

# 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 |
|--------------------------------------|-----------------------------------|--|---------------------------|
| Juan Lagunas Soria Elementary School | 56725380119412                    | October 15, 2020                       | November 4, 2020          |

## Purpose and Description

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

Schoolwide Program

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

The Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential. The Mission of Juan Lagunas Soria School is to educate and prepare confident students to become college and career ready in an ever changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2020-2021 school year, Juan Lagunas Soria School will emphasize building rigor across all grade levels and all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of

Mathematics. As teachers continue providing instruction to students within a Distance Learning environment, Juan Lagunas Soria School will identify and address barriers to student learning generated by challenges related to internet connectivity, one-to-one devices, online learning platforms, student attendance/engagement, and parent support.

Our over-arching academic goal is to raise achievement scores for all students and all significant student subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement within the current Distance Learning context; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing a Multi-Tiered Systems of Support (MTSS) approach, student performance and progress are monitored by teachers implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive Tier II and/or Tier III-Level Intervention services and supports by classroom teachers before, during, and/or after the instructional day. Tier II to Tier III-Level Intervention services are provided by classroom teachers during small group instruction, English Language Development, and/or during before/after school tutoring, as well as being provided by Intervention Support Providers (ISPs) to support students' academic skills in small group settings. In order to address our students' social, emotional, and behavioral needs, the MTSS/CST/SST process is also used to identify students who are in need of receiving individual and/or small group counselling services provided by our school counselor. Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counselling support services to meet their academic, language and communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support.

Here at Juan Lagunas Soria School, we take pride in fostering a safe, positive, and professional learning environment. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with

praise, recognition, and incentives. In addition, our athletics program, extracurricular clubs, and student leadership program offer enrichment opportunities for students to excel in areas outside of academics. During the current Distance Learning context, however, Juan Lagunas Soria School will seek alternative pathways to engage students in social, team-based activities that ensure student safety and follow social distancing guidelines.

In order for students to achieve their fullest potential, we know that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

Ongoing data from both formal and informal classroom observations conducted weekly in Kindergarten through 8th grades throughout the school year, along with collaboration with the school site Leadership Team and Community stakeholder committees (School Site Council, ELAC, PTA), assisted with the development of the goals, actions, and services highlighted throughout this School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify essential curriculum standards, and develop targeted student intervention and supports; a more robust implementation of the Multi-Tiered Systems of Support Model utilizing a cycle of inquiry approach; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school utilizes data from both formative (Star 360 Early Literacy/Reading in English, as well as Spanish for Dual Language Immersion programs, Star 360 Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

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

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative and summative assessments in order to monitor student achievement and identify key learning targets within the Common Core State Standards to inform and modify instruction. Ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) during the instructional day or during before or after school tutoring.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is also offered to teachers when new curriculum is adopted and follow up training is available for continuous support with curricular materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and on the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals and Assistant Principals function as instructional leaders.

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

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams) to enhance student engagement within the current Distance Learning context; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

## Teaching and Learning

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

Collaboration, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the California Department of Education's recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis and intervention courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have equal access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based and aligned to the Common Core Standards. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.



## Opportunity and Equal Educational Access

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

Teachers first provide Tier I-Level standards-based instruction to all students, integrating all four levels of depths of complexity to increase the level of academic rigor throughout all core content areas. Through frequent, ongoing, and evidence-based collaboration, teachers are able to analyze ongoing formative assessment data to progress monitor student achievement and identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tiered System of Supports (MTSS) model, specific and aligned intervention strategies are provided to underperforming students at the Tier II and III levels. Students' progress and response to these intervention strategies are closely monitoring through the use of pre and post-assessment data during six week long rounds of intensive intervention. Students not meeting the expected intervention outcomes are referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III level intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

## Parental Engagement

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

Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academics and social-emotional needs. During the current Distance Learning context, these events will be held virtually to ensure the school is following social distancing guidelines. Fiscal resources provided by the Juan Lagunas Soria PTA assist in supporting standards-based field trips; providing supplemental instructional resources for classroom teachers; supporting student assemblies, extracurricular activities, and athletics; and providing funding for incentives and rewards for students who meet their learning goals and achieve school success.

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)

Juan Lagunas Soria School will continue to prioritize parent and family engagement during the 2020-21 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2020-21 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals for all students and all significant subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

## Funding

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

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Juan Lagunas Soria School, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Categorical funding supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices. Funding also supports the Outreach Coordinator position, who is responsible for coordinating and/or facilitating parent trainings and educational workshops aimed at improving parents' ability to support their children's learning. Funds will be utilized to support the middle school Advancement Via Individual Determination (AVID) program and the Associated Student Body (ASB) student leadership program.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## **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**

Juan Lagunas Soria School governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met on October 1 and October 15, 2020 to analyze 2019-20 and current 2020-21 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in Reading and Math, providing social/emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. The Principal met with the English Language Advisory Committee on September October 13, 2020 to review the SPSA and discuss the strategies which focus on increasing parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

## Resource Inequities

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

While there has been a reduction in school site funding for the 2020-21 school year, several school site expenditures related to Distance Learning have been funded at the district level using special one-time COVID 19 funding received by the state. These expenditures have included the replacement of teacher technology equipment (laptops, docking stations, and hovercams), funding for one full-time Outreach Coordinator position to support parent and family engagement, the provision of two Intervention Support Providers to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards, and the purchasing of a district-wide learning management system (e.g., Canvas), school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn), and grade-level instructional supplies to support students' Distance Learning in the home. Due to the extended current context of Distance Learning, other expenditures are no longer applicable while students remain at home and even when students do return to in-person instruction and social distancing guidelines are still in place. These types of expenditures include field trips, athletics, and extra-curricular activities. As a result, while school-site funding has been reduced relative to years past, there has been an increase in district-level funding to support Distance Learning as well as an increase in the number of limitations for the types of instructional activities, interventions, and enrichment that can be implemented as a result of the current COVID 19 pandemic.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 17-18                 | 18-19  | 19-20  | 17-18              | 18-19 | 19-20 |
| American Indian                | 0%                    | 0%     | 0%     | 0                  | 0     | 0     |
| African American               | 1.25%                 | 1.47%  | 1.42%  | 13                 | 15    | 14    |
| Asian                          | 0.58%                 | 0.09%  | 1.02%  | 6                  | 1     | 10    |
| Filipino                       | 1.44%                 | 1.38%  | 1.22%  | 15                 | 14    | 12    |
| Hispanic/Latino                | 91.63%                | 91.54% | 91.15% | 953                | 931   | 896   |
| Pacific Islander               | 0.29%                 | 0%     | 0.2%   | 3                  | 0     | 2     |
| White                          | 4.42%                 | 4.33%  | 3.97%  | 46                 | 44    | 39    |
| Multiple/No Response           | %                     | 1.18%  | 1.02%  | NA                 | 12    | 0     |
| <b>Total Enrollment</b>        |                       |        |        | 1,040              | 1,017 | 983   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 17-18              | 18-19 | 19-20 |
| Kindergarten                      | 96                 | 90    | 93    |
| Grade 1                           | 95                 | 94    | 90    |
| Grade 2                           | 117                | 101   | 104   |
| Grade 3                           | 91                 | 115   | 102   |
| Grade 4                           | 116                | 97    | 120   |
| Grade 5                           | 120                | 114   | 98    |
| Grade 6                           | 147                | 129   | 114   |
| Grade 7                           | 149                | 137   | 128   |
| Grade 8                           | 109                | 142   | 134   |
| <b>Total Enrollment</b>           | 1,040              | 1,017 | 983   |

### Conclusions based on this data:

From 2017 to 2020, based on ethnicity, there have been only two significant subgroups of students (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment by grade level between 2017 and 2020, total enrollment has decreased by 57 students. It is important to note that this data reflects school enrollment from three (2017-18) and two (2018-19) years ago. Current Kinder through 8th grade enrollment for the 2020-21 school year is 955. This reflects a further decrease of student enrollment since the 2017-18 school year. As a result, Juan Lagunas Soria School staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 17-18              | 18-19 | 19-20 | 17-18               | 18-19 | 19-20 |
| English Learners                              | 297                | 242   | 259   | 28.6%               | 23.8% | 26.3% |
| Fluent English Proficient (FEP)               | 226                | 287   | 232   | 21.7%               | 28.2% | 23.6% |
| Reclassified Fluent English Proficient (RFEP) | 25                 | 82    | 83    | 2.4%                | 8.1%  | 26.3% |

