

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eldridge Elementary	01611926000947	04/23/22	May 25th, 2022

School Mission and Vision Statements

Every child a learner, every day an opportunity...

At Eldridge we uphold high standards with a commitment to understanding and improving the educational process focusing on equity, team strategies, working directly with and involving both the community and family, while centering on student success.

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

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Mission Statement

Every child a learner, every day an opportunity

Vision Statement

At Eldridge we uphold high standards with a commitment to understanding and improving the educational process using team strategies, working directly with and involving both the community and family, while centering on student success.

Our CAASPP data indicates that we have achieved a 5% growth in ELA and 4% in Math consistently in the last few years. However, we are in the need to use more current data this year. We are focused on F&P, IXL, Accelerated Reader, Raz Kidz, teacher generated assessments and street data. These sources of data are telling us that our students have lost learning due to the pandemic. According to these combined sources of data, 40 % of our students are proficient in ELA and 35% of our students are proficient in math. We will continue with our current teaching practices and interventions in place. However, we are planning to increase our RTI program to support what we are already doing. The ILT and school staff are focused on RTI and staggered reading for this academic year. We are planning targeted instruction to address the different students' academic levels. We will continue to focus our efforts on building a strong RTI program. Action Planning Days will support the implementation of RTI and other interventions as needed, by analyzing data to inform instruction and needed interventions. This plan, which is based on the careful analysis of data, allows us to generate goals, strategies and resource allocations that permit us to serve students more effectively.

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.

Our school focus is on addressing equity and closing the achievement gap for our African American and Latino students. Our goal is to increase academic achievement in all subgroups in ELA and Math measured by CAASPP, district benchmark assessments, and teacher generated assessments. Our target growth is 5 % in both math and ELA. We will analyze data and continue to use Cycle of Inquiry to support and drive instruction. Our school will continue to use effective teaching and targeted Interventions. We will continue to embed SAE (Student Academic Engagement) and Deep Learning strategies in a consistent manner during the instructional day.

Specific Actions:

- * Continue to provide staff development to improve teaching strategies in the classrooms.
- * Provide Professional development on Anti Racist /Anti Bias education. We will also focus on CRT (Culturally Responsive Teaching) and Deeper Learning strategies.
- * We will focus on our RIT (Response to Intervention Program) to provided targeted instruction to all our students including the African American and Latino students.

* The principal and the family engagement specialist will collaborate in the involvement of families in the school. There will be training sessions such as helping your child with homework, positive discipline at home, and nutrition classes.

Table of Contents

SPSA Title Page	1
School Mission and Vision Statements	1
Purpose and Description.....	2
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Stakeholder Involvement	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	18
Student Population.....	23
Overall Performance	25
Academic Performance	27
Academic Engagement.....	38
Conditions & Climate.....	41
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	49
Goal 3.....	55
Goal 4.....	60
Goal 5.....	65
Goal 6.....	68
Goal 7.....	69
Goal 8.....	70
Budget Summary	71
Budget Summary	71
Other Federal, State, and Local Funds	71
Budgeted Funds and Expenditures in this Plan.....	72
Funds Budgeted to the School by Funding Source.....	72
Expenditures by Funding Source	72
Expenditures by Budget Reference	72

Expenditures by Budget Reference and Funding Source72

Expenditures by Goal73

School Site Council Membership74

Recommendations and Assurances75

Instructions.....76

 Instructions: Linked Table of Contents76

 Purpose and Description77

 Stakeholder Involvement.....77

 Resource Inequities77

Goals, Strategies, Expenditures, & Annual Review78

 Annual Review79

 Budget Summary80

 Appendix A: Plan Requirements82

 Appendix B:85

 Appendix C: Select State and Federal Programs87

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).

Teacher surveys
Community surveys
California Health Kids survey
School Site Council
SBDM
Parent Meetings

Classroom Observations

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

Classroom observations are done on a weekly basis. Our focus is on Closing the Achievement Gap, Deep Learning, student engagement, Anti Bias/Anti racism, and Culturally Responsive Teaching. The staff also receives feedback on implementation of ELD and RTI strategies. The feedback is provided to staff via individual conversations, weekly bulletins and at staff meetings.

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)

Eldridge uses CAASPP, IAB, F&P, IXL, Accelerated Reader, Raz Kidz, teacher generated assessments and street data.

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

Teachers are released on two Action Planning Days to analyze data and to plan interventions by using the Cycle of Inquiry.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are credentialed and highly qualified to teach.

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

Professional Development is consistent throughout the year. Teachers receive training on Anti Bias/Anti Racism, Culturally Responsive Teaching and Deep Learning. All our materials are SBE adopted. Students also have access to art, music, and technology.

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

Cycle of Inquiry.

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

Grade level meetings and in-house professional development is provided to staff throughout the year.

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

All teachers meet on a weekly basis to discuss teaching practices on Deep Learning, Culturally Responsive Teaching, student performance, and interventions.

Teaching and Learning

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

All our materials for instruction are school board of education adopted and approved.

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

Eldridge School adheres to the recommended instructional minutes by the Department of Education for ELA and Mathematics.

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

The Curriculum and Instruction Department has developed pacing guides as guidelines for teachers to follow.

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

All teachers are given the necessary instructional materials to support academic growth.

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

All our materials and curriculum for instruction are school board of education adopted and approved.

Opportunity and Equal Educational Access

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

RTI (Response to Intervention), staggered reading, after-school interventions, ELD/ALD instruction, and small group interventions

Evidence-based educational practices to raise student achievement

We continue to focus on Culturally Responsive Teaching, Anti Bias/Anti Racism, social justice to improve our teaching practices and interventions.

Parental Engagement

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

Our Family Engagement Specialist and English Learners Specialist are focused on supporting students and families of underperforming students.

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

Family Engagement Specialist bridges the communication between school and families. Several workshops to support parents in the areas of parenting, helping students with homework, nutrition classes, police academy, coffee with the principal, SSC, ELAC, and others. Our families are also involved through ELAC, ASSAI, and PTO,

Funding

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

After school and Saturday interventions, adaptive technology such as accelerated reader, RAZ Kids reading program, IXL adaptive technology for ELA and Math, among others.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site met with the SSC during SSC meetings to review SPSA, update and approve budgets and create new SPSA for the 2022/23 school year. We have also gathered feedback from various parent groups on campus including the English Language Learner Advisory Committee which meets once a month, AASAI (African American Student Achievement Initiative) and at coffee with the principal on a monthly basis.

Resource Inequities

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

SSC, ILT, ELAC, SBDM find the following inequities:

- Eldridge does not have an on-site coach, but other schools have coaches. Eldridge needs an instructional coach to help promote deeper learning strategies and student academic engagement (SAE).
- Budget cuts have decreased the amount of intervention hours available to support intensive and strategic students in both ELA and Math.
- Lack of funds to cover new/updated technology as compared to other schools in HUSD (mounted projectors, smart boards, etc). Newer technology creates greater opportunities for S.A.E. Updated technology improves teaching and enhances learning. Distance Learning requires updated technology.

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	41	49	45
Grade 1	53	41	46
Grade 2	49	55	44
Grade3	54	47	51
Grade 4	55	52	46
Grade 5	65	60	48
Grade 6	61	58	47
Total Enrollment	378	362	327

Conclusions based on this data:

1. Our student population has decreased over the last four years from 423 to 300.
2. Our students sub-groups have also decreased over the last three years.
3. Our school is a unique school with a great community and a tradition of values and high academic standards. We will need the support of all stakeholders to increase the number of students at Eldridge. There is a need for more analysis in this area.

