grade level content knowledge, administration of screening tools and small group instruction. Teachers will work with their PLCs to increase implementation of small group Math Instruction during the school day.
2. Teachers will provide instruction and classroom experiences cross the full range of DOK levels, ensuring that students understand not just how the math works, but also that they know why it works (Claim 1).\
3. The SI assistant will work with EL Specialist to support Intervention classes during school for targeted EL students in mathematics.
4. Teachers will engage in content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios.(Claim 1)
5. The school will use data-driven decision making and progress monitoring.

Math Small Group/Intervention Needs:
Small groups and intervention will use re-engagement based on divergent student work for conceptual understanding, guided exploration, and connection to procedural and conceptual understanding.
Tools and manipulatives to support conceptual and procedural fluency
Technology and subscriptions (Prodigy, IXL)
Materials and copies for problem solving, and implementing math talks

Additional Tasks to Support Students' Ability to Increase their Accuracy & Fluency in Concepts & Procedures (Claim 1):
Use online Math resources in the classroom and encourage students to use the same resources at home.
Use progress data tallied and saved by educational websites like IXL and Prodigy to to inform instruction.
Collaborate and share mathematical strategies.
Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

The following people are assigned to aid in meeting the goal:
Administration
English Language Learner Specialist & SI Assistant
Instructional Leadership Team
Site Based Decision Making Team
All Teachers. & their PLCs
School Site Committee will analyze implementation.

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)
1,667.00	LCFF SI Assistant - materials and supplies
3,000	Title I Professional Developement/ teacher release

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 did not provide as many Tier one interventions for math as was planned last year. We did have one Professional Development training in November where we analyzed our trends in CAASPP data and looked at the claims in math to make connections of the claims into a more concrete understanding for all teachers (K-6). We did not have school-wide data talks around local or formative math assessments.

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 will be more explicit about using data besides CAASPP scores to monitor learning and look to find assessments that will strategically target concepts and procedures in all grades. .

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

With the school closure, Stonebrae will use a local measure/assessment to monitor growth next year. We must provide multiple measures to see how our students are moving toward mastery. We will monitor mathematics data more frequently school wide as well as in PLCs. Staff will analyze data at grade levels as well as a staff at large.

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/Parent Engagement

LEA/LCAP Goal

LEA Goal: 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities: 5 - Pupil Engagement

LCAP Goal: Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 4

At Stonebrae Elementary School, we plan to create a safe learning environment where caring relationships are fostered and classrooms embody curiosity, creativity, and deeper learning. This initiative will create a school climate that is reflective of practices and responsive to the needs of students. We strive to make continuous improvements in curriculum delivery that is culturally and linguistically responsive for the purpose of improving student success. Families and the school communitiy will be engaged in collaborative relationships that promote student success through multiple means of communication. We want to interrogate our current systems and policies to make sure we are recognizing and combating institutional/structural racism, cultural indifference, and implicit bias within the school community.

Identified Need

What data did you use to form this goal (findings from data analysis)?
Suspension and expulsion data, CHKS & SWIS referral data & CAASPP scores from 2017-2019 including a subgroup analysis, benchmark IAB and site-based formative assessments

Group data to be collected to measure gains:
PBIS Team and/or Coordination of Service Team (COST) will evaluate, analyze, and share data from Infinite Campus and SWIS with stakeholders to discover possible student motivation for office referrals and create strategies including CICO (Check In / Check Out) and supports for students with chronic referrals to administration as well as individual and school wide incentives to decrease the number of major referrals to administration.

Strategy:
We will decrease office referrals by building relationships with each student and family and by providing students with cutting edge learning opportunities. We will utilize the SWIS database to collect and dis-aggregate office referral data (and Infinite Campus if necessary) We did tally referrals but not all referrals were recorded into SWIS; this is something we are working on as a site PBIS Team. Staff will collaboration to plan and implement strategies to engage students and reduce office referrals. Establish rapport with students to help determine causes of behavioral issues We will continue to use Check in/Check out for students who need additional support or monitoring from other teachers. We have found Check-In/Check Out to be very successful in reducing escalating situations and building relationships with the students across the school. We will refer students to the Coordination of Service Team (COST) who have multiple office referrals to create a Student

Success Team (SST) plan for the student. We will seek healing-centered engagement with our school community through SEL and PBIS.

The PBIS team will continue to work with staff to implement School Wide Behavioral Expectations, PBIS team and teachers will continue to implement lesson plans developed to explicitly teach students correct behavior and actions for each location of the school. School wide student reflection process and incentive system will continue for 2020-2021 school year. PBIS team will analyze data to determine possible motivation for behaviors and target areas in the school where expectations may need to be retaught. School will be entering into our sixth year of PBIS and will implement strategies for Tier 2 students including Check In and Check Out (CICO). Tier 1 and Tier 2 PBIS teams will meet on a monthly basis to analyze data, monitor student behavior and implement a variety of strategies for student success.