### Conclusions based on this data:

Based on analysis of English Learner enrollment at Juan Lagunas Soria School for the 2017-18 school year, 28.6% of Juan Lagunas Soria School's total student population were English Learners. An additional 2.4% of Juan Lagunas Soria School's total student population during the 2017-18 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient (RFEP) students. While the percentage of English Learners has remained fairly consistent throughout the past three school years from 2017 to 2020, the percentage of students being redesignated as RFEP has increased significantly from 2.4% in 2017-18 to 26.3% in 2019-20. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continue to monitor RFEP students' academic performance in both SEI and DLI instructional settings.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 113                    | 90    | 115   | 113                  | 89    | 112   | 113                | 89    | 112   | 100                    | 98.9  | 97.4  |
| Grade 4                                | 120                    | 115   | 97    | 118                  | 114   | 95    | 118                | 114   | 95    | 98.3                   | 99.1  | 97.9  |
| Grade 5                                | 147                    | 120   | 114   | 147                  | 117   | 111   | 147                | 117   | 111   | 100                    | 97.5  | 97.4  |
| Grade 6                                | 145                    | 144   | 129   | 143                  | 144   | 127   | 143                | 144   | 127   | 98.6                   | 100   | 98.4  |
| Grade 7                                | 111                    | 149   | 135   | 108                  | 146   | 133   | 108                | 146   | 133   | 97.3                   | 98    | 98.5  |
| Grade 8                                | 113                    | 109   | 142   | 112                  | 107   | 135   | 112                | 107   | 135   | 99.1                   | 98.2  | 95.1  |
| All Grades                             | 749                    | 727   | 732   | 741                  | 717   | 713   | 741                | 717   | 713   | 98.9                   | 98.6  | 97.4  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2388.            | 2415. | 2417. | 15.04      | 23.60 | 23.21 | 17.70          | 19.10 | 19.64 | 21.24             | 24.72 | 26.79 | 46.02          | 32.58 | 30.36 |
| Grade 4                              | 2440.            | 2462. | 2461. | 16.95      | 24.56 | 27.37 | 23.73          | 23.68 | 23.16 | 19.49             | 21.05 | 16.84 | 39.83          | 30.70 | 32.63 |
| Grade 5                              | 2477.            | 2477. | 2506. | 12.93      | 12.82 | 24.32 | 27.21          | 29.06 | 32.43 | 19.05             | 23.93 | 18.92 | 40.82          | 34.19 | 24.32 |
| Grade 6                              | 2533.            | 2529. | 2541. | 14.69      | 13.89 | 22.05 | 39.86          | 40.28 | 41.73 | 31.47             | 20.83 | 17.32 | 13.99          | 25.00 | 18.90 |
| Grade 7                              | 2521.            | 2531. | 2507. | 8.33       | 10.27 | 8.27  | 32.41          | 30.82 | 25.56 | 23.15             | 34.25 | 24.81 | 36.11          | 24.66 | 41.35 |
| Grade 8                              | 2562.            | 2554. | 2554. | 8.93       | 11.21 | 13.33 | 47.32          | 32.71 | 33.33 | 21.43             | 29.91 | 27.41 | 22.32          | 26.17 | 25.93 |
| All Grades                           | N/A              | N/A   | N/A   | 12.96      | 15.48 | 19.07 | 31.44          | 30.13 | 29.73 | 22.81             | 25.94 | 22.30 | 32.79          | 28.45 | 28.89 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 18.58            | 21.35 | 20.54 | 25.66                 | 47.19 | 50.00 | 55.75            | 31.46 | 29.46 |
| Grade 4  | 16.10            | 19.30 | 18.95 | 49.15                 | 44.74 | 51.58 | 34.75            | 35.96 | 29.47 |
| Grade 5  | 19.05            | 12.07 | 28.83 | 47.62                 | 50.00 | 48.65 | 33.33            | 37.93 | 22.52 |
| Grade 6  | 13.99            | 14.58 | 25.98 | 60.84                 | 47.92 | 42.52 | 25.17            | 37.50 | 31.50 |
| Grade 7  | 16.67            | 17.81 | 12.78 | 47.22                 | 41.78 | 37.59 | 36.11            | 40.41 | 49.62 |
| Grade 8  | 25.00            | 22.43 | 21.48 | 47.32                 | 41.12 | 42.96 | 27.68            | 36.45 | 35.56 |
| All Grades   | 18.08            | 17.60 | 21.32 | 46.96                 | 45.39 | 45.02 | 34.95            | 37.01 | 33.66 |



| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 10.62            | 15.73 | 16.07 | 46.02                 | 44.94 | 50.00 | 43.36            | 39.33 | 33.93 |
| Grade 4   | 17.80            | 23.89 | 23.16 | 46.61                 | 48.67 | 47.37 | 35.59            | 27.43 | 29.47 |
| Grade 5   | 16.33            | 25.00 | 27.03 | 49.66                 | 40.52 | 48.65 | 34.01            | 34.48 | 24.32 |
| Grade 6   | 23.08            | 22.92 | 26.77 | 54.55                 | 49.31 | 59.06 | 22.38            | 27.78 | 14.17 |
| Grade 7   | 19.44            | 15.07 | 18.05 | 50.00                 | 58.22 | 47.37 | 30.56            | 26.71 | 34.59 |
| Grade 8   | 16.07            | 18.87 | 15.56 | 59.82                 | 54.72 | 61.48 | 24.11            | 26.42 | 22.96 |
| All Grades  | 17.41            | 20.31 | 20.90 | 51.15                 | 49.86 | 52.73 | 31.44            | 29.83 | 26.37 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3   | 10.62            | 20.22 | 17.86 | 63.72                 | 59.55 | 66.96 | 25.66            | 20.22 | 15.18 |
| Grade 4   | 5.08             | 18.42 | 16.84 | 63.56                 | 66.67 | 62.11 | 31.36            | 14.91 | 21.05 |
| Grade 5   | 13.61            | 12.07 | 19.82 | 61.22                 | 63.79 | 63.06 | 25.17            | 24.14 | 17.12 |
| Grade 6   | 13.99            | 15.28 | 17.32 | 69.93                 | 69.44 | 64.57 | 16.08            | 15.28 | 18.11 |
| Grade 7   | 7.41             | 9.59  | 6.77  | 57.41                 | 67.81 | 63.16 | 35.19            | 22.60 | 30.08 |
| Grade 8   | 7.14             | 13.08 | 14.81 | 79.46                 | 65.42 | 64.44 | 13.39            | 21.50 | 20.74 |
| All Grades  | 9.99             | 14.39 | 15.29 | 65.86                 | 65.92 | 64.10 | 24.16            | 19.69 | 20.62 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 12.39            | 23.60 | 22.32 | 49.56                 | 57.30 | 53.57 | 38.05            | 19.10 | 24.11 |
| Grade 4  | 21.19            | 29.20 | 17.89 | 50.85                 | 45.13 | 53.68 | 27.97            | 25.66 | 28.42 |
| Grade 5  | 19.05            | 29.31 | 26.13 | 42.18                 | 42.24 | 52.25 | 38.78            | 28.45 | 21.62 |
| Grade 6  | 38.46            | 43.06 | 35.43 | 50.35                 | 45.14 | 48.03 | 11.19            | 11.81 | 16.54 |
| Grade 7  | 27.78            | 27.40 | 20.30 | 41.67                 | 53.42 | 44.36 | 30.56            | 19.18 | 35.34 |
| Grade 8  | 31.25            | 33.02 | 25.93 | 45.54                 | 47.17 | 48.89 | 23.21            | 19.81 | 25.19 |
| All Grades   | 25.24            | 31.51 | 24.96 | 46.69                 | 48.18 | 49.79 | 28.07            | 20.31 | 25.25 |

**Conclusions based on this data:**

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2016 and 2019, with the total number of students who met or exceeded standard increasing from 44.4% in the 2016-17 school year to 48.8% in the 2018-19 school year. Although the percentage of students who nearly met standard stayed about the same: 22.81% in 2016-17 to 22.3% in 2018-19, the percentage of students who did not meet standard decreased from 32.79% in the 2016-17 school year to 28.89% in the 2018-19 school year. Analysis of data from the four CAASPP Claim areas shows that all students in grades 3-8 at Juan Lagunas Soria School showed greatest gains for students scoring above standard in the Claim of Listening between 2016 and 2019, with an increase of 5.3 percentage points. Overall, percentages of all students



in grades 3-8 scoring below standard in all four Claims decreased between 2016 and 2019, with the greatest decrease occurring in the Writing Claim in which the percentage of students scoring below standard fell by 5.07 percentage points. Based on percentages of students in grades 3-8 meeting or exceeding standards, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices within the designated language of instruction in order to provide all students clearly articulated learning goals based on Common Core State Standards; increased depths of knowledge levels throughout instructional activities to build rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier II and Tier III-level intervention, including intensive, small group instruction before, during, and after the instructional day in order to increase students' skills in English Language Arts.

# 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 |       |       |
|  | 16-17                  | 17-18 | 18-19 | 16-17                | 17-18 | 18-19 | 16-17              | 17-18 | 18-19 | 16-17                  | 17-18 | 18-19 |
| Grade 3                                | 113                    | 90    | 115   | 113                  | 89    | 112   | 113                | 89    | 112   | 100                    | 98.9  | 97.4  |
| Grade 4                                | 120                    | 115   | 97    | 117                  | 114   | 95    | 117                | 114   | 95    | 97.5                   | 99.1  | 97.9  |
| Grade 5                                | 147                    | 120   | 114   | 147                  | 118   | 111   | 147                | 118   | 111   | 100                    | 98.3  | 97.4  |
| Grade 6                                | 145                    | 144   | 129   | 143                  | 143   | 127   | 143                | 143   | 126   | 98.6                   | 99.3  | 98.4  |
| Grade 7                                | 111                    | 149   | 135   | 108                  | 146   | 131   | 108                | 146   | 131   | 97.3                   | 98    | 97    |
| Grade 8                                | 113                    | 109   | 142   | 112                  | 107   | 135   | 112                | 107   | 135   | 99.1                   | 98.2  | 95.1  |
| All Grades                             | 749                    | 727   | 732   | 740                  | 717   | 711   | 740                | 717   | 710   | 98.8                   | 98.6  | 97.1  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2398.            | 2405. | 2412. | 5.31       | 6.74  | 11.61 | 23.01          | 25.84 | 25.00 | 35.40             | 30.34 | 27.68 | 36.28          | 37.08 | 35.71 |
| Grade 4                              | 2420.            | 2443. | 2451. | 0.85       | 9.65  | 6.32  | 19.66          | 21.93 | 18.95 | 35.04             | 35.09 | 50.53 | 44.44          | 33.33 | 24.21 |
| Grade 5                              | 2440.            | 2446. | 2453. | 2.04       | 3.39  | 5.41  | 6.12           | 11.86 | 13.51 | 31.97             | 32.20 | 35.14 | 59.86          | 52.54 | 45.95 |
| Grade 6                              | 2493.            | 2496. | 2493. | 8.39       | 7.69  | 10.32 | 16.78          | 22.38 | 23.81 | 34.27             | 29.37 | 23.81 | 40.56          | 40.56 | 42.06 |
| Grade 7                              | 2471.            | 2468. | 2459. | 2.78       | 5.48  | 3.05  | 16.67          | 8.90  | 11.45 | 26.85             | 26.71 | 27.48 | 53.70          | 58.90 | 58.02 |
| Grade 8                              | 2498.            | 2500. | 2506. | 5.36       | 6.54  | 9.63  | 11.61          | 12.15 | 11.11 | 27.68             | 28.04 | 28.89 | 55.36          | 53.27 | 50.37 |
| All Grades                           | N/A              | N/A   | N/A   | 4.19       | 6.56  | 7.75  | 15.27          | 16.74 | 17.04 | 32.03             | 30.13 | 31.41 | 48.51          | 46.58 | 43.80 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 11.50            | 16.85 | 25.00 | 44.25                 | 37.08 | 34.82 | 44.25            | 46.07 | 40.18 |
| Grade 4  | 5.13             | 13.16 | 10.53 | 34.19                 | 41.23 | 41.05 | 60.68            | 45.61 | 48.42 |
| Grade 5  | 3.40             | 7.63  | 7.21  | 21.77                 | 22.88 | 25.23 | 74.83            | 69.49 | 67.57 |
| Grade 6  | 14.08            | 13.29 | 14.29 | 33.10                 | 32.87 | 32.54 | 52.82            | 53.85 | 53.17 |
| Grade 7  | 6.48             | 6.16  | 5.34  | 23.15                 | 28.77 | 26.72 | 70.37            | 65.07 | 67.94 |
| Grade 8  | 5.36             | 5.61  | 9.63  | 29.46                 | 37.38 | 37.04 | 65.18            | 57.01 | 53.33 |
| All Grades   | 7.71             | 10.18 | 11.83 | 30.72                 | 32.91 | 32.68 | 61.57            | 56.90 | 55.49 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b>   |                         |              |              |                              |              |              |                         |              |              |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>  | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|   | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>  | 13.27                   | 19.10        | 20.54        | 46.02                        | 39.33        | 45.54        | 40.71                   | 41.57        | 33.93        |
| <b>Grade 4</b>  | 6.84                    | 16.67        | 17.89        | 45.30                        | 45.61        | 47.37        | 47.86                   | 37.72        | 34.74        |
| <b>Grade 5</b>  | 4.08                    | 5.08         | 9.91         | 40.14                        | 50.85        | 41.44        | 55.78                   | 44.07        | 48.65        |
| <b>Grade 6</b>  | 11.19                   | 10.49        | 13.49        | 45.45                        | 46.15        | 45.24        | 43.36                   | 43.36        | 41.27        |
| <b>Grade 7</b>  | 4.63                    | 4.79         | 6.11         | 49.07                        | 45.89        | 36.64        | 46.30                   | 49.32        | 57.25        |
| <b>Grade 8</b>  | 10.71                   | 10.28        | 12.59        | 38.39                        | 53.27        | 34.81        | 50.89                   | 36.45        | 52.59        |
| <b>All Grades</b>   | 8.38                    | 10.46        | 13.10        | 43.92                        | 47.00        | 41.41        | 47.70                   | 42.54        | 45.49        |