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	118	119	109	31.2%	32.9%	33.3%
Fluent English Proficient (FEP)	80	66	42	21.2%	18.2%	12.8%
Reclassified Fluent English Proficient (RFEP)	17	11	0	11.3%	9.3%	0.0%

Conclusions based on this data:

1. English Learner enrollment has declined by 2.6% from 19-20 to 21-22
2. The percent of Fluent English Proficiency has increased by 3.2% % from 19-20 to 21-22
3. The percent of reclassified has decreased by 4.4% from 17-18 to 2-22. This may be due to the decrease in enrollment. There will be a consistent approach to Cycle of Inquiry to analyze data and teacher practices in order to improve English Learner performance. Deep Learning strategies, staggered reading interventions, Equity, and Culturally Responsive Teaching will be the focus areas for this improvement next year.

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	57	51	50	56	51	0	56	51	0	98.2	100	0.0
Grade 4	68	57	45	68	56	0	68	56	0	100	98.2	0.0
Grade 5	72	63	49	71	62	0	71	62	0	98.6	98.4	0.0
Grade 6	64	60	47	64	59	0	63	59	0	100	98.3	0.0
All Grades	261	231	191	259	228	0	258	228	0	99.2	98.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2410.	2407.		16.07	19.61		26.79	29.41		28.57	13.73		28.57	37.25	
Grade 4	2432.	2454.		19.12	17.86		10.29	33.93		20.59	17.86		50.00	30.36	
Grade 5	2475.	2456.		11.27	8.06		29.58	24.19		22.54	20.97		36.62	46.77	
Grade 6	2532.	2519.		26.98	10.17		20.63	42.37		33.33	20.34		19.05	27.12	
All Grades	N/A	N/A	N/A	18.22	13.60		21.71	32.46		25.97	18.42		34.11	35.53	

2019-20 Data:

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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	16.07	21.57		48.21	47.06		35.71	31.37	
Grade 4	13.24	19.64		54.41	51.79		32.35	28.57	
Grade 5	16.90	12.90		49.30	38.71		33.80	48.39	
Grade 6	19.05	15.25		46.03	47.46		34.92	37.29	
All Grades	16.28	17.11		49.61	46.05		34.11	36.84	

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	12.73	21.57		56.36	43.14		30.91	35.29	
Grade 4	13.24	19.64		38.24	44.64		48.53	35.71	
Grade 5	19.72	11.29		46.48	51.61		33.80	37.10	
Grade 6	23.81	20.34		55.56	59.32		20.63	20.34	
All Grades	17.51	17.98		48.64	50.00		33.85	32.02	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.71	21.57		73.21	47.06		16.07	31.37	
Grade 4	11.76	19.64		63.24	53.57		25.00	26.79	
Grade 5	9.86	8.06		69.01	58.06		21.13	33.87	
Grade 6	20.63	8.47		58.73	66.10		20.63	25.42	
All Grades	13.18	14.04		65.89	56.58		20.93	29.39	

2019-20 Data:

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

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	21.43	23.53		57.14	41.18		21.43	35.29	
Grade 4	16.18	16.07		60.29	58.93		23.53	25.00	
Grade 5	23.94	12.90		47.89	50.00		28.17	37.10	
Grade 6	46.03	25.42		34.92	52.54		19.05	22.03	
All Grades	26.74	19.30		50.00	50.88		23.26	29.82	

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 data indicates that there has been a steady overall growth in Language Arts academic performance. Over the last three years, all grades demonstrate a significant increase of students that exceed standards. Third grade has increased by 7.8%. 4th Grade has increased by 11.37 %. 5th Grade has increased by 6.94 %. 6th grade has decreased by 4.5%.

2. Our data also indicates steady growth in the area of students meeting standards over the last three years. Over the last three years, all grades demonstrate a significant increase of students that meet standards. Third Grade has increases by 14.34%. 4th Grade has increases by 11.85%. 5th Grade has increased by 1.97%. 6th Grade has increased by 2.26 %.
3. There is also good news in the area of the number of students below standard. Our data indicates that there is a decrease in the number of students that are below standard in the area of reading, writing, listening, and research and inquiry. We need to continue on this course with our focus on Equity, Culturally Responsive Teaching, and Deep Learning. Student engagement is a priority. Our population is composed of a significant number of English Language Learners. We need to continue the focus of cooperative learning and the use of academic vocabulary at the core of our instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57	51	50	55	51	0	55	51	0	96.5	100	0.0
Grade 4	68	57	45	68	56	0	68	56	0	100	98.2	0.0
Grade 5	72	63	49	71	62	0	71	62	0	98.6	98.4	0.0
Grade 6	64	60	47	63	59	0	62	59	0	98.4	98.3	0.0
All Grades	261	231	191	257	228	0	256	228	0	98.5	98.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2404.	2405.		9.09	11.76		21.82	23.53		38.18	23.53		30.91	41.18	
Grade 4	2439.	2458.		11.76	16.07		14.71	21.43		35.29	37.50		38.24	25.00	
Grade 5	2450.	2445.		4.23	12.90		11.27	4.84		32.39	22.58		52.11	59.68	
Grade 6	2515.	2508.		19.35	18.64		19.35	16.95		35.48	27.12		25.81	37.29	
All Grades	N/A	N/A	N/A	10.94	14.91		16.41	16.23		35.16	27.63		37.50	41.23	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.91	21.57		56.36	33.33		32.73	45.10	
Grade 4	19.12	26.79		29.41	28.57		51.47	44.64	
Grade 5	7.04	9.68		29.58	22.58		63.38	67.74	
Grade 6	25.81	27.12		38.71	27.12		35.48	45.76	
All Grades	15.63	21.05		37.50	27.63		46.88	51.32	

2019-20 Data:

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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	12.73	15.69		47.27	45.10		40.00	39.22	
Grade 4	5.88	17.86		39.71	50.00		54.41	32.14	
Grade 5	4.23	12.90		46.48	27.42		49.30	59.68	
Grade 6	14.52	11.86		43.55	42.37		41.94	45.76	
All Grades	8.98	14.47		44.14	40.79		46.88	44.74	

2019-20 Data:

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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	12.73	17.65		61.82	47.06		25.45	35.29	
Grade 4	16.18	14.29		36.76	55.36		47.06	30.36	
Grade 5	4.23	11.29		47.89	29.03		47.89	59.68	
Grade 6	24.19	15.25		43.55	47.46		32.26	37.29	
All Grades	14.06	14.47		46.88	44.30		39.06	41.23	

2019-20 Data:

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

Conclusions based on this data:

- Our data indicates that there has been a steady overall growth in Mathematics academic performance. Over the last three years, all grades demonstrate a significant increase in students that exceed standards. Third grade has increased by 6.35%. 4th Grade has increased by 12.17 %. 5th Grade has increased by 7.34 %. 6th grade has increased by 7.97 %.
- Our data also indicates that over the last three years there has been a steady decrease in the area of students nearly meeting standards. This is good news because we moved many of those students to meeting or exceeding standards. Over the last three years, all grades demonstrated a significant decrease of students that nearly met standards. Third Grade decreased by 4.85 %. 4th Grade decreased by 6.66 %. 5th Grade decreased by 2.42%. 6th Grade decreased by 2.26 %.
- There is also good news in the area of students below the standard. Our data indicates that there is a decrease in the number of students that are below standard in the area of concepts and procedures, problem solving, modeling data analysis, and communicating reasoning. We need to continue on this course with our focus on Equity, Culturally Responsive Teaching, ANTI BIAS/ANTI RACISM, and Deep Learning. Our student engagement is a priority. Our population is composed of a significant number of English Language Learners. We need to continue the focus of cooperative learning and the use of academic vocabulary at the core of our instruction.

