School Year: **2021-22**

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
Buckeye Elementary School	09618386005466	January 2022	January 2022

Purpose and Description

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

Schoolwide Program

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 Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Table of Contents

Comprehensive Needs Assessment Components

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

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

An annual survey was conducted in May of 2021 of 5th grade students. The results of the survey indicate that 98% of students feel safe at school, enjoy coming to see their friends, and report having a positive relationship with their teacher or another adult on campus. In addition, an annual survey of parents was conducted in May 2019. The results of the survey indicate that 96% of parents state that their child feels safe and secure from harassment at school. In the area of reading, 93% of parents believe the educational program meets their child's needs. In the