| <b>Communicating Reasoning</b>                                   |                         |              |              |                              |              |              |                         |              |              |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| <b>Demonstrating ability to support mathematical conclusions</b> |                         |              |              |                              |              |              |                         |              |              |
| <b>Grade Level</b>   | <b>% Above Standard</b> |              |              | <b>% At or Near Standard</b> |              |              | <b>% Below Standard</b> |              |              |
|  | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>                 | <b>17-18</b> | <b>18-19</b> | <b>16-17</b>            | <b>17-18</b> | <b>18-19</b> |
| <b>Grade 3</b>   | 9.73                    | 11.24        | 14.29        | 52.21                        | 53.93        | 55.36        | 38.05                   | 34.83        | 30.36        |
| <b>Grade 4</b>   | 3.42                    | 14.91        | 14.74        | 46.15                        | 47.37        | 46.32        | 50.43                   | 37.72        | 38.95        |
| <b>Grade 5</b>   | 4.08                    | 2.54         | 9.01         | 42.86                        | 41.53        | 44.14        | 53.06                   | 55.93        | 46.85        |
| <b>Grade 6</b>   | 8.39                    | 11.19        | 14.29        | 51.75                        | 46.15        | 46.83        | 39.86                   | 42.66        | 38.89        |
| <b>Grade 7</b>   | 5.56                    | 6.85         | 4.58         | 51.85                        | 50.68        | 47.33        | 42.59                   | 42.47        | 48.09        |
| <b>Grade 8</b>   | 2.68                    | 8.41         | 9.63         | 51.79                        | 51.40        | 53.33        | 45.54                   | 40.19        | 37.04        |
| <b>All Grades</b>  | 5.68                    | 9.07         | 10.85        | 49.19                        | 48.26        | 49.01        | 45.14                   | 42.68        | 40.14        |

**Conclusions based on this data:**

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2016 and 2019, with the total number of students who met or exceeded standard increasing from 19.46% in the 2016-17 school year to 24.79% in the 2018-19 school year. Although the percentage of students who nearly met standard slightly decreased from 32.03% in the 2016-17 school year to 31.41% in the 2018-19 school year, the percentage of students who did not meet standard demonstrated a greater decrease from 48.51% in the 2016-17 school year to 43.8% in the 2018-19 school year. Analysis of data from the three CAASPP Claim areas shows that all students in grades 3-8 scoring above standard at Juan Lagunas Soria School showed similar gains in the Claims of Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning between 2016 and 2019, with increases by 4.12 percentage points, 4.72 percentage points, and by 5.17 percentage points respectively. Overall, percentages of all students in grades 3-8 scoring below standard in all three Claims decreased between 2016 and 2019, with the greatest decreases occurring in the Concepts and Procedures and Communicating Reasoning Claims in which the percentage of students scoring below standard fell by 6.08 percentage points and by 5 percentage points respectively. Based on the significantly lower percentages of grades 3-8 students meeting or exceeding standards in Math in comparison to English Language Arts, Juan Lagunas Soria School classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; increased depths of knowledge levels throughout instructional activities to build rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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  | 17-18         | 18-19  | 17-18            | 18-19  | 17-18                     | 18-19 |
| Grade K  | 52      | 1425.0 | 52            | 1430.1 | 52               | 1412.6 | 52                        | 31    |
| Grade 1  | 59      | 1449.9 | 59            | 1461.7 | 59               | 1437.7 | 59                        | 47    |
| Grade 2  | 58      | 1512.1 | 58            | 1500.8 | 58               | 1522.8 | 58                        | 59    |
| Grade 3  | 33      | 1484.1 | 33            | 1476.1 | 33               | 1491.6 | 33                        | 27    |
| Grade 4  | 32      | 1519.7 | 32            | 1507.1 | 32               | 1532.0 | 32                        | 23    |
| Grade 5  | 26      | 1546.1 | 26            | 1557.5 | 26               | 1534.1 | 26                        | 14    |
| Grade 6  | 18      | 1529.6 | 18            | 1524.8 | 18               | 1533.6 | 18                        | 13    |
| Grade 7  |         | 1583.4 |               | 1558.0 |                  | 1608.4 |                           | 12    |
| Grade 8  |         | *      |               | *      |                  | *      |                           | 6     |
| All Grades   | 278     |        | 278           |        | 278              |        | 278                       | 232   |

| Overall Language<br>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 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| K   | 38%     | 16.13 | 37%     | 29.03 | 19%     | 45.16 | 6%      | 9.68  | 52                       | 31    |
| 1   | 53%     | 2.13  | 29%     | 46.81 | 8%      | 44.68 | 10%     | 6.38  | 59                       | 47    |
| 2   | 66%     | 27.12 | 27%     | 50.85 | 5%      | 20.34 | 2%      | 1.69  | 58                       | 59    |
| 3   | 9%      | 3.70  | 41%     | 37.04 | 33%     | 51.85 | 9%      | 7.41  | 33                       | 27    |
| 4   | 28%     | 26.09 | 66%     | 47.83 | 6%      | 26.09 | NA      | 0.00  | 32                       | 23    |
| 5   | 42%     | 42.86 | 46%     | 42.86 | 12%     | 14.29 | NA      | 0.00  | 26                       | 14    |
| 6   | 22%     | 15.38 | 67%     | 53.85 | 11%     | 23.08 | NA      | 7.69  | 18                       | 13    |
| 7   |         | 58.33 |         | 25.00 |         | 16.67 |         | 0.00  |                          | 12    |
| All Grades  | 42%     | 19.40 | 41%     | 43.97 | 13%     | 32.33 | 4%      | 4.31  | 278                      | 232   |

| Oral Language<br>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 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| <b>K</b>   | 38.5%   | 16.13 | 38.5%   | 32.26 | 17%     | 38.71 | 6%      | 12.90 | 52                       | 31    |
| <b>1</b>   | 70%     | 14.89 | 17%     | 46.81 | 8%      | 36.17 | 5%      | 2.13  | 59                       | 47    |
| <b>2</b>   | 74%     | 38.98 | 22%     | 44.07 | 2%      | 16.95 | 2%      | 0.00  | 58                       | 59    |
| <b>3</b>   | 24%     | 22.22 | 49%     | 29.63 | 24%     | 33.33 | 3%      | 14.81 | 33                       | 27    |
| <b>4</b>   | 47%     | 30.43 | 47%     | 56.52 | 6%      | 13.04 | NA      | 0.00  | 32                       | 23    |
| <b>5</b>   | 58%     | 78.57 | 35%     | 21.43 | 7%      | 0.00  | 7%      | 0.00  | 26                       | 14    |
| <b>6</b>   | 44%     | 30.77 | 56%     | 61.54 | NA      | 7.69  | NA      | 0.00  | 18                       | 13    |
| <b>7</b>   |         | 58.33 |         | 25.00 |         | 16.67 |         | 0.00  |                          | 12    |
| <b>All Grades</b>  | 54%     | 31.03 | 33%     | 41.81 | 10%     | 23.28 | 3%      | 3.88  | 278                      | 232   |

| Written Language<br>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 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18   | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  | 33%     | 9.68  | 27%     | 29.03 | 34%     | 54.84 | 6%      | 6.45  | 52                       | 31    |
| <b>1</b>  | 48%     | 4.26  | 20%     | 25.53 | 15%     | 48.94 | 17%     | 21.28 | 59                       | 47    |
| <b>2</b>  | 55%     | 27.12 | 33%     | 45.76 | 7%      | 25.42 | 5%      | 1.69  | 58                       | 59    |
| <b>3</b>  | NA      | 0.00  | 52%     | 25.93 | 21%     | 66.67 | 27%     | 7.41  | 33                       | 27    |
| <b>4</b>  | 22%     | 17.39 | 50%     | 30.43 | 25%     | 43.48 | 3%      | 8.70  | 32                       | 23    |
| <b>5</b>  | 42%     | 7.14  | 38%     | 21.43 | 20%     | 64.29 | NA      | 7.14  | 26                       | 14    |
| <b>6</b>  | 6%      | 0.00  | 56%     | 38.46 | 32%     | 53.85 | 6%      | 7.69  | 18                       | 13    |
| <b>7</b>  |         | 41.67 |         | 41.67 |         | 16.67 |         | 0.00  |                          | 12    |
| <b>All Grades</b>   | 34%     | 13.36 | 35%     | 33.19 | 21%     | 44.83 | 10%     | 8.62  | 278                      | 232   |