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	1438.2	1430.5	*	1438.2	1437.9	*	1438.0	1413.0	*	30	16	10
1	1463.4	1448.6	1456.4	1465.5	1460.3	1471.1	1461.0	1436.6	1441.2	23	28	14
2	1466.4	1489.7	*	1458.4	1501.6	*	1473.8	1477.2	*	12	16	10
3	1458.6	1494.4	1507.3	1450.4	1494.9	1517.4	1466.3	1493.2	1496.6	18	14	27
4	1480.5	1487.3	1518.0	1467.0	1487.8	1527.0	1493.7	1486.3	1508.7	22	17	12
5	1502.6	1514.6	*	1485.9	1515.1	*	1518.5	1513.6	*	15	17	9
6	1503.2	1514.0	*	1485.3	1499.0	*	1520.5	1528.5	*	11	12	11
All Grades										131	120	93

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	25.00	*	*	43.75	*	*	18.75	*	*	12.50	*	30	16	*
1	*	0.00	7.14	*	46.43	42.86	*	39.29	35.71	*	14.29	14.29	23	28	14
2	*	12.50	*	*	50.00	*	*	37.50	*	*	0.00	*	12	16	*
3		28.57	29.63	*	21.43	37.04	*	21.43	33.33	*	28.57	0.00	18	14	27
4	*	11.76	0.00	*	29.41	91.67	*	35.29	8.33	*	23.53	0.00	22	17	12
5	*	5.88	*	73.33	29.41	*	*	64.71	*		0.00	*	15	17	*
6		0.00	*	*	41.67	*	*	58.33	*	*	0.00	*	11	12	*
All Grades	22.14	10.83	17.58	32.06	38.33	46.15	27.48	39.17	25.27	18.32	11.67	10.99	131	120	91

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	40.00	43.75	*	40.00	25.00	*	*	18.75	*	*	12.50	*	30	16	*
1	52.17	25.00	21.43	*	32.14	64.29	*	28.57	7.14	*	14.29	7.14	23	28	14
2	*	31.25	*	*	50.00	*	*	18.75	*	*	0.00	*	12	16	*
3		28.57	48.15	*	35.71	48.15	*	14.29	3.70	*	21.43	0.00	18	14	27
4	*	29.41	41.67	*	35.29	58.33	*	17.65	0.00	*	17.65	0.00	22	17	12
5	*	17.65	*	*	70.59	*	*	11.76	*		0.00	*	15	17	*
6	*	8.33	*	*	66.67	*	*	16.67	*		8.33	*	11	12	*
All Grades	29.77	26.67	32.97	33.59	43.33	54.95	22.90	19.17	5.49	13.74	10.83	6.59	131	120	91

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	50.00	25.00	*	*	31.25	*	*	31.25	*	*	12.50	*	30	16	*
1	*	3.57	0.00	*	25.00	42.86	*	39.29	28.57	*	32.14	28.57	23	28	14
2	*	12.50	*	*	12.50	*	*	56.25	*	*	18.75	*	12	16	*
3		7.14	7.41	*	28.57	33.33	*	35.71	37.04	72.22	28.57	22.22	18	14	27
4	*	0.00	0.00	*	29.41	25.00	63.64	17.65	66.67	*	52.94	8.33	22	17	12
5		0.00	*	*	17.65	*	*	64.71	*		17.65	*	15	17	*
6		0.00	*	*	25.00	*	*	58.33	*	*	16.67	*	11	12	*
All Grades	19.08	6.67	5.49	25.19	24.17	30.77	31.30	42.50	39.56	24.43	26.67	24.18	131	120	91

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	73.33	25.00	*	*	56.25	*	*	18.75	*	30	16	*
1	*	32.14	14.29	*	50.00	78.57	*	17.86	7.14	23	28	14
2	*	18.75	*	*	75.00	*	*	6.25	*	12	16	*
3	*	21.43	33.33	*	57.14	59.26	*	21.43	7.41	18	14	27
4	*	29.41	25.00	59.09	47.06	75.00	*	23.53	0.00	22	17	12
5	*	5.88	*	*	82.35	*		11.76	*	15	17	*
6		16.67	*	*	50.00	*	*	33.33	*	11	12	*
All Grades	37.40	22.50	18.68	44.27	59.17	70.33	18.32	18.33	10.99	131	120	91

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	*	50.00	*	73.33	37.50	*	*	12.50	*	30	16	*
1	56.52	21.43	35.71	*	71.43	64.29	*	7.14	0.00	23	28	14
2	*	50.00	*	*	43.75	*	*	6.25	*	12	16	*
3	*	50.00	59.26	61.11	28.57	40.74	*	21.43	0.00	18	14	27
4	*	35.29	91.67	59.09	47.06	8.33	*	17.65	0.00	22	17	12
5	*	76.47	*	*	23.53	*	*	0.00	*	15	17	*
6	*	41.67	*	*	50.00	*		8.33	*	11	12	*
All Grades	32.82	44.17	54.95	54.96	45.83	42.86	12.21	10.00	2.20	131	120	91

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	50.00	6.25	*	43.33	81.25	*	*	12.50	*	30	16	*
1	*	25.00	0.00	*	32.14	64.29	*	42.86	35.71	23	28	14
2	*	12.50	*	*	75.00	*	*	12.50	*	12	16	*
3		7.14	7.41	*	50.00	55.56	77.78	42.86	37.04	18	14	27
4	*	5.88	0.00	59.09	29.41	66.67	*	64.71	33.33	22	17	12
5	*	5.88	*	*	64.71	*	*	29.41	*	15	17	*
6	*	0.00	*	*	50.00	*	*	50.00	*	11	12	*
All Grades	22.90	10.83	5.49	41.22	52.50	59.34	35.88	36.67	35.16	131	120	91

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	56.67	50.00	*	*	37.50	*	*	12.50	*	30	16	*
1	*	0.00	0.00	56.52	67.86	85.71	*	32.14	14.29	23	28	14
2		18.75	*	91.67	75.00	*	*	6.25	*	12	16	*
3	*	14.29	14.81	*	57.14	74.07	*	28.57	11.11	18	14	27
4	*	5.88	0.00	77.27	58.82	100.00	*	35.29	0.00	22	17	12
5	*	5.88	*	*	82.35	*	*	11.76	*	15	17	*
6	*	33.33	*	*	66.67	*	*	0.00	*	11	12	*
All Grades	26.72	15.83	11.11	55.73	64.17	74.44	17.56	20.00	14.44	131	120	90

2019-20 Data:

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

Conclusions based on this data:

1. The 2019 summative ELPAC results show that about half (49.16%) of English Learners scored at Level 3 (38.33%) and Level 4 (10.83%). In oral language, over two thirds (70%) of English Learners scored at Level 3 (43.33%) and Level 4 (26.67%).
2. In written language, approximately one third (30.87%) of English Learners scored at Level 3 (24.17%) and Level 4 (6.67%). Grade 5 had the highest results in oral Language (88.24%, combining Levels 3 and 4), while Kindergarten had highest scores (56.25%) followed by Grade 3 results in Written Language (35.71%, combining Levels 3 and 4).

3. Grade 1 and Grade 6 had no students scoring at Level 4 on the 2019 summative ELPAC. English Learners in these two grades also had the lowest performance in Oral Language. Grades 4, 5, 6 had no students scoring at Level 4 in Written Language.
We will continue to improve English Learner performance through staggered reading interventions, Anti Bias/Anti Racism, ELD, Deep Learning strategies, Equity, Culturally Responsive Teaching, and after school/Saturday interventions.