Our Family Engagement Specialist (FES) will provide workshops and outside resources for families and attend family events, like Winter Fest. The school will provide opportunities for parents to get involved in various decision making groups at school: AASAI, ELAC, SSC, SBDM. Mandarin Parent Group. We will provide translation services at parent conferences, ELAC, SSC, and SBDM meetings as needed. The SI assistant will coordinate and distribute parent surveys to gather parent feedback surveys.

Groups participating in this goal: All students especially students with disabilities, African American students, Latino/Hispanic students, and English Learners
Stakeholder groups including English Language Advisory Committee (ELAC), Site Based Decision Making Team (SBDM), African American Student Achievement Initiative (AASAI) Team, Parent teacher Association (PTA)
Instructional Leadership Team (ILT), Professional Learning Communities (PLCs). School Site Council (SSC) will analyze the data at the end of the year.

Anticipated annual growth for each group: Decrease number of behavioral referrals to administration by half as measured by SWIS data and to increase parent satisfaction as measured by parent survey.

Means of evaluating progress toward this goal: We will use the data from Infinite Campus including suspensions, SWIS data regarding student referrals to administration, PBIS notes, and benchmark IAB assessments and site formative assessments to see if behavioral interventions support student learning.

How does this goal align to your Local Educational Agency Plan goals?
The LEA plan has a similar goal.

What did the analysis of the data reveal that led you to this goal?
We decreased our office referrals from 45 in 2018-2019 to 24 in 2019-2020. We did not have any office referrals in 2020-2021 due to the school shutdown.
Our suspension rate dropped as well. In 2018-2019, there were 13 total suspensions and this year 2019-2020, there were 3 suspensions. In 2020-2021, there were no suspensions. Our rate increased during the 2021-2022 school year.

Which stakeholders were involved in analyzing data and developing this goal?
Administration and Stakeholder groups including
Parent Groups: English Language Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI) Team, Parent Teacher Association (PTA),

Staff Groups: Site Based Decision Making Team (SBDM), Instructional Leadership Team (ILT), Professional Learning Communities (PLCs), YEP, and PBIS Teams
School Site Council (SSC) will analyze the data collected to evaluate progress.
SI Assistant

Actions to improve achievement to exit program improvement (if applicable). Not Applicable

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
10 students suspended in 2021-2022	2 students suspended 2019-2020	5 suspension next year

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

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

All students

Strategy/Activity

Re-visioning of Positive Behavior Supports to be aligned with our District's Anti-Bias and Anti-Racism Policy

Task: Stonebrae will be entering into the seventh year of PBIS and we will implement strategies for Tier 1, 2, and 3 students including but not limited to Check In/ Check Out. Tier 1 and Tier 2 PBIS teams will meet on a monthly basis to analyze data, monitor student behavior and implement a variety of strategies for student success Solution Team meetings will be held to improve student safety and create a safe and inclusive school environment

We will decrease office referrals by providing students with culturally and linguistically relevant instruction that engages all learners in every classroom.
We will focus on building relationships with all students and families to build trust.
We will establish Check in/Check Out teachers for students who need additional support from other adults.
We will recommend students with multiple referrals to COST and create a Student Success Team for students with excessive referrals. PBIS team will continue to work with staff to implement School Wide Behavioral Expectations and analyze data to determine possible motivation for behaviors.
The PBIS team will continue to implement lesson plans and staff training to explicitly teach students school expectations and review procedures with teachers.
We will use school wide student reflection process and our incentive system, Husky Treats, will continue for 2021-2022 school year as well.
We will have an Ally assembly and one Ally Week will be organized by classroom teachers and led by the Student Council. Site will focus on school-wide activities to specifically teach students how to be an ally at Stonebrae Elementary School. We will maintain the mindfulness room on campus and also run inclusive games at recess to teach social skills.

Measures:
CHKS data and SWIS data on office referrals,
Parent and students surveys
CAASPP data, benchmark IAB and site formative assessments,
student evaluations of school wide assemblies and PBIS incentives, Husky Treat Data

People Assigned:
Administration, Classroom Teachers & School Staff including SI assistant, EL Specialist, Parent Engagement Specialist, PBIS Team, ILT, SBDM, SSC, COST Team, Youth Enrichment Program Leader

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)
4,000	Other Release time for teachers to work on ABAR Lessons and SEL lesson planning
4,000	Other Professional development for Circle Up

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improving Parent Engagement

Task: To Improve parent engagement by defining what it means to "be engaged" in student learning. We will continue to provide opportunities for parents to get involved in parent nights focusing on academics including technology, reading, and math.
We will also work for a broader scope of parents on our decision making boards at school: AASAI, ELAC , SSC, SBDM.
We will provide multiple workshops and utilize community resources to support families with our Family Engagement Specialist and provide translation services at parent conferences and other parent meetings
Our Parent Engagement Specialist and our SI Assistant will coordinate and distribute surveys. Our English Learner Specialist will distribute and analyze our ELAC surveys.