| Listening Domain<br>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 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>  | 65%            | 16.13 | 29%                 | 77.42 | 6%        | 6.45  | 52                       | 31    |
| <b>1</b>  | 73%            | 55.32 | 24%                 | 42.55 | 3%        | 2.13  | 59                       | 47    |
| <b>2</b>  | 86%            | 54.24 | 12%                 | 45.76 | 2%        | 0.00  | 58                       | 59    |
| <b>3</b>  | 27%            | 11.11 | 67%                 | 62.96 | 6%        | 25.93 | 33                       | 27    |
| <b>4</b>  | 44%            | 26.09 | 53%                 | 69.57 | 3%        | 4.35  | 32                       | 23    |
| <b>5</b>  | 38%            | 28.57 | 58%                 | 71.43 | 4%        | 0.00  | 26                       | 14    |
| <b>6</b>  | 22%            | 15.38 | 72%                 | 69.23 | 6%        | 15.38 | 18                       | 13    |
| <b>7</b>  |                | 16.67 |                     | 75.00 |           | 8.33  |                          | 12    |
| <b>All</b>  | 59%            | 35.34 | 37%                 | 58.62 | 4%        | 6.03  | 278                      | 232   |

| Speaking Domain<br>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  | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| <b>K</b>   | 38%            | 25.81  | 52%                 | 64.52 | 10%       | 9.68  | 52                       | 31    |
| <b>1</b>   | 55%            | 4.26   | 37%                 | 82.98 | 8%        | 12.77 | 59                       | 47    |
| <b>2</b>   | 72%            | 33.90  | 24%                 | 61.02 | 4%        | 5.08  | 58                       | 59    |
| <b>3</b>   | 39%            | 37.04  | 46%                 | 51.85 | 15%       | 11.11 | 33                       | 27    |
| <b>4</b>   | 56%            | 47.83  | 49%                 | 52.17 | NA        | 0.00  | 32                       | 23    |
| <b>5</b>   | 77%            | 100.00 | 23%                 | 0.00  | NA        | 0.00  | 26                       | 14    |
| <b>6</b>   | 78%            | 61.54  | 22%                 | 38.46 | NA        | 0.00  | 18                       | 13    |
| <b>7</b>   |                | 83.33  |                     | 8.33  |           | 8.33  |                          | 12    |
| <b>All Grades</b>  | 57%            | 37.07  | 37%                 | 56.03 | 6%        | 6.90  | 278                      | 232   |

| Reading Domain<br>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 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| K   | 27%            | 9.68  | 69%                 | 83.87 | 4%        | 6.45  | 52                       | 31    |
| 1   | 66%            | 17.02 | 17%                 | 57.45 | 17%       | 25.53 | 59                       | 47    |
| 2   | 67%            | 22.03 | 26%                 | 76.27 | 26%       | 1.69  | 58                       | 59    |
| 3   | NA             | 0.00  | 61%                 | 66.67 | 61%       | 33.33 | 33                       | 27    |
| 4   | 16%            | 13.04 | 75%                 | 56.52 | 75%       | 30.43 | 32                       | 23    |
| 5   | 35%            | 14.29 | 61%                 | 71.43 | 61%       | 14.29 | 26                       | 14    |
| 6   | 11%            | 0.00  | 39%                 | 53.85 | 39%       | 46.15 | 18                       | 13    |
| 7   |                | 66.67 |                     | 25.00 |           | 8.33  |                          | 12    |
| All Grades  | 39%            | 16.81 | 46%                 | 65.09 | 15%       | 18.10 | 278                      | 232   |

| Writing Domain<br>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 | 17-18               | 18-19 | 17-18     | 18-19 | 17-18                    | 18-19 |
| K   | 61%            | 35.48 | 33%                 | 48.39 | 6%        | 16.13 | 52                       | 31    |
| 1   | 31%            | 8.51  | 47%                 | 65.96 | 22%       | 25.53 | 59                       | 47    |
| 2   | 45%            | 23.73 | 55%                 | 66.10 | NA        | 10.17 | 58                       | 59    |
| 3   | 30%            | 14.81 | 61%                 | 81.48 | 9%        | 3.70  | 33                       | 27    |
| 4   | 44%            | 39.13 | 53%                 | 60.87 | 3%        | 0.00  | 32                       | 23    |
| 5   | 62%            | 0.00  | 38%                 | 92.86 | NA        | 7.14  | 26                       | 14    |
| 6   | 11%            | 23.08 | 89%                 | 76.92 | NA        | 0.00  | 18                       | 13    |
| 7   |                | 25.00 |                     | 75.00 |           | 0.00  |                          | 12    |
| All Grades  | 43%            | 20.69 | 50%                 | 68.53 | 7%        | 10.78 | 278                      | 232   |

**Conclusions based on this data:**

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of ELPAC summative data, all students in grades K-7 at Juan Lagunas Soria School demonstrated a significant decrease in student achievement outcomes between the 2017-18 and 2018-19 school year, with students' Overall Language scores in Levels 3 and 4 decreasing from 83% in 2017-18 to 63.27% in 2018-19 (There were not enough students tested in 8th grade to yield statistically significant results). The total number of identified English Learners, however, did decrease by 46 students between these two school years possibly due to the number of reclassifications that occurred during this time. Similarly, Oral Language and Written Language scores for students in grades 3-7 also demonstrated significant decreases, with the percentage of students scoring in Levels 3 and 4 in Oral Language decreasing by 14.16 percentage points and the percentage of students scoring in Levels 3 and 4 in Written Language decreasing by 22.45 percentage points. It is important to note as well that the ELPAC scores in 2017-18 only reflect students in grades K-6, whereas the scores in 2018-19 reflect students in grades K-7. Based on the significant decreases in students' ELPAC scores from 2017-18 to 2018-19, Juan Lagunas Soria School teachers will focus on providing effective designated and integrated English Language Development, as well as intensive and strategic interventions and supports for English Learners, especially those identified as Long Term English Learners. In addition, professional development will continue to be coordinated and provided to classroom teachers to improve instructional strategies that focus on scaffolding core content to ensure English Learners can access grade level

standards without decreasing depths of knowledge levels and rigor in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) settings.



# School and Student Performance Data

## Student Population

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

| 2018-19 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1032                       | 53.4                            | 30.5             | 0.2          |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 315   | 30.5       |
| Foster Youth                                      | 2     | 0.2        |
| Homeless  | 3     | 0.3        |
| Socioeconomically Disadvantaged                   | 551   | 53.4       |
| Students with Disabilities                        | 72    | 7.0        |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 13    | 1.3        |
| Asian                        | 9     | 0.9        |
| Filipino                     | 11    | 1.1        |
| Hispanic                     | 942   | 91.3       |
| Two or More Races            | 9     | 0.9        |
| Pacific Islander             | 2     | 0.2        |
| White                        | 46    | 4.5        |

### Conclusions based on this data:





Analysis of Dashboard Student Population student group data revealed that there were a total of three significant subgroups at Juan Lagunas Soria School during the 2018-19 school year: English Learners (30.5%), Socioeconomically Disadvantaged (53.4%), and Students with Disabilities (7%). Analysis of Dashboard Student Population race/ethnicity data revealed that there was one significant subgroup at Juan Lagunas Soria School during the 2018-19 school year: Hispanic (91.3%). Based on 2018-19 Student Population data, Juan Lagunas Soria School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention and support for students not meeting grade-level standards.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

| Academic Performance  | Academic Engagement   | Conditions & Climate  |
|---|---|---|
| <p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 378 537">Orange</p> | <p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 506 857 537">Yellow</p> | <p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1336 537">Orange</p> |
| <p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 378 735">Orange</p>           |   |   |

### Conclusions based on this data:

Based on 2019 Dashboard Overall Performance data for all students, Juan Lagunas Soria School will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics to promote student success across all core content areas in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) settings.

Overall Performance for all students within the 2019 Dashboard indicators of Chronic Absenteeism fell within the yellow range and indicators for Suspension Rate fell within the orange range. Juan Lagunas Soria School will continue to monitor and address daily student tardies and absences, implement effective preventative programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective and disciplinary action, while minimizing the need for student suspension. Juan Lagunas Soria School will focus on implementing the foundational principles of the Positive Behavioral Interventions and Supports program to foster positive school culture that strengthens student character and sense of belonging, safety and wellbeing.

Both College/Career and Graduation Rate Dashboard indicators were both not applicable to Juan Lagunas Soria School in 2019.

# School and Student Performance Data

## Academic Performance English Language Arts

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><b>All Students</b></p> <p>Orange</p> <p>12 points below standard</p> <p>Maintained ++1.7 points</p> <p>708</p>        | <p><b>English Learners</b></p> <p>Orange</p> <p>28.1 points below standard</p> <p>Maintained ++1.5 points</p> <p>306</p>               | <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>     |
| <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>22.1 points below standard</p> <p>Increased ++8.1 points</p> <p>380</p> | <p><b>Students with Disabilities</b></p> <p>Orange</p> <p>136.2 points below standard</p> <p>Increased ++6.7 points</p> <p>58</p> |

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>17.3 points below standard<br>Maintained ++1 points<br>654                | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>57.4 points above standard<br>Increased ++8.7 points<br>26  |

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   |
|---|--|--|
| 91.3 points below standard<br>Declined Significantly -30.9 points<br>90 | 1.7 points below standard<br>Increased ++7.6 points<br>216 | 6.8 points below standard<br>Maintained -0.5 points<br>336 |

**Conclusions based on this data:**

Based on the small percentages of all grades 3-8 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

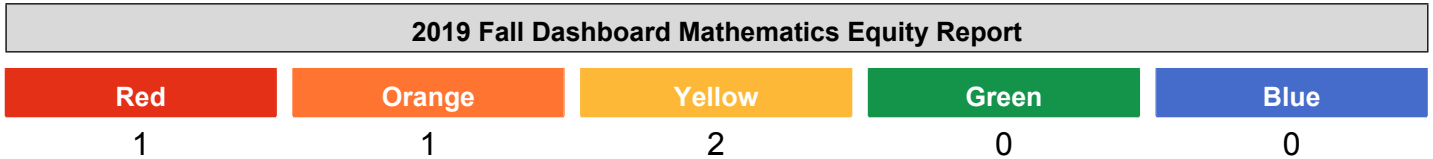
# School and Student Performance Data

## Academic Performance Mathematics







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><b>All Students</b></p>  Orange<br>66.1 points below standard<br>Maintained ++1.3 points<br>705           | <p><b>English Learners</b></p>  Yellow<br>78.6 points below standard<br>Increased ++5.2 points<br>304                 | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <p><b>Socioeconomically Disadvantaged</b></p>  Yellow<br>77.1 points below standard<br>Increased ++6.5 points<br>379 | <p><b>Students with Disabilities</b></p>  Red<br>176.2 points below standard<br>Maintained ++2.2 points<br>58  |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino  |
|--|--|---|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7                |
| Hispanic   | Two or More Races  | Pacific Islander  | White   |
| <br>Orange<br>71.6 points below standard<br>Maintained ++0.2 points<br>651              | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>21 points above standard<br>Increased Significantly<br>++10.2 points<br>26 |