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
327	64.5	33.3	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	33.3
Foster Youth		
Homeless	12	3.7
Socioeconomically Disadvantaged	211	64.5
Students with Disabilities	37	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	6.4
American Indian or Alaska Native	1	0.3
Asian	33	10.1
Filipino	28	8.6
Hispanic	199	60.9
Two or More Races	13	4.0
Native Hawaiian or Pacific Islander	25	7.6
White	7	2.1

Conclusions based on this data:

1. Our school is very diverse. There are several languages spoken in our community. Diversity is our strength.

2. Our Hispanic population composes 63.8% of the student body, followed by 10.1% Asian, 6.9%, Pacific Islander, 7.1% African American, 6.3% Filipino, and several other ethnicities. A majority of students in our sub-groups are also included in the 80.4% socio economic disadvantaged sub-group.
3. 31.2% of our students are English Learners. We need to continue the course with our focus on equity, Culturally Responsive Teaching, Deep Learning, student engagement, and the consistent use of academic vocabulary.





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  Green
Mathematics  Orange		

Conclusions based on this data:

1. Our data indicates that there has been a steady overall growth in Language Arts academic performance. Over the last three years, all grades demonstrate a significant increase of students that exceed standards. Third grade has increased by 7.8%. 4th Grade has increased by 11.37 %. 5th Grade has increased by 6.94 %. 6th grade has decreased by 4.5%.

Our data also indicates steady growth in the area of students meeting standards over the last three years. Over the last three years, all grades demonstrate a significant increase of students that meet standards. Third Grade has increases by 14.34%. 4th Grade has increases by 11.85%. 5th Grade has increased by 1.97%. 6th Grade has increased by 2.26 %.

There is also good news in the area of the number of students below standard. Our data indicates that there is a decrease in the number of students that are below standard in the area of reading, writing, listening, and research and inquiry. We need to continue the course with our focus on equity, Culturally Responsive Teaching, and Deep Learning. Student engagement is a priority. Our population is composed of a significant number of English Language Learners. We need to continue the focus on cooperative learning and the use of academic vocabulary at

the core of our instruction.

2. Our data indicates that there has been a steady overall growth in Mathematics academic performance. Over the last three years, all grades demonstrate a significant increase in students that exceed standards Third grade has increased by 6.35%. 4th Grade has increased by 12.17 %. 5th Grade has increased by 7.34 %. 6th grade has increased by 7.97 %.

Our data also indicates that over the last three years there has been a steady decrease in the area of students nearly meeting standards. This is good news because we moved many of those students to meeting or exceeding standards. Over the last three years, all grades demonstrated a significant decrease of students that nearly met standards. Third Grade decreased by 4.85 %. 4th Grade decreased by 6.66 %. 5th Grade decreased by 2.42%. 6th Grade decreased by 2.26 %.

There is also good news in the area of students below the standard. Our data indicates that there is a decrease in the number of students that are below standard in the area of concepts and procedures, problem solving, modeling data analysis, and communicating reasoning. We need to continue the course with our focus on equity, Culturally Responsive Teaching, and Deep Learning. Our student engagement is a priority. Our population is composed of a significant number of English Language Learners. Student engagement is a priority. Our population is composed of a significant number of English Language Learners. We need to continue the focus on cooperative learning and the use of academic vocabulary at the core of our instruction.

3. We also have a low suspension rate due to our consistent focus on Equity, Culturally Responsive Teaching, and the use of PBIS strategies to instill positive behavior and responsibility among our students. Chronic absenteeism is an issue in a small number of our students. Some of them have underlying health issues; others have more complex problems which are addressed in our attendance meetings with families and at our COST meetings with the support of our CWA department.

School and Student Performance Data

Academic Performance English Language Arts

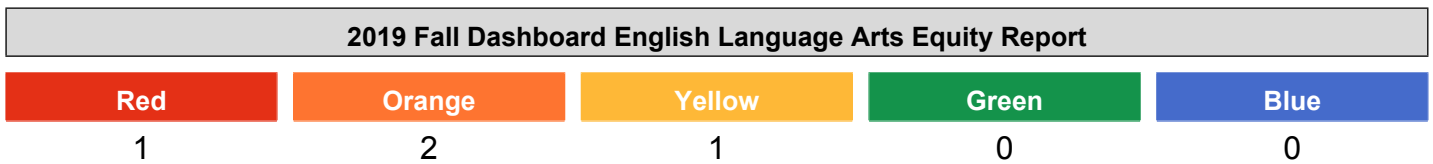
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 25.3 points below standard Declined -3.2 points 226	<p>English Learners</p> Orange 47.2 points below standard Maintained ++2.5 points 106	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 54.6 points below standard Declined Significantly -30.9 points 13	<p>Socioeconomically Disadvantaged</p> Orange 28.8 points below standard Declined -3 points 183	<p>Students with Disabilities</p> Red 121.3 points below standard Declined Significantly -22.3 points 32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 31.8 points below standard Declined Significantly -26.8 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 14.6 points below standard Declined -9.9 points 26	 No Performance Color 16.6 points above standard Declined Significantly -22.8 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.9 points below standard Increased ++5 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 64.3 points below standard Maintained ++0.2 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.5 points below standard Increased ++13.7 points 59	9.6 points above standard Increased ++12.8 points 47	17.9 points below standard Declined -9.7 points 97

Conclusions based on this data:

1. Based on this data we can conclude that English Language Learner performance has increased by 2.5 points. We have a decline of 3 points in our socio-economically disadvantaged subgroup and a significant decline of 22.8 points in students with disabilities.
2. Our Hispanic subgroup has increased by 5 points in ELA.
3. Our data indicates that there has been an overall steady growth in Language Arts academic performance. Over the last three years all grades demonstrate a significant increase in students that exceed standards. Third grade has increased by 7.8%. 4th Grade has increased by 11.37%. 5th Grade has increased by 6.94%. 6th grade has decreased by 4.5%.

School and Student Performance Data

Academic Performance Mathematics

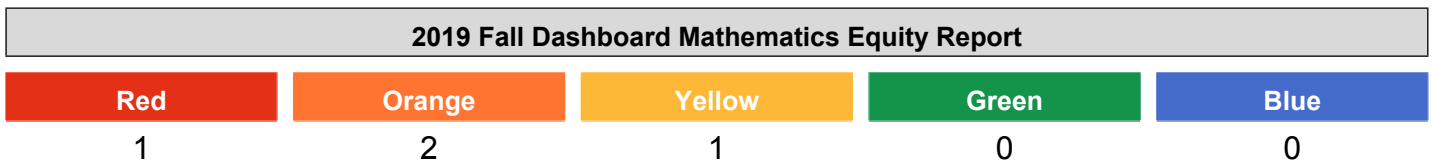
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>47.5 points below standard</p> <p>Maintained ++1.7 points</p> <p>226</p>	<p>English Learners</p> <p>Orange</p> <p>71.9 points below standard</p> <p>Declined -4.7 points</p> <p>106</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>92.7 points below standard</p> <p>Declined Significantly -23.6 points</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>53.8 points below standard</p> <p>Maintained -1.5 points</p> <p>183</p>	<p>Students with Disabilities</p> <p>Red</p> <p>143.3 points below standard</p> <p>Declined Significantly -41.3 points</p> <p>32</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 67.1 points below standard Declined Significantly -25.6 points 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 20.8 points below standard Maintained ++2.1 points 26	 No Performance Color 3.6 points above standard Declined -5.4 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.6 points below standard Increased ++6.7 points 146	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 60.1 points below standard Maintained ++0.5 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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
116.8 points below standard Declined -4 points 59	15.6 points below standard Increased ++13.7 points 47	33.7 points below standard Increased ++9.3 points 97

Conclusions based on this data:

1. Based on this data we can conclude that English Language Learner performance has declined by 4.7 points. We also have a decline of 1.5 points in our socio-economically disadvantaged sub-group and a significant decline 41.3 points in students with disabilities.
2. Our Hispanic sub-group performance has increased by 6.7 points.
3. Our data indicates that there has been a steady overall growth in Mathematics academic performance. Over the last three years, all grades demonstrate a significant increase in students that exceed standards Third grade has increased by 6.35%. 4th Grade has increased by 12.17%. 5th Grade has increased by 7.34%. 6th grade has increased by 7.97%.