Measures:
Parent Surveys
California Healthy Kids Survey (CHKS)
Parent Engagement Meeting Notes and PTA Minutes

Photos and Flyers of Events and meeting notes
People Assigned: Administration, Classroom Teachers & School Staff including SI assistant, EL Specialist Family Engagement Specialist + PBIS Team

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)
3,000.00	LCFF SI Assistant
1135.00	Title I Parent Allocation & education / materials and supplies

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 were able to decrease the number of referrals and cut the suspension rate and include some community events such as reading Under the Stars and Math Night. We did not have an Ally Week due to scheduling conflicts and then the closure.

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 will continue to build communication with families to fortify the school home connection including using the service of our Family Engagement Specialist. .

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 going to be asking more students to participate in a survey to calibrate the relationships on campus. We typically only do this with 5th graders once a year using the California Healthy Kids Survey (CHKS) which is a state wide survey.

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

Attendance

LEA/LCAP Goal

LEA Goal:
- 21st Century Success for Attendance: HUSO will maintain 97% attendance at all sites

State Priorities:
- 5 - Pupil Engagement

LCAP Goal:
- Increase average daily attendance by 1%

Goal 5

Goal #5 is Ensuring Daily Attendance
Stonebrae Elementary School will increase Average Daily Attendance rate by 1-2% each year to aim to be at 97%. or higher.
Stonebrae will aim to increase our ADA by 1% each year until ADA rates are > 96% by providing a school climate that engages and motivates students to attend school daily as well as involve parents in school matters.
Stonebrae will reduce chronic absenteeism to less than <5% of students by decreasing the rate by 1% each year.

Identified Need

Groups participating in this goal (e.g., students, parents, teachers, administrators):
We will focus on improving attendance for all students but especially for students with disabilities, Hispanic students, African American students and English Learners.

Means of evaluating progress toward this goal:
We will utilize COST process to access school & community resources to address absence issues.

How does this goal align to your Local Educational Agency Plan goals?:
Attendance is aligned to LCAP and Board goals: Board Priority 4: Engage students, families, staff and community to support student achievement and success and also LCAP Goal 4.1: Ensure a welcoming environment.

What did the analysis of the data reveal that led you to this goal?
Attendance data reveals Stonebrae is within the district's average for adequate attendance. However we are under 96% and we aimed to get to 97% this year.

Attendance reports from infinite campus from Sept 1, 2019-March 15 2020 (93.8%- Kinder, 95.3%- 1st grade, 95.4% second grade, 94.2%- 3rd grade, 94.8- 4th grade, 95% - 5th grade, 94.7% - 6th grade)
Overall our site's attendance rate was 95.94% for the 2020-2021 school year.

Attendance reports from infinite campus from this year show our rates as follows 97.16% - Kinder, 94.46 %- 1st Grade, 96.16% - 2nd Grade, 97.33% - 3rd Grade, 95.34% - 4th Grade, 96.68% - 5th Grade, 93.50% - 6th Grade
By analyzing this data, we see that sixth grade has the lowest percentages and that might be due tot he fact that many students were left to be independent with getting on Zoom this year.

Which stakeholders were involved in analyzing data and developing this goal?
Administration collaborating with Attendance Clerk and Child Welfare and Attendance Worker
COST Team
EL Specialist and English Language Advisory Committee (ELAC)
Site Based Decision Making Team (SBDM)
Positive Behavior Intervention Supports (PBIS)
African American Student Achievement Initiative (AASAI) Team
School Site Council for analysis

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance clerk will run attendance reports and meet with COST to monitor and evaluate the data to target areas of improvement and share results frequently with stakeholders.	The attendance rate was 95.94% for the 2019-2020 school and the attendance rate was 95.94% for the 2020-2021 school year.	Increase Average Daily Attendance: 97% or higher. Increase ADA by 1% each year until ADA rates are > 96% Chronic Absenteeism <5% of students are Chronically Absent.

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

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

All students but especially students who have received a notice for excessive absences.