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  |
|--|---|---|
| 117.8 points below standard<br>Declined Significantly -25.2 points<br>89 | 62.4 points below standard<br>Increased Significantly<br>++15.6 points<br>215 | 60.4 points below standard<br>Maintained -2.8 points<br>336 |

#### Conclusions based on this data:

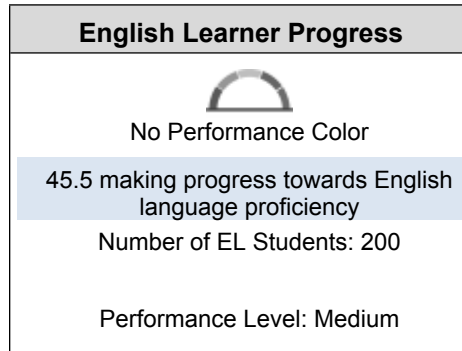
Based on the percentages of all students in grades 3-8 meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, and Students with Disabilities significant subgroups, Juan Lagunas Soria School classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

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 |
|--------------------------|--|-------------------------|------------------------------------|
|                          | 29.5                                       | 5.5                     |                                    |

#### Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Juan Lagunas Soria School classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in grades Kindergarten through 8th grades will continue to receive daily Designated ELD instruction, based on the instructional requirements determined for Distance Learning, Hybrid Model, and/or traditional school settings.

English Learners will be clustered to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials.

ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.



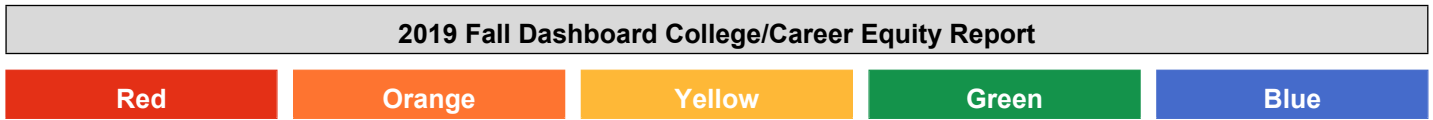
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2017   | Class of 2018        | Class of 2019        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

N/A

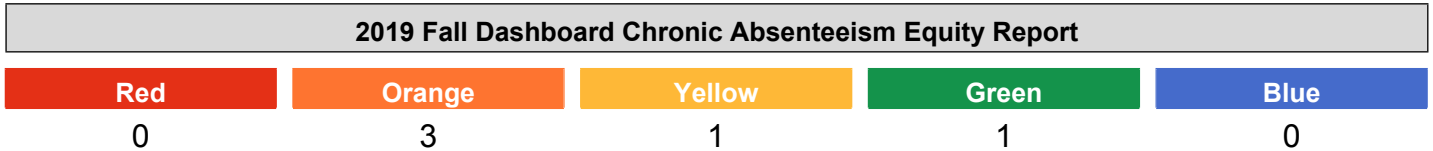
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p>  Yellow<br>4.6<br>Increased +0.6<br>1047  | <p><b>English Learners</b></p>  Yellow<br>3.4<br>Increased +0.8<br>324                  | <p><b>Foster Youth</b></p> <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 |
| <p><b>Homeless</b></p> <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>6.4<br>Increased +0.9<br>574 | <p><b>Students with Disabilities</b></p>  Orange<br>12.6<br>Increased +3.8<br>87                                 |

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

| <b>African American</b>   | <b>American Indian</b>   | <b>Asian</b>  | <b>Filipino</b>  |
|---|--|---|--|
| <br>No Performance Color<br>23.1<br>Increased +6.4<br>13 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 | <br>No Performance Color<br>0<br>Maintained 0<br>11 |
| <b>Hispanic</b>   | <b>Two or More Races</b>   | <b>Pacific Islander</b>   | <b>White</b>   |
| <br>Green<br>4.4<br>Maintained +0.4<br>956               | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>Orange<br>6.4<br>Increased +2.1<br>47           |

**Conclusions based on this data:**

Based on 2019 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue to focus on addressing students' and family's challenges with daily student attendance.

School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance.

School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

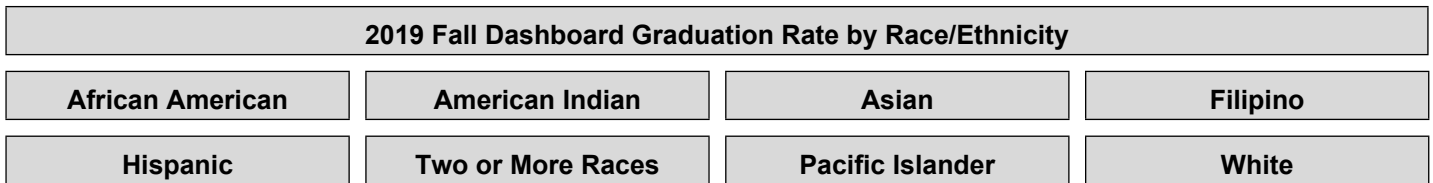
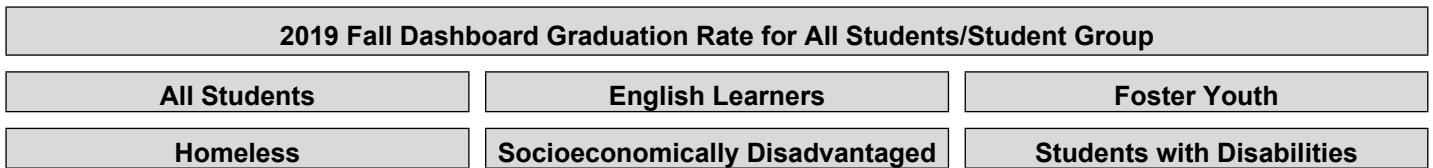
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

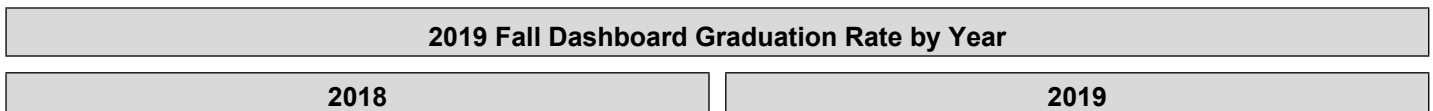
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

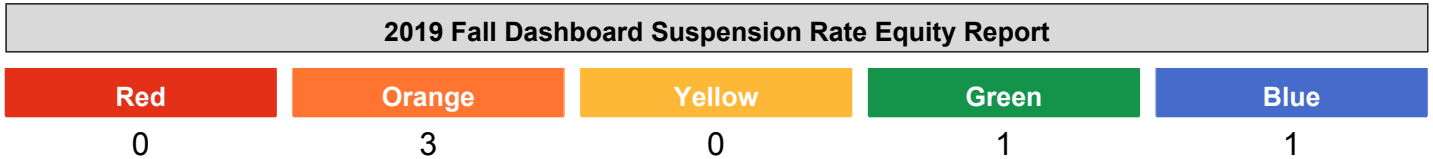
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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><b>All Students</b></p>  Orange<br>2.5<br>Increased +0.5<br>1057                     | <p><b>English Learners</b></p>  Green<br>0.6<br>Declined -0.3<br>326                  | <p><b>Foster Youth</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>4 |
| <p><b>Homeless</b></p>  No Performance Color<br>Less than 11 Students - Data Not<br>7 | <p><b>Socioeconomically Disadvantaged</b></p>  Orange<br>3.6<br>Increased +1<br>582 | <p><b>Students with Disabilities</b></p>  Orange<br>4.5<br>Increased +3.3<br>88         |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br><div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0<br>13 | <br>No Performance Color<br>Less than 11 Students - Data<br>9 | <br>No Performance Color<br>Less than 11 Students - Data<br>9 | <br>No Performance Color<br><div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0<br>11 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br><div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.6</div> Increased +0.4<br>965          | <br>No Performance Color<br>Less than 11 Students - Data<br>9 | <br>No Performance Color<br>Less than 11 Students - Data<br>2 | <br>Blue<br><div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0<br>48                 |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 2    | 2.5  |

#### Conclusions based on this data:

Based on 2019 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the Distance Learning context and more traditional classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress contexts when students return back to school for in-person instruction. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school.

Infractions during Distance Learning will be communicated by classroom teachers to school site administrators electronically. When students return to in-person instruction on campus, minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school assistant principal and/or principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

# 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

Language Arts and Math

## LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

## Goal 1

All students will reach high academic standards in reading and mathematics.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.  
 To provide equipment, materials and technology resources that support high quality instruction.  
 To provide opportunities for teachers to collaborate to improve teaching and learning.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome   |
|------------------|--|--|
| CAASPP ELA       | 2018-19 CAASPP Data (All Students):<br>Met/Exceeded: 48.8%<br>Nearly Met: 22.3%<br>Not Met: 28.89%   | 2020-21 CAASPP Expected Outcomes (All Students):<br>Met/Exceeded: 58.8%<br>Nearly Met: 22.3%<br>Not Met: 18.89%  |
| CAASPP Math      | 2018-19 CAASPP Data (All Students):<br>Met/Exceeded: 24.49%<br>Nearly Met: 31.41%<br>Not Met: 43.8%  | 2020-21 CAASPP Expected Outcomes (All Students):<br>Met/Exceeded: 34.49%<br>Nearly Met: 31.41%<br>Not Met: 33.8% |
| ELPAC            | Based on 2018-19 ELPAC data:<br>4.31% of all students scored at Level 1 (Beginning Stage)<br>32.33% of students scored at Level 2 (Somewhat Developed)<br>43.97% of students scored at Level 3 (Moderately Developed)<br>19.4% of students scored at Level 4 (Well Developed). | Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 24.33% respectively.                   |