School and Student Performance Data

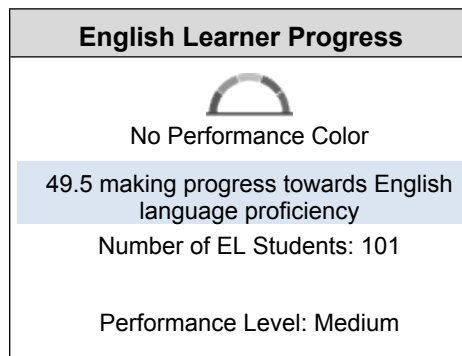
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.7	29.7		49.5

Conclusions based on this data:

1. Based on this data we can conclude that 49.5% of our EL students are making progress towards English Language Proficiency and that 21% of our students have decreased one ELPI Level.
2. We need to continue to address our English Learner population needs by constantly analyzing data and student performance in the classroom. We also need to continue with our small group interventions, ELD instruction, Deep Learning strategies, Culturally Responsive Teaching, Equity and consistently have students attend our after school interventions.
3. Our Leadership team is leading the school in all areas. Cycle of Inquiry and vertical articulation will be the forefront practice to improve the academic performance of our English Learners.

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. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	1

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 9.8 Increased +2.8 386	Orange 6.2 Increased +1.1 129	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 30 Increased +8.9 20	Orange 11.2 Increased +2.7 312	Orange 8.2 Increased +1.3 49

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.9 Maintained -0.3 28	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Declined -5.3 40	 No Performance Color 0 Declined -3.7 24
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.2 Increased Significantly +3.9 245	 No Performance Color 28.6 Increased +23 14	 No Performance Color 15.4 Increased +3.4 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

- Our data indicates that attendance has improved in all our sub-groups in the past few years.
- Our English Learner attendance has improved by 1.1%. Our socio-economically disadvantaged student attendance has improved by 2.7%. Our students with disabilities attendance has improved by 1.3%. Our Asian attendance has decreased by 5.3%. Finally, our Hispanic student attendance has improved by 3.9%.
- Overall we have experienced a positive trend in student attendance. We will continue with our attendance assemblies, PBIS practices, phone calls to families with attendance issues, and strong communication with families about the importance of being at school. Due to the pandemic, attendance has been inconsistent during the 2020-21 academic year. We will continue with our known an effective strategies to motivate students and families on the importance of consistent attendance at our school.

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. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

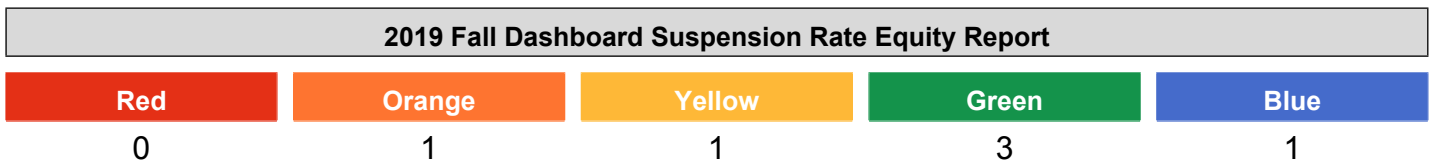
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2</p> <p>Declined Significantly -2.2</p> <p>394</p>	<p>English Learners</p> <p>Green</p> <p>1.5</p> <p>Declined -2.3</p> <p>131</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>4.5</p> <p>Increased +4.5</p> <p>22</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.2</p> <p>Declined Significantly -2.3</p> <p>318</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.1</p> <p>Declined -7.3</p> <p>49</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 6.7 Declined -1.9 30	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Declined -5.3 40	 No Performance Color 0 Declined -7.4 24
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6 Declined Significantly -1.5 251	 No Performance Color 0 Declined -5.6 14	 No Performance Color 7.7 Maintained 0 26	 No Performance Color Less than 11 Students - Data 7

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	2

Conclusions based on this data:

1. Our data indicates that overall our suspension rate is low and continues to decline in a significant way.
2. We use different methods of discipline guided by our PBIS team to improve behavior. Various methods of discipline include PBIS assemblies; PBIS store, in which students redeem rockbucks given to them for positive interactions; poster contests to remind students of protocols and procedures in and outside the classroom; meetings with parents; COST meetings to debrief about students with behavioral issues at school; behavior SSTs to address underlying student issues and to support them in and outside of class.
3. Our focus on Equity and Culturally Responsive teaching are also at the forefront of everything we do to address the needs of our diverse student population.

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.

LCAP Goal:

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

Goal 1

Our CAASPP data indicates that we have achieved 5% growth in ELA consistently in the last few years. However, we need to use more current data this year. We are focused on F&P, IXL, Accelerated Reader, Raz Kidz, teacher According to these combined sources of data 30% of our students are proficient in ELA. We will continue to focus our efforts on building a strong RTI program. Action Planning Days will support the implementation of RTI and other interventions as needed by analyzing data to inform instruction and needed interventions. This plan, which is based on the careful analysis of data, allows us to generate goals, strategies, and resource allocations that permit us to serve students more effectively.

We need to increase the percentage of all students at Eldridge Elementary School meeting or exceeding grade level standards in ELA by 5% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino. We will continue with our current teaching practices and interventions in place. However, we are planning to increase our RTI program to support what we are already doing

Identified Need

Previous data suggests that we need to continue with our current practices which are Deep Learning, (SAE) Student Academic Engagement, Anti Bias/Anti Racism, Culturally Responsive teaching, and our RTI program (Response to intervention). Eldridge School will achieve 5% growth in ELA as measured in the CAASPP assessment. Groups participating in this goal: African American Students, Special Ed Students, English Language Learners, Student who have not met or nearly met the standard for ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none">o Benchmark Assessmentso CAASPP resultso F & P	Current data informs us that 40% of our students are proficient in ELA. We will base	Our goal is to achieve 5% growth in ELA in the CAASPP test. We will use CAASPP and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> o IXL o Accelerated Reader o Subgroup analysis (SES, AA, ELL, Latino) 	<p>our outcome on IAB assessments, teacher generated assessments and CAASPP data.</p>	<p>IAB data to review our progress.</p>

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Use assessment data and SST referrals to identify students for strategic and intensive intervention services.
- Offer push-in/pull-out intervention, after school intervention, and/or Saturday Academy for intensive and strategic students.
- Principal and support staff will assist teachers with SST planning and follow-through.
- Identify and provide supplemental intervention materials for intensive and strategic students.

* Response to Intervention (RTI)

- -Acceleration services to target students. Data analysis to monitor student progress, Improve instruction and align to Common Core Framework. Provide feedback to teachers on performance of individual and groups of students.

Measures:

The students being offered intervention services will see an increase of 5% in their English Language Arts assessment scores as measured by district and/or teacher created assessments. They will be monitored by pre and post tests with an expectation of 5% growth overall. CAASPP assessments will also be used to measure progress.

People Assigned:

- Principal
- Intervention Coordinator/ Program Specialist
- Teachers
- ILT/Equity Team
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator
- YEP

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)
440	Title I Part A: Basic Grants Low-Income and Neglected Sub Release Time Assessment/Professional Development
440	LCFF - Supplemental Sub Release Time Assessment/Professional Development
1500.00	LCFF - Supplemental Extra Hours: Intervention classes, class set-up
500.00	Title I Part A: Basic Grants Low-Income and Neglected Extra Hours: Intervention
1918.00	Title I Part A: Allocation Extra Hours - Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

- Task:
- Teachers will use the Common Core Instructional Framework lesson design to plan ELA lessons collaboratively.
 - RTI program (Response to Intervention) will be implemented.
 - A Staggered reading program will be implemented.
 - Teachers will provide Common Core Standards-Based performance tasks or units of instruction in English Language Arts (which also includes Literacy in Social Studies and Science).

- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti racism, Closing the achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices, etc. to develop professional skills in the Common Core, emphasizing SAE, DOK instruction, lesson design, curriculum mapping, and COI.
- Principal, teachers, support staff, and SSC will identify and purchase instructional teaching tools (i.e., technology, online programs, student response materials, supplemental materials, teaching aids.) that promote student engagement. These tools can include, but are not limited to: IXL, Accelerated Reader, Raz Plus, Freckle, benchmark books, Fountas and Pinnell, Words Their Way, Scholastic News, EL Achieve, Comprehension Toolkit, leveled readers, and any other academic tools deemed necessary for student advancement.
- Teachers will continue to be trained in Cycle of Inquiry (COI), Deep Learning and the use of SAE.
- ILT team will review data and determine next steps.
- Students will be assessed using ELA Common Core assessments and/or HUSD benchmarks.
- Teachers will go through the COI process using those assessments and identify student learning goals and teaching strategies to drive their instruction.
- Weekly collaboration meetings and Action Planning Meetings will provide the time the teachers need to discuss teaching strategies and next steps.
- Principal, ILT, and grade level chairs will assist the COI process.
- Teachers will provide students with hands-on experiments which include writing, reading, and calculations necessary to support and extend the learning of ELA with the science content curriculum.
- The Computer Lab Coordinator will work with teachers, provide professional development, and support all students in the computer lab and online programs. The coordinator extends student learning by providing support with challenging online programs, assisting with online ELA programs, providing assistance to help students with these programs, and support necessary equipment needed for programs. This helps support the students in meeting technology needs.
- Provide enrichment activities.
- An ELL Specialist, funded by the district, will provide needed LLI interventions.

Measures:

- CAASPP
- Fountas and Pinnell
- Common Core State Standard Units in Reading and Writing
- Common Core State Standards-Based curriculum guides
- Lesson Plans, Common Core Performance Assessments and Scoring Criteria based on ELA Common Core Anchor State Standards
- District Benchmarks/BPST
- Principal walk-through observations
- Professional Development and Staff Meeting Agendas, sign-in sheets, and notes
- Grade Level and Action Planning Day agendas, sign-in sheets, and notes
- Student performance and achievement data
- Pre and post tests with an expectation of 10% growth
- Staff meeting, grade level collaboration meetings, Action Planning meetings, and minimum day meeting agendas and meeting notes will be collected.

People Assigned:

- Principal
- Intervention Coordinator/Program Specialist
- Testing Coordinator
- Technology Coordinator
- Teachers
- ILT
- RSP Teacher
- ELL Specialist
- Support Staff
- Hayward Unified School District Assessment and Data Department
- C.O.S.T. Coordinator'
- Yep

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)
2,500.00	LCFF Supplemental and Concentration Funds Common Core Assessment Coordinator/Curriculum Coordinator/Testing Coordinator
20,000.00	Title I Part A: Basic Grants Low-Income and Neglected Computer Lab Coordinator
250.00	Title I Part A: Basic Grants Low-Income and Neglected Extra Hours - Intervention
2,000	LCFF Supplemental and Concentration Funds Computer Lab Coordinator
1000.00	LCFF Supplemental and Concentration Funds Intervention/Program Specialist
1000	Title I Part A: Allocation Software/Online Programs
4620.00	LCFF - Supplemental Materials and Supplies
962.00	Title I Part A: Allocation

	Materials and Supplies
4000.00	LCFF - Supplemental Software

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade level collaboration. Strategies to implement the RTI (Response to Interventions) will also be developed through these meetings and with the support of the ILT team.

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 are adding RTI (Response to Intervention) and staggered reading during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify and teach essential academic skills; and provide preventions to proactively support student success.

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 more focused on RTI (Response to Intervention) and staggered reading during the instructional day. The ILT/Equity Team is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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.

LCAP Goal:

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

Goal 2

Our CAASPP data indicates that we have achieved 4% in Math consistently in the last few years. However, we need to use more current data this year. We are focused on F&P, IXL, Accelerated Reader, Raz Kidz, teacher generated assessments, and street data. These sources of data are informing us that our students have lost learning due to the pandemic. According to these combined sources of data 25 % of our students are proficient in math. We will continue with our current teaching practices and interventions as before the pandemic. These strategies worked well before the pandemic. However, we are planning to increase our RTI program to support what we are already doing. We will continue to focus our efforts on building a strong RTI program. Action Planning Days will support the implementation of RTI and other interventions as needed, by analyzing data to inform instruction and needed interventions. This plan, which is based on the careful analysis of data, allows us to generate goals, strategies and resource allocations that permit us to serve students more effectively.

We need to increase the percentage of all students at Eldridge Elementary School meeting or exceeding grade level standards in Math by 5% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino. We will continue with our current teaching practices and interventions in place. However, we are planning to increase our RTI program to support what we are already doing

Identified Need

Previous data suggests that we need to continue with our current practices which are Deep Learning, (SAE) Student Academic Engagement, Anti Bias/Anti Racism, Culturally Responsive teaching, and our RTI program (Response to intervention). Eldridge School will achieve 5% growth in math as measured in the CAASPP assessment. Groups participating in this goal: African American Students, Special Ed Students, English Language Learners, Student who have not met or nearly met the standard for Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> o Benchmark Assessments o CAASPP o Cycle of Inquiry o Subgroup analysis (SES, AA, ELL, Latino) o Vertical articulation 	<p>Combined sources of data inform us that 25 % of our students are proficient in Math. We will base our outcome on IAB assessments, teacher generated assessments and CAASPP data.</p>	<p>Our goal is to achieve 5% growth in Math in the CAASPP test. We will use CAASPP and IAB data to review our progress.</p>

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Use math assessment data and SST referrals to identify students for intervention services.
- Offer push-in, pull-out intervention, after school intervention, and/or Saturday Academy for intensive and strategic students.
- Principal and support staff will assist teachers with SST planning and follow-through.
- Identify and provide supplemental intervention materials for intensive and strategic students.

Measures:

The overall math goal should demonstrate a 5% increase of proficiency school-wide on their math assessment scores as measured by district assessments and teacher created Common Core assessments and CAASPP. Students will be monitored by pre and post tests with an expectation of 5% growth.

People Assigned:

- Principal
- Intervention Coordinator/Program Specialist
- Testing Coordinator
- Technology Coordinator
- ILT Team
- Teachers
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator
- YEP

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)
440.00	Title I Part A: Basic Grants Low-Income and Neglected Sub Release Time Assessment/Professional Development
4,000	LCFF Supplemental and Concentration Funds Extra Hours: Intervention Teachers/Assessment Monitoring/Intervention Set-up
440.00	LCFF - Supplemental Sub Release Time Assessment/Professional Development
1500.00	Title I Part A: Basic Grants Low-Income and Neglected Extra Hours: Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Teachers will collaboratively use the Common Core Instructional Framework lesson design to plan Math lessons.
- RTI program (Response to Intervention) will be explored and implemented.
- Teachers will provide Common Core Standards-Based units of instruction in Math.
- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti racism, Closing the achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices, etc. to develop professional skills in the Common Core, emphasizing SAE, DOK instruction, lesson design, curriculum mapping, and COI.
- Principal, ILT, teaching staff, staff, and SSC will identify and purchase instructional teaching tools (i.e., technology, online programs, student response materials, supplemental materials, teaching aids, etc.) that promote SAE.