Strategy/Activity

Action Plan/Task: To improve attendance by 97%, Stonebrae will:

Prioritize attendance with the school community by promoting accuracy of reporting attendance, promoting to students via positive relationship and by using school recognition of improved and high attendance
Set meetings with Attendance Clerk & CWA Outreach Worker and will use data from A2A and Infinite Campus monthly with Attendance Clerk; ADA monthly reports, Mid-year & End of year attendance summary reports
Utilize A2A notification system and & SARB process involving Child Welfare and Attendance, Family Engagement Specialist, and school nurse as appropriate.
Increase communication of the importance of daily attendance and the impact of absences to students, parents and the community via newsletters, NTI calls and data presentations at all parent meetings (ie. ELAC, SSC, PTA, Coffee with the Principal)

Monitor and report attendance data weekly and review chronic absence lists from A2A &/or Infinite Campus with COST.
Prioritize attendance with teachers (accuracy of accounting/reporting attendance & promoting to students via positive relationship & impact on learning message to kids and families).
Review and assess our Mid-Year & End of Year attendance summary report and utilize A2A notification system and the SARB process involving CWA and/or nurses as appropriate
Our Coordination of Service Team (COST) will use school & community resources to address attendance issues and forward names of students who need support to Child Welfare and Attendance department.
Recognize improved and high attendance by student, grade, and classroom
YEP will support the efforts in recognizing perfect attendance monthly by acknowledging students on a monthly basis who attend the program regularly (i .e. certificate, pencil, or extra time on enrichment).

Which stakeholders were involved in analyzing data and developing this goal?
Administration collaborating with Attendance Clerk and Child Welfare and Attendance Worker
COST Team
EL Specialist and English Language Advisory Committee (ELAC)
Site Based Decision Making Team (SBDM)
Positive Behavior Intervention Supports (PBIS)
African American Student Achievement Initiative (AASAI) Team
School Site Council for analysis

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)
500.00	Title 1: Parent Allocation

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 did not communicate the importance of attendance school-wide and make the direct correlation for parents about how improved attendance leads to more academic success. We also did not have the student recognition awards for 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.

While there was no misalignment with budgeted expenditures, we would like to more robustly communicate with parents about the importance of attendance, our attendance goals, and create an attendance award system.

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 will be focused on improved parent communication and procedures as it relates to absences year round. Hopefully by getting more parents aware of our goal, we will reach our aim. We will include more parents groups into the fold by including parent information about attendance, deeper learning, and also academic engagement at stakeholder meetings.

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

Mandarin Language

LEA/LCAP Goal

Goal 6

Mandarin Proficiency will first be scored by a school and local assessment in reading, writing, listening, and speaking

Identified Need

One third of our student population have instruction in dual languages: MAndarin and English

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HUSD Mandarin Writing Tasks	This will be scored and	We are to develop a new baseline but hope to have 80% of students score a 3 or 4 on the assessment rubric.

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)

Mandarin teachers will schedule PLC meetings to analyze student data, share best practices and inform and modify curriculum. Paid time (if outside of school hours) for staff to meet to align curriculum across grade levels.
Professional Development opportunities
Conferences / workshops
Instructional and supplemental materials / literatures purchase to support students
Culturally and linguistically responsive
Software / technology that support learning

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.

2,000	Title I Teacher release/ subs
2,000	Title I Materials and Supplies

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 is a new goal for this 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.

We plan to use our budgeted expenditures to release teachers to work as a PLC and analyze data from HUSD writing assessment.

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.

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	$NA
Total Federal Funds Provided to the School from the LEA for CSI	$NA
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$99,393.00

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	$78,962.00

Subtotal of additional federal funds included for this school: $78,962.00

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 ($)
LCFF	$11,931.00
Other	$8,000.00
Title 1: Parent Allocation	$500.00

Subtotal of state or local funds included for this school: $20,431.00

Total of federal, state, and/or local funds for this school: $99,393.00

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	17,858.00	5,927.00
Title I	65,279.00	-13,683.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	11,931.00
Other	8,000.00
Title 1: Parent Allocation	500.00
Title I	78,962.00

Expenditures by Budget Reference

Budget Reference	Amount
	764.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	11,167.00
	LCFF	764.00
	Other	8,000.00
	Title 1: Parent Allocation	500.00
	Title I	78,962.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,264.00
Goal 2	32,827.00
Goal 3	9,667.00
Goal 4	12,135.00
Goal 5	500.00
Goal 6	4,000.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Kristy Colyer	Parent or Community Member
Jeni Marchisotto	Parent or Community Member
Katie Came	Classroom Teacher
Cindy Lin	Classroom Teacher
Maulete Cardenas	Other School Staff
Tammy Barragan	Parent or Community Member
Jeni Marchisotto	Parent or Community Member
Katie McGowan	Classroom Teacher
Lauren Matteis	Principal
Ana Navidad	Parent or Community Member
Jessica Garcia	Parent or Community Member
Clara Delsener	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2022.

Attested:

Principal, Lauren Matteis on May 25, 2022

SSC Chairperson, Louis Orren on May 25, 2022