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| STAR 360 Early Literacy 2020-21 Baseline Data (September, 2020) | <p>Kindergarten Fall 2020 Baseline Data (English; N=94):<br/>At/Above Benchmark: 61%<br/>Below Benchmark: 39%</p> <p>Kindergarten Fall 2020 Baseline Data (Spanish; N=47):<br/>At/Above Benchmark: 64%<br/>Below Benchmark: 36%</p> <p>1st Grade Fall 2020 Baseline Data (English; N=68):<br/>At/Above Benchmark: 72%<br/>Below Benchmark: 28%</p> <p>1st Grade Fall 2020 Baseline Data (Spanish; N=31):<br/>At/Above Benchmark: 94%<br/>Below Benchmark: 6%</p> | <p>Kindergarten 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 66% (Winter); 71% (Spring)<br/>Below Benchmark: 34% (Winter); 29% (Spring)</p> <p>Kindergarten 2020-21 Expected Outcomes (Spanish):<br/>At/Above Benchmark 69% (Winter); 74% (Spring)<br/>Below Benchmark: 31% (Winter); 26% (Spring)</p> <p>1st Grade 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 77% (Winter); 82% (Spring)<br/>Below Benchmark: 23% (Winter); 18% (Spring)</p> <p>1st Grade 2020-21 Expected Outcomes (Spanish):<br/>At/Above Benchmark 96% (Winter); 98% (Spring)<br/>Below Benchmark: 4% (Winter); 2% (Spring)</p> |
| STAR 360 Reading 2020-21 Baseline Data (Fall, 2020)             | <p>2nd Grade Fall 2020 Baseline Data (English; N=85):<br/>At/Above Benchmark: 51%<br/>Below Benchmark: 49%</p> <p>2nd Grade Fall 2020 Baseline Data (Spanish; N=40):<br/>At/Above Benchmark: 65%<br/>Below Benchmark: 35%</p> <p>3rd Grade Fall 2020 Baseline Data (English; N=96):<br/>At/Above Benchmark: 27%<br/>Below Benchmark: 73%</p> <p>3rd Grade Fall 2020 Baseline Data (Spanish; N=47):<br/>At/Above Benchmark: 45%<br/>Below Benchmark: 55%</p>      | <p>2nd Grade 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 56% (Winter); 61% (Spring)<br/>Below Benchmark: 44% (Winter); 39% (Spring)</p> <p>2nd Grade 2020-21 Expected Outcomes (Spanish):<br/>At/Above Benchmark 70% (Winter); 75% (Spring)<br/>Below Benchmark: 30% (Winter); 25% (Spring)</p> <p>3rd Grade 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 32% (Winter); 37% (Spring)<br/>Below Benchmark: 68% (Winter); 63% (Spring)</p>   |



Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

4th Grade Fall 2020 Baseline Data (English; N=104):  
At/Above Benchmark: 33%  
Below Benchmark: 67%

4th Grade Fall 2020 Baseline Data (Spanish; N=48):  
At/Above Benchmark: 48%  
Below Benchmark: 52%

5th Grade Fall 2020 Baseline Data (English; N=127):  
At/Above Benchmark: 34%  
Below Benchmark: 66%

5th Grade Fall 2020 Baseline Data (Spanish; N=63):  
At/Above Benchmark: 38%  
Below Benchmark: 62%

6th Grade Fall 2020 Baseline Data (English; N=97):  
At/Above Benchmark: 38%  
Below Benchmark: 62%

6th Grade Fall 2020 Baseline Data (Spanish; N=53):  
At/Above Benchmark: 57%  
Below Benchmark: 43%

7th Grade Fall 2020 Baseline Data (English; N=108):  
At/Above Benchmark: 29%  
Below Benchmark: 71%

7th Grade Fall 2020 Baseline Data (Spanish; N=55):  
At/Above Benchmark: 64%  
Below Benchmark: 36%

8th Grade Fall 2020 Baseline Data (English, N=92):  
At/Above Benchmark: 42%  
Below Benchmark: 58%

8th Grade Fall 2020 Baseline Data (Spanish; N=70):  
At/Above Benchmark: 46%  
Below Benchmark: 54%

3rd Grade 2020-21 Expected Outcomes (Spanish):  
At/Above Benchmark 50% (Winter); 55% (Spring)  
Below Benchmark: 50% (Winter); 45% (Spring)

4th Grade 2020-21 Expected Outcomes (English):  
At/Above Benchmark 38% (Winter); 43% (Spring)  
Below Benchmark: 62% (Winter); 57% (Spring)

4th Grade 2020-21 Expected Outcomes (Spanish):  
At/Above Benchmark 53% (Winter); 58% (Spring)  
Below Benchmark: 47% (Winter); 42% (Spring)

5th Grade 2020-21 Expected Outcomes (English):  
At/Above Benchmark 39% (Winter); 44% (Spring)  
Below Benchmark: 61% (Winter); 56% (Spring)

5th Grade 2020-21 Expected Outcomes (Spanish):  
At/Above Benchmark 43% (Winter); 48% (Spring)  
Below Benchmark: 57% (Winter); 52% (Spring)

6th Grade 2020-21 Expected Outcomes (English):  
At/Above Benchmark 43% (Winter); 48% (Spring)  
Below Benchmark: 57% (Winter); 52% (Spring)

6th Grade 2020-21 Expected Outcomes (Spanish):  
At/Above Benchmark 62% (Winter); 67% (Spring)  
Below Benchmark: 38% (Winter); 33% (Spring)

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
|   |   | <p>7th Grade 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 34% (Winter); 39% (Spring)<br/>Below Benchmark: 66% (Winter); 61% (Spring)</p> <p>7th Grade 2020-21 Expected Outcomes (Spanish):<br/>At/Above Benchmark 69% (Winter); 74% (Spring)<br/>Below Benchmark: 31% (Winter); 26% (Spring)</p> <p>8th Grade 2020-21 Expected Outcomes (English):<br/>At/Above Benchmark 47% (Winter); 52% (Spring)<br/>Below Benchmark: 63% (Winter); 68% (Spring)</p> <p>8th Grade 2020-21 Expected Outcomes (Spanish):<br/>At/Above Benchmark 51% (Winter); 56% (Spring)<br/>Below Benchmark: 49% (Winter); 44% (Spring)</p> |
| <p>STAR 360 Math 2020-21 Baseline Data (Fall, 2020)</p> | <p>1st Grade Fall 2020 Baseline Data (N=67):<br/>At/Above Benchmark: 69%<br/>Below Benchmark: 31%</p> <p>2nd Grade Fall 2020 Baseline Data (N=46):<br/>At/Above Benchmark: 46%<br/>Below Benchmark: 54%</p> <p>3rd Grade Fall 2020 Baseline Data (N=90):<br/>At/Above Benchmark: 29%<br/>Below Benchmark: 71%</p> <p>4th Grade Fall 2020 Baseline Data (N=75):<br/>At/Above Benchmark: 19%<br/>Below Benchmark: 81%</p> | <p>1st Grade 2020-21 Expected Outcomes:<br/>At/Above Benchmark 74% (Winter); 79% (Spring)<br/>Below Benchmark: 26% (Winter); 21% (Spring)</p> <p>2nd Grade 2020-21 Expected Outcomes:<br/>At/Above Benchmark 51% (Winter); 56% (Spring)<br/>Below Benchmark: 49% (Winter); 44% (Spring)</p> <p>3rd Grade 2020-21 Expected Outcomes:<br/>At/Above Benchmark 34% (Winter); 39% (Spring)<br/>Below Benchmark: 66% (Winter); 61% (Spring)</p>   |

| Metric/Indicator | Baseline/Actual Outcome   | Expected Outcome   |
|------------------|---|--|
|                  | 5th Grade Fall 2020 Baseline Data (N=63):<br>At/Above Benchmark: 14%<br>Below Benchmark: 86%  | 4th Grade 2020-21 Expected Outcomes:<br>At/Above Benchmark 24% (Winter); 29% (Spring)<br>Below Benchmark: 76% (Winter); 71% (Spring) |
|                  | 6th Grade Fall 2020 Baseline Data (N=96):<br>At/Above Benchmark: 14%<br>Below Benchmark: 86%  | 5th Grade 2020-21 Expected Outcomes:<br>At/Above Benchmark 19% (Winter); 24% (Spring)<br>Below Benchmark: 81% (Winter); 76% (Spring) |
|                  | 7th Grade Fall 2020 Baseline Data (N=112):<br>At/Above Benchmark: 16%<br>Below Benchmark: 84% | 6th Grade 2020-21 Expected Outcomes:<br>At/Above Benchmark 19% (Winter); 24% (Spring)<br>Below Benchmark: 81% (Winter); 76% (Spring) |
|                  | 8th Grade Fall 2020 Baseline Data (N=119):<br>At/Above Benchmark: 18%<br>Below Benchmark: 82% | 7th Grade 2020-21 Expected Outcomes:<br>At/Above Benchmark 21% (Winter); 26% (Spring)<br>Below Benchmark: 79% (Winter); 74% (Spring) |
|                  |   | 8th Grade 2020-21 Expected Outcomes:<br>At/Above Benchmark 23% (Winter); 28% (Spring)<br>Below Benchmark: 77% (Winter); 72% (Spring) |

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings, enhance classroom instruction and technology, and reward students with academic incentives.