- Teachers will continue to be trained on Cycle of Inquiry (COI).
- ILT team will review data and determine next steps.
- Every 6-8 weeks, students will be assessed using district/teacher created formative assessments, district benchmark assessments or a Common Core assessment.
- Teachers will go through the COI process using those assessments and identify student learning goals and teaching strategies to drive their instruction.
- Weekly collaboration and Action Planning meetings will provide the time the teachers need to discuss teaching strategies and next steps.
- Principal, ILT, and grade level chairs will assist the COI process.
- Teachers will provide students with hands-on experiments and mathematical calculations needed to complete these experiments necessary to support and extend the learning of math with the science content curriculum.
- The Computer Lab Coordinator will work with teachers, provide professional development, and support all students in the computer lab. The coordinator extends student learning by providing support with challenging online programs, assisting with online math programs, providing assistance to help students with these programs, and support necessary equipment needed for programs. This helps support the students in meeting technology needs.
- Provide enrichment activities.

Measures:

- CAASPP
- Common Core State Standard Units in Math, Common Core State Standards-Based curriculum guides and teacher and district developed formative assessments
- Lesson Plans, Common Core Performance Assessments and Scoring Criteria based on Math Common Core Anchor State Standards
- Principal walk-through observations
- Professional Development and Staff Meeting Agendas, sign-in sheets, and notes, etc.
- Grade Level and Action Planning Day agendas, sign-in sheets, and notes, etc.
- Student performance will be measured by district benchmarks and teacher created Common Core assessments. They will be monitored by pre and post tests with an expectation of 5% growth.
- Staff meeting, grade level collaboration meetings, Action Planning and minimum day meeting agendas.

People Assigned:

- Principal
- Intervention Coordinator/Program Specialist
- Testing Coordinator
- Technology Coordinator
- ILT
- Teachers
- RSP Teacher
- ELL Specialist
- Support Staff
- COST Coordinator

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)
20,000	Title I Part A: Basic Grants Low-Income and Neglected Computer Lab Coordinator
1000.00	Title I Part A: Allocation Materials and Supplies
2000.00	LCFF Supplemental and Concentration Funds Computer Lab Coordinator
2000	LCFF Supplemental and Concentration Funds Materials and Supplies
1500.00	LCFF Supplemental and Concentration Funds Curriculum/Testing Coordinator
500.00	LCFF Supplemental and Concentration Funds Intervention/Program Specialist
1000.00	LCFF - Supplemental Software

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will continue to implement the same strategies as last year. Our data indicates that we had growth and that we are moving in the right direction. We will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade level collaboration. Strategies to implement the RTI (Response to Interventions) will also be developed through these meetings and with the support of the ILT team.

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 are adding RTI (Response to Intervention) and math workshop during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify and teach essential academic skills; and provide preventions to proactively support student success.

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 more focused on RTI (Response to Intervention) and math workshop during the instructional day. We will conduct in-house training for our staff during staff meetings, Action Planning Days, collaboration and vertical articulation meetings. The ILT is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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.

LCAP Goal:

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

Goal 3

During the 2021-22 school year, Eldridge had 89 students identified as English Language Learners (ELLs) and, as of March 2022, seven students have already been reclassified. By June 2023, the goal for the percentage of English learners reclassified will be 5% of the current ELL population.

Identified Need

Continue to improve reclassification among English Language Learners. Only 13 percent of our English Language Learners scored proficient on the ELPAC test. We need to improve our practices to support students to become proficient on this test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	According to ELPAC, 13% of our English Language Learners are proficient.	We would like to have a minimum of 5% Reclassification growth based on the ELPAC results.

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)

English Language Learners

Strategy/Activity

Task:

- Daily implementation of leveled ELD groups.
- Improving our ELD program by visiting other sites and learning and implementing new proven researched practices.

- Adherence to the required minutes of daily ELD Instruction (45 minutes grades 1-6, 30 minutes Kindergarten.).
- Integrated ELD/ALD strategies used in the general education classes throughout the day.
- Collaborate on the ELL Catch-up/Monitoring forms.
- Identify ELLs for push-in/pull-out interventions, after school intervention, and/or Saturday Academy.
- Purchase academic tools/materials that can include but are not limited to Accelerated Reader, Raz Plus, Benchmark Books, Fountas and Pinnel, Words Their Way, Scholastic News, Freckle, EL Achieve and any other academic tools deemed necessary for advancement.
- Provide enrichment activities.

Measures:

- District benchmarks and local assessments
- ELPAC
- Local Assessments which may include ELD unit tests
- CAASPP results

People Assigned:

- Principal
- Intervention Coordinator
- Testing Coordinator
- Technology Coordinator
- ILT
- Teachers
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator
- F.E.S.
- YEP

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)
	Title I Part A: Basic Grants Low-Income and Neglected
440.00	LCFF Supplemental and Concentration Funds Sub Release Time
500.00	Title I Part A: Basic Grants Low-Income and Neglected

	Extra Hours - Intervention
901.00	LCFF Supplemental and Concentration Funds Computer Lab Coordinator
500.00	Title I Part A: Allocation Software/Online Program
4100.00	Title I Part A: Basic Grants Low-Income and Neglected Computer Lab Coordinator
1500.00	LCFF Supplemental and Concentration Funds Materials and Supplies
291.00	Title I Part A: Basic Grants Low-Income and Neglected Materials and Supplies
440.00	Title I Part A: Allocation Sub Release Time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language Learners

Strategy/Activity

Task:

- Daily implementation of leveled ELD groups.
- RTI (Response to Intervention) and Staggered Reading programs will be implemented.
- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the achievement Gap, Culturally Responsive Teaching, Action Planning, conferences, online courses, release time to observe good teaching practices, etc. to develop professional skills in the Common Core, emphasizing SAE, DOK instruction, lesson design, curriculum mapping, and COI.
- Adherence to the required minutes of daily ELD Instruction (45 minutes grades 1-6, 30 minutes Kindergarten).
- Integrated ELD/ALD strategies used in the general education classes throughout the day.
- Language Review Team (LRT) collaborates on the individual student ELL Catch-up/Monitoring Forms.
- For students not making at least one level of growth on the ELPAC, the LRT will analyze data and determine if the student is making any type of growth. If no growth, the Catch-Up plan will be modified.
- Identify ELLs for push-in/pull-out intervention, after school intervention, and/or Saturday Academy.
- Administer GAP Finder to 6th grade long-term ELD students.
- Provide enrichment activities.

- ELL Specialist will pull out small groups for ELD intervention.

Measures:

- District Assessments
- ELPAC (22-23)
- CAASPP results

People Assigned:

- Principal
- Intervention Coordinator
- Testing Coordinator
- Technology Coordinator
- ILT
- Teacher
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator
- F.E.S.

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)
1180.00	Title I Part A: Allocation Hourly Teacher/Intervention
500.00	LCFF Supplemental and Concentration Funds Hourly Teacher Intervention

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will continue to implement the same strategies as last year. Our data indicates that we had growth and that we are moving in the right direction. We will analyze the data through Cycle of Inquiry. Data will be analyzed at our staff meetings, Action Planning Days, and during grade level collaboration. Strategies to implement the RTI (Response to Interventions) will also be developed through these meetings and with the support of the ILT team.

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 are adding RTI (Response to Intervention) and staggered reading during the instructional day to the equation. It is an important component of our goal to achieve academic proficiency among all students. Response to Intervention will help us reduce the number of students that do not perform at grade level. RTI strategies will ensure access to an essential grade-level, guaranteed, viable curriculum; identify and teach essential academic skills; and provide preventions to proactively support student success.

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 more focused on RTI (Response to Intervention) and staggered reading during the instructional day. The ILT is heavily involved in supporting school implementation of interventions in classes during the instructional day.