**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)   |
|-----------|---|
| 27405     | Discretionary<br>4000-4999: Books And Supplies<br>Warehouse charges, Publication Charges,<br>Materials and Supplies, Computer Supplies and<br>Software, and Equipment |
| 12200     | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Office Equipment (e.g., Computer equipment,<br>Printers, software)  |
| 1750      | Discretionary<br>5700-5799: Transfers Of Direct Costs<br>Graphics   |
| 250       | Discretionary<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Online Subscriptions, Licenses, Apps   |
| 5983      | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours for teacher<br>collaboration  |
| 10000     | LCFF - Targeted<br>5000-5999: Services And Other Operating<br>Expenditures<br>Professional Development expenses for<br>Certificated and Classified Staff              |
| 17238     | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Supplemental Instructional Materials and<br>Supplies, including Spanish literacy books for<br>DLI program         |
| 5591      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours to participate in<br>Professional Development/Training                  |
| 2530      | Title I<br>4000-4999: Books And Supplies  |

|      |  |
|------|--|
|      | Supplemental Instructional Materials and Supplies  |
| 1054 | LCFF - Intervention<br>2000-2999: Classified Personnel Salaries<br>Library Media Tech Overtime |

**Strategy/Activity 2**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

**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)  |
|-----------|--|
| 2992      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Floating Certificated Subs for Teacher Release to attend SST meetings |
| 1197      | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Floating Certificated Subs for Teacher Release to attend SST meetings       |
| 599       | Title I<br>1000-1999: Certificated Personnel Salaries<br>Floating Certificated Subs for Teacher Release to attend SST meetings             |

**Strategy/Activity 3**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

**Strategy/Activity**

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOP) and district adopted curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)  |
|-----------|--|
| 1500      | Title III<br>5000-5999: Services And Other Operating Expenditures<br>Professional Development costs  |
| 8377      | Title III<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for Certificated Teachers to provide targeted intervention for English Learners                                     |
| 5000      | Title III<br>4000-4999: Books And Supplies<br>Spanish literacy texts to support English Learners' and Redesignated Fluent English Proficient (RFEP) students' primary language acquisition |
| 313       | Title III<br>4000-4999: Books And Supplies<br>Instructional materials and supplies to support the implementation of ELD instruction  |

**Strategy/Activity 4**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.

**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)   |
|-----------|---|
|           | ASES<br>1000-1999: Certificated Personnel Salaries<br>After School Program staffing costs |
|           | ASES<br>4000-4999: Books And Supplies   |

After School Program instructional materials and related expenses

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

#### 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)

|       |   |
|-------|---|
|       | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Two Intervention Support Providers to facilitate Tier II and Tier III-level small group instruction and intervention |
| 57437 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Two Intervention Support Providers to facilitate Tier II and Tier III-level small group instruction and intervention         |
|       | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Two Kindergarten paraeducators to support small group instruction  |
| 17949 | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours for Tutoring  |
| 1500  | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Paraeducator substitutes   |

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students



### Strategy/Activity

Support registration fee expenses related to grade-level virtual field trips that are aligned to Common Core State Standards and/or School Strand Focus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Targeted  
5800: Professional/Consulting Services And  
Operating Expenditures  
Virtual Field Trip Expense Fees

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

### 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)

2125

Source(s)

Discretionary  
5000-5999: Services And Other Operating  
Expenditures  
Duplo Maintenance Agreement

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all



students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

**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)  |
|-----------|--|
|           | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs |

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

**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)   |
|-----------|---|
|           | District Funded<br>5000-5999: Services And Other Operating Expenditures<br>District-wide Renaissance contract |
|           | District Funded<br>2000-2999: Classified Personnel Salaries<br>Library Media Tech Salary                      |
| 1000      | LCFF - Targeted<br>4000-4999: Books And Supplies<br>AR Rewards and Incentives                                 |
| 5000      | Title I<br>4000-4999: Books And Supplies<br>Non Fiction literacy books  |

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

**Strategy/Activity**

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

**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)   |
|-----------|---|
| 2992      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Certificated substitute teachers to release<br>General Education and Special Education<br>classroom teachers to hold initial, annual and<br>triennial IEP meetings |
| 1250      | Discretionary<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>Shred-it: Paper Shredding & Document<br>Destruction Services   |
| 1197      | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Certificated substitute teachers to release<br>General Education and Special Education<br>classroom teachers to hold initial, annual and<br>triennial IEP meetings       |
| 198       | LCFF - Targeted<br>1000-1999: Certificated Personnel Salaries<br>Certificated substitute teachers to release<br>General Education and Special Education<br>classroom teachers to hold initial, annual and<br>triennial IEP meetings     |

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
None Specified  
No additional cost

**Strategy/Activity 12**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.

**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)

[Empty box for Amount(s)]

District Funded  
None Specified  
No cost

**Strategy/Activity 13**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus.

**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)  |
|-----------|--|
| 5200      | LCFF - Targeted<br>5800: Professional/Consulting Services And Operating Expenditures<br>Newsela school-wide license  |
| 4300      | LCFF - Targeted<br>5800: Professional/Consulting Services And Operating Expenditures<br>BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license |
| 5500      | LCFF - Targeted<br>5800: Professional/Consulting Services And Operating Expenditures<br>IXL school-wide license  |
|           | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>Lexia for ELA district-wide license  |
|           | District Funded<br>5800: Professional/Consulting Services And Operating Expenditures<br>ST Math district-wide license  |

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

#### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)  |
|-----------|--|
|           | ASES<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours for Teacher Liaison |

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

The site will support an active Association Student Body (ASB). ASB students will participate in the annual CADA Leadership Conference.

### 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)

1000

#### Source(s)

LCFF - Targeted  
5800: Professional/Consulting Services And  
Operating Expenditures  
CADA Leadership Conference

1000

LCFF - Targeted  
5000-5999: Services And Other Operating  
Expenditures  
ASB Insurance

## Strategy/Activity 16

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

### Strategy/Activity

The site will hold Awards Assemblies for students each trimester to recognize and reward student academic achievement. DLI students will be recognized for meeting biliteracy benchmarks.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2000

#### Source(s)

LCFF - Targeted  
4000-4999: Books And Supplies  
Academic Incentives and Awards

6800

LCFF - Targeted  
4000-4999: Books And Supplies

**Strategy/Activity 17****Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students in grades 6-8

**Strategy/Activity**

The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)  |
|-----------|--|
| 1000      | LCFF - Targeted<br>5700-5799: Transfers Of Direct Costs<br>AVID Field Trips (Transportation Fees)                          |
| 500       | LCFF - Targeted<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>AVID Field Trips (Expense Fees) |
|           | District Funded<br>1000-1999: Certificated Personnel Salaries<br>AVID Tutors   |
| 2000      | LCFF - Targeted<br>4000-4999: Books And Supplies<br>AVID Instructional Materials   |

**Strategy/Activity 18****Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

**Strategy/Activity**

The site will establish two Canvas Lead Teachers to provide professional development and support to teachers with creating and maintaining their Canvas learning management system accounts for Distance Learning.

**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)  |
|-----------|--|
|           | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for Canvas Lead Teachers to provide Canvas support and training to teachers     |
| 5000      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for Canvas Lead Teachers to provide Canvas support and training to teachers |
| 5000      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for Certificated Teachers to receive Canvas support and training            |

## Strategy/Activity 19

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 8th Grade

### Strategy/Activity

The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)  |
|-----------|--|
| 500       | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Materials expenses to promote 8th grade students' transition to high school                                      |
| 500       | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Extra hours for teachers and counselor to support 8th grade students' transition to high school |
| 250       | LCFF - Intervention<br>2000-2999: Classified Personnel Salaries<br>Extra hours for ORC to support 8th grade students' transition to high school                      |



## Strategy/Activity 20

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 7th and 8th Grades

### Strategy/Activity

Counselor and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.

### 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)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Included in salaries for School Counselor and  
Site Administration

## Strategy/Activity 21

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 22

### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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



## **Strategy/Activity 23**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 24**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 25**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 26**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 27**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 28**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 29**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 30**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 31**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 32**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 33**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 34**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 35**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 36**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 37**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 38**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 39**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 40**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

## Proposed Expenditures for this Strategy/Activity

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

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Throughout the 2020-21 school year, Juan Lagunas Soria School will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings. Students are encouraged, supported, recognized, and rewarded for meeting their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to strengthen their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Utilizing a Multi-Tiered System of Supports model approach, ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) throughout the instructional day.

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

Budget expenditures are aligned with the intended implementation of this school plan. Juan Lagunas Soria School is continuing to focus on building strong academic foundations for all students while tightening and being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

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.

Analysis of the 2019-20 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. As a result of the current Distance Learning context, additional professional development for staff for integrating a new Learning Management System (e.g., Canvas) and improving instructional strategies for engaging students in daily virtual instruction was budgeted for within this school plan.

# 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

Social Emotional Support and School Climate

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

| Metric/Indicator             | Baseline/Actual Outcome   | Expected Outcome   |
|------------------------------|---|--|
| Student Discipline Referrals | 2019-20 Office Discipline Referrals (All Students): 408   | Office referrals will be reduced by 5% during the 2020-21 school year.   |
| Student Suspensions          | 2019-20 Student Suspensions (All Students): 1   | Total suspensions will remain below ten students during the 2020-21 school year.   |
| Student Attendance           | 2019-20 Monthly Average Student Attendance Rate: 95.4%  | The Monthly Average Student Attendance Rate will increase to 96% during the 2020-21 school year.   |
| Social/Emotional Learning    | Fall 2020 Baseline Panorama Survey Results (All Students)<br>Grades 3-5 (N=240)<br>Self-Management: 71%<br>Social Awareness: 69%<br>Growth Mindset: 60%<br>Emotional Regulation: 51%<br><br>Grades 6-8 (N=232)<br>Self-Management: 74%<br>Social Awareness: 66%<br>Growth Mindset: 59%<br>Emotional Regulation: 54% | Increase Panorama Survey Results by 5%<br>Grades 3-5<br>Self-Management: 76%<br>Social Awareness: 74%<br>Growth Mindset: 65%<br>Emotional Regulation: 56%<br><br>Grades 6-8<br>Self-Management: 79%<br>Social Awareness: 71%<br>Growth Mindset: 64%<br>Emotional Regulation: 59% |



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

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

**Strategy/Activity 1**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

**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)  |
|-----------|--|
|           | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator Salary |
|           | District Funded<br>2000-2999: Classified Personnel Salaries<br>Attendance Tech Salary      |

**Strategy/Activity 2**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

**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) |
|-----------|-----------|
|           |           |

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
PBIS Training for all staff, including Campus  
Supervisors

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

|      |  |
|------|--|
|      | District Funded<br>2000-2999: Classified Personnel Salaries<br>Campus Supervisor Salaries  |
| 1000 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Campus Supervisor Substitutes |

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

#### Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

#### 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)

|      |   |
|------|---|
| 8477 | Discretionary<br>2000-2999: Classified Personnel Salaries |
|------|---|

|      |   |
|------|---|
|      | Clerical Overtime, Substitutes and Extra Help                                   |
| 2608 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Custodial Overtime |

**Strategy/Activity 5**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Students, staff, and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey, and Panorama Survey for data collection related to social-emotional health.

**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)                                      |
|-----------|--|
|           | District Funded<br>None Specified<br>Resources |

**Strategy/Activity 6**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This strategy pertains only to Middle School students.

**Strategy/Activity**

6th grade teachers will receive training to implement the Minnesota Smoking Prevention Program (MSPP) to 6th grade students. 7th & 8th-grade teachers will receive training to implement Project Alert (drug and alcohol prevention) to 7th & 8th-grade students. 6th, 7th, and 8th-grade students will participate in the tobacco use prevention program, Friday Night Live (FNL).

**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)  |
|-----------|--|
|           | District Funded<br>4000-4999: Books And Supplies |

|      |  |
|------|--|
|      | Materials  |
| 1435 | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator Salary |
| 2693 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>School Counselor Overtime |

**Strategy/Activity 7**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during trimester and end of year Awards Assemblies.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)  |
|-----------|--|
| 1000      | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Attendance Incentives and Awards |

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

**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)       |
|-----------|-----------------|
|           | District Funded |

|  |  |
|--|--|
|  | 2000-2999: Classified Personnel Salaries<br>Attendance Tech Salary                         |
|  | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator Salary |
|  | District Funded<br>1000-1999: Certificated Personnel Salaries<br>School Counselor Salary   |

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

**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)          |
|-----------|--------------------|
|           | No additional cost |

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Ensure administrative site coverage when Principal and Assistant Principal are absent or off site.

**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)   |
|-----------|---|
| 599       | Discretionary<br>1000-1999: Certificated Personnel Salaries |

|    |  |
|----|--|
|    | Administrative Support / Extra Help  |
| 53 | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Administrative Support / Extra Help |

**Strategy/Activity 11**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

**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)          |
|-----------|--------------------|
|           | No additional cost |

**Strategy/Activity 12**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Implement CHAMPS to promote student safety and team building during recess, lunch, and transitions (if applicable). Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s)  |
|-----------|--|
| 2500      | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Playground/PE Equipment Expenses |
| 7500      | LCFF - Targeted  |

4000-4999: Books And Supplies  
CHAMPS Playground

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

#### 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)

1000

Source(s)

Discretionary  
4000-4999: Books And Supplies  
Purchase equipment necessary such as cones, bull horns, safety vests, etc.

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

#### Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

#### 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
School Counselor Salary

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations.

**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)

No additional cost

**Strategy/Activity 16**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Anti Bullying and Drug and Alcohol Policies.

**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)

No additional cost

**Strategy/Activity 17**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity



Outreach Coordinator will connect with and support students and families during Distance Learning to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.

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

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

Amount(s)

Source(s)

0

District Funded  
1000-1999: Certificated Personnel Salaries Salary and Extra Hours for a full-time 8 hour Outreach Coordinator position to support student attendance, engagement, and social/emotional wellbeing.

### **Strategy/Activity 18**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 19**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 21**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 22**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 23**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## **Strategy/Activity 24**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 25**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 26**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Strategy/Activity 27**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 28**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 29**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 30**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 31**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 32**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 33**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 34**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 35**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Annual Review

**SPSA Year Reviewed: 2019-20**

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.

Juan Lagunas Soria School will continue to build on its success to address students' and family's challenges to attend school daily, especially during the current Distance Learning context. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by the school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in

and out of the classroom learning environment, whether this be in person or virtual. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Trimester Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

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

Budget expenditures align to the intended implementation of this school plan. Juan Lagunas Soria School is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

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

Based on the analysis of the 2019-20 SPSA, chronic absenteeism and suspension rate data, the Juan Lagunas Soria School PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Students will be able to access all areas of the campus once it is safe to do so.

# 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

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.  
To facilitate parent involvement in the educational and social-emotional well-being of their children.

## Annual Measurable Outcomes

| Metric/Indicator                      | Baseline/Actual Outcome   | Expected Outcome  |
|---------------------------------------|---|---|
| Parent Volunteers                     | District Cleared Parent Volunteers during the 2019-20 school year = 113   | Parent participation will increase by 5% during the 2020-21 school year as measured by the number of cleared parent volunteers.       |
| Parent Participation in ELAC Meetings | 2019-20 ELAC Meeting Parent Attendance: Average of 24 parents per meeting | Parent attendance to ELAC meetings will increase by 10% during the 2020-21 school year as measured by ELAC attendance sign-in sheets. |

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students



### Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

### 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)  |
|-----------|--|
| 1294      | District Funded<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator Salary       |
| 652       | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Babysitting Costs                   |
| 652       | District Funded<br>2000-2999: Classified Personnel Salaries<br>Verbal Translation Costs          |
| 1500      | LCFF - Intervention<br>2000-2999: Classified Personnel Salaries<br>Outreach Coordinator Overtime |

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

### Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

### 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)          |
|-----------|--------------------|
|           | No additional cost |

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

**Strategy/Activity**

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.

**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)   |
|-----------|---|
| 652       | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Babysitting Costs        |
| 652       | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Verbal Translation Costs |

**Strategy/Activity 4**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Distance Learning, Literacy, Math, and/or Strand Focus (Technology, Arts, & Language), to increase parent involvement in students' educational programs.

**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)  |
|-----------|--|
| 5983      | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours to support Parent Nights |
| 652       | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Verbal Translation Costs                                  |
| 652       | Discretionary  |

|     |  |
|-----|--|
|     | 2000-2999: Classified Personnel Salaries<br>Babysitting Costs  |
| 652 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Campus Supervisor Overtime for Student<br>Supervision |

**Strategy/Activity 5**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

**Strategy/Activity**

Encourage and provide direct support to parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's education in order to support their academic and social-emotional growth.

**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)

|  |                    |
|--|--------------------|
|  | No additional cost |
|--|--------------------|

**Strategy/Activity 6**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

**Strategy/Activity**

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

**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)

|  |      |
|--|------|
|  | ASES |
|--|------|

|  |
|--|
|  |
|--|

|  |
|--|
| 1000-1999: Certificated Personnel Salaries<br>Certificated Extra Hours |
|--|

|  |
|--|
|  |
|--|

|   |
|---|
| ASES<br>4000-4999: Books And Supplies<br>Supplies |
|---|

**Strategy/Activity 7**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 8**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 9**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 10**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 13****Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 14**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 15**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 16**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 17**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 18**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 19**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 20**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 21**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 22**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 23**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 24**

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



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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 25**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 26**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 27**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 28**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 29**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 30**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

### **Strategy/Activity 31**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 32**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 33**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 34**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

### **Strategy/Activity 35**

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

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

Parent and family engagement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered, to the extent possible during the current Distance Learning context. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Orientations, and Parent Nights focusing on Literacy, Math, and/or the Strand Focus further support and foster parental engagement. Throughout the 2020-21 school year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Juan Lagunas Soria School PTA assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting student programs and activities to enhance students' learning experiences.

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

Budget expenditures are aligned with the intended implementation of this school plan. Throughout the 2020-21 school year, Juan Lagunas Soria School will continue to focus on building strong parent and family engagement to support student success for all students.

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

Based on analysis of the 2019-20 SPSA and school outcomes, Juan Lagunas Soria School staff will focus on fostering creative and alternative ways for parents to get involved and support their child's Distance Learning. The school will also provide supports and/or training to parents to increase their knowledge and skills with utilizing technology, the district-adopted Learning Management System (e.g., Canvas), and supplemental instructional applications and subscriptions that teachers are using to support Distance Learning instruction.

# 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 | \$80756.00   |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$279,383.00 |

## 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 | Amount (\$) |
|------------------|-------------|
| Title I          | \$65,566.00 |
| Title III        | \$15,190.00 |

Subtotal of additional federal funds included for this school: \$80,756.00

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

| State or Local Programs | Amount (\$) |
|-------------------------|-------------|
| Discretionary           | \$60,253.00 |
| District Funded         | \$6,074.00  |
| LCFF - Intervention     | \$48,864.00 |
| LCFF - Targeted         | \$83,436.00 |

Subtotal of state or local funds included for this school: \$198,627.00

Total of federal, state, and/or local funds for this school: \$279,383.00

# 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 |
|---------------------|--------|---------|
| Title I             | 65566  | 0.00    |
| LCFF - Targeted     | 83436  | 0.00    |
| LCFF - Intervention | 48864  | 0.00    |
| Title III           | 15190  | 0.00    |
| Discretionary       | 60253  | 0.00    |

## Expenditures by Funding Source

| Funding Source      | Amount    |
|---------------------|-----------|
| Discretionary       | 60,253.00 |
| District Funded     | 6,074.00  |
| LCFF - Intervention | 48,864.00 |
| LCFF - Targeted     | 83,436.00 |
| Title I             | 65,566.00 |
| Title III           | 15,190.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source | Amount    |
|---|----------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | Discretionary  | 8,976.00  |
| 2000-2999: Classified Personnel Salaries                          | Discretionary  | 17,497.00 |
| 4000-4999: Books And Supplies                                     | Discretionary  | 28,405.00 |
| 5000-5999: Services And Other Operating Expenditures              | Discretionary  | 2,125.00  |
| 5700-5799: Transfers Of Direct Costs                              | Discretionary  | 1,750.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary  | 1,500.00  |

|   |                     |           |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | District Funded     | 2,693.00  |
| 2000-2999: Classified Personnel Salaries                          | District Funded     | 3,381.00  |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Intervention | 46,060.00 |
| 2000-2999: Classified Personnel Salaries                          | LCFF - Intervention | 2,804.00  |
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Targeted     | 198.00    |
| 4000-4999: Books And Supplies                                     | LCFF - Targeted     | 52,738.00 |
| 5000-5999: Services And Other Operating Expenditures              | LCFF - Targeted     | 11,000.00 |
| 5700-5799: Transfers Of Direct Costs                              | LCFF - Targeted     | 1,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted     | 18,500.00 |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 58,036.00 |
| 4000-4999: Books And Supplies                                     | Title I             | 7,530.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title III           | 8,377.00  |
| 4000-4999: Books And Supplies                                     | Title III           | 5,313.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title III           | 1,500.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 237,177.00         |
| Goal 2      | 28,865.00          |
| Goal 3      | 13,341.00          |



# School Site Council Membership

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

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

| Name of Members       | Role                       |
|-----------------------|----------------------------|
| Dr. Andres Santamaria | Principal                  |
| Jovan Mosby           | Classroom Teacher          |
| Alec Hess             | Classroom Teacher          |
| GinaMarie Alvarez     | Classroom Teacher          |
| Maria Magana          | Other School Staff         |
| Eva Gomez             | Parent or Community Member |
| Jeannette Ramirez     | Parent or Community Member |
| Joaquin Aboytes       | Parent or Community Member |
| Jessica Carrillo      | Parent or Community Member |
| Alvaro Melgoza        | 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   |
|---|------------------------------------|
|  | School Site Council                |
|  | 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 October 15, 2020.

Attested:

|  |  |
|--|--|
|   | Principal, Dr. Andres Santamaria on 10/15/2020 |
|  | SSC Chairperson, Mrs. Eva Gomez on 10/15/2020  |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019