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/Pre-School/Kinder School Transitions

LEA/LCAP Goal

LEA Goal:

- 21st Century in School Climate:HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal:

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

Goal 4

During the 2022-23 school year, Eldridge will improve school climate by doing the following:

- Kindergarten teachers will hold an orientation meeting to assist parents/incoming kinder students with the transition from pre-school to kinder or for incoming kinder students new to school.
- Hold PBIS assemblies for students for promoting positive behavior. Decrease bullying and suspensions.
- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the achievement Gap, Culturally Responsive Teaching,
- Host parent education classes.
- Enlist more parents to volunteer.
- Hold PBIS assemblies for students.
- Hold COST meetings.

Identified Need

Our PBIS demonstrate that we have more discipline referrals during our 12:00 p.m. lunch recess. There is also a need to improve parent participation in the classrooms. We had 36 cleared parent volunteers at Eldridge. We would like to have increase that number by 10 more this year. There is an average number about 15 parents that come to our parent trainings. We would like to need to increase that number to an average of 25 parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey data Suspension data PBIS Data Parent input at ELAC/SSC/SBDM and in the Parent Center Staff input COST input	2022 California Healthy Kids Survey data. We did not have any suspensions during the Covid pandemic because students were learning online. Before the pandemic our suspension rate demonstrated a 33% decrease. We need to continue	We need to continue to decrease our suspension rate. Our goal is to decrease our suspension rate by 5% during the 2022-23 academic year. This will positively impact our school climate. We would like to decrease our COST referrals by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Orientation packets/schedules for transitioning pre-school to	<p>the trend and decrease the percentage of student suspensions by 3%.</p> <p>Discipline referrals demonstrate that most negative student interactions occur in the playground with over 33 referrals.</p> <p>COST referrals have been used effectively, however we would like to reduce the number of COST referrals.</p>	We need to decrease the number of negative interactions during recess by 10 %.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Kindergarten Orientation Meeting
- PBIS
- PBIS assemblies
- Rules in Eldridge Code of Conduct
- PBIS strategies in classrooms
- COST meetings
- CRT
- AB/AR

Measures:

- PBIS Behavior Sheets
- Suspension Data
- COST Data

People Assigned:

- Principal
- PBIS Team
- Teachers
- ELL Specialist
- RSP Teacher
- Support Staff
- COST Coordinator

- Counselor
- District Coaches
- F.E.S.
- Office Manager
- Attendance Clerk
- YEP
- FES

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)
50.00	LCFF Supplemental and Concentration Funds Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Increase parent education classes/information.
- Increase parent participation.
- Provide a kindergarten orientation meeting to assist parents/incoming kinder students with the transition from pre-school to kinder or to assist kinder students new to school.
- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: Anti Bias/Anti Racism, Closing the achievement Gap, Culturally Responsive Teaching.
- Family engagement specialist will support families by organizing and inviting them to different trainings such as nutrition classes, positive discipline, and supporting students with homework.

Measures:

- Offer classes to parents at Coffee Club and/or ELAC meetings which includes strategies for homework.
- Encourage more parent participation by offering volunteering opportunities around the school and in classrooms for cleared volunteers.

People Assigned:

- Principal
- Teachers
- F.E.S.
- ELD Specialist
- Support Staff

- Office Manager
- Attendance Clerk
- Parents
- ELAC
- SSC/SBDM
- ILT
- YEP
- FES

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)
250.00	Title I Part A: Basic Grants Low-Income and Neglected Materials and Supplies
0	Title 1: Parent Allocation Please see computer la tech - assist parents
	Title I Part A: Basic Grants Low-Income and Neglected Fingerprinting

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We will examine suspension and PBIS data. We will also elicit parent input at ELAC/SSC/SBDM and from the Parent Center.

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

Less bullying and fighting is being reported as well as witnessed at Eldridge on the yard and in the classrooms.

Parents will receive training on how to help children improve academically. Parent will be encouraged and welcome to volunteer at school.

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

There will be a more consistent focus on parent engagement through parent trainings. Trainings will include nutrition classes, positive discipline, supporting students with homework, parenting classes, PBIS, English classes, kinder orientation meetings, among others.

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: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 1%

Goal 5

The covid pandemic currently has the most impact on the ADA at Eldridge. Our attendance rate has decreased from 97% before the pandemic to 87%. Our attendance goal for the 2022-23 school year is to increase our monthly average attendance by decreasing the number of medical absences. Students will learn about healthy eating habits, good hygiene, etc.

Identified Need

There is a small percentage of chronic absences, however, it is important that we address this problem in order to support the academic success of these students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data generated from monthly ADA/ADM reports and our Excessive Absence Report (EAR).	2021-22 Attendance Baseline	5 % increase in attendance during the 2022-23 academic year at Eldridge.

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 including subgroups: Hispanic, African American, RSP students, Socioeconomically disadvantaged, and English Learners.

Strategy/Activity

Task:

- Attendance clerk will run all attendance reports on a monthly basis.
- Principal and attendance clerk will meet and review data.
- Staff will be trained and participate in on-going professional development opportunities including, but not limited to: PBIS/Restorative Practices, Anti Bias/Anti Racism, Closing the achievement Gap, and Culturally Responsive Teaching.

- Attendance reminders will be given to parents via newsletter and Infinite Messenger phone system.
- Attendance clerk will work with CWA and hold attendance meetings with CWA when necessary.
- Data and information will be presented to SSC.
- Attendance assemblies will be held for students with perfect attendance. Certificates, awards, and prizes will be given to students for their efforts.

Measures:

- Excessive Absence Reports
- Attendance meetings with parents
- Average Daily Attendance Reports
- Truancy Reports

People Assigned:

- Principal
- Attendance Clerk
- Office Manager
- SBDM/SSC
- ILT
- ELAC
- Teachers
- Staff Members
- COST Specialist
- F.E.S.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF Supplemental and Concentration Funds

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.

PBIS assemblies, analyze ADA and truancy reports, excessive absence reports, communication with families regarding importance of attendance and students academic performance,

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 work more cohesively to address the attendance needs of our students. Parent classes will continue to be implemented and the COST team will be heavily involved in the implementation and achievement of this goal.

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.

Due to our success in this area, we will continue our consistent focus on improving attendance at our school.

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	\$86,162
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$86,162.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$7,000.00
Title I Part A: Basic Grants Low-Income and Neglected	\$48,271.00

Subtotal of additional federal funds included for this school: \$55,271.00

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 - Supplemental	\$12,000.00
LCFF Supplemental and Concentration Funds	\$18,891.00
Title 1: Parent Allocation	\$0.00

Subtotal of state or local funds included for this school: \$30,891.00

Total of federal, state, and/or local funds for this school: \$86,162.00

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	25855.00	25,855.00
Title I	44950.00	44,950.00
LCFF - Supplemental	4000.00	-8,000.00
Title I Part A: Allocation	5000.00	-2,000.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	12,000.00
LCFF Supplemental and Concentration Funds	18,891.00
Title 1: Parent Allocation	0.00
Title I Part A: Allocation	7,000.00
Title I Part A: Basic Grants Low-Income and Neglected	48,271.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF - Supplemental	12,000.00
	LCFF Supplemental and Concentration Funds	18,891.00
	Title 1: Parent Allocation	0.00
	Title I Part A: Allocation	7,000.00
	Title I Part A: Basic Grants Low-Income and Neglected	48,271.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,130.00
Goal 2	34,380.00
Goal 3	10,352.00
Goal 4	300.00
Goal 5	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Enrique Pin	Principal
Lisa McClaine	Classroom Teacher
Kim Souza	Classroom Teacher
Julie Rubia	Classroom Teacher
Guy Andrade	Parent or Community Member
Alice Guzman	Parent or Community Member
Pranita Chand	Parent or Community Member
Osmara Llanos	Parent or Community Member
Nori Kelley	Other School Staff
Martina Malagon	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 23, 2022.

Attested:

	Principal, Enrique Pin on 04/23/2022
	SSC Chairperson, Julie Rubia on 04/23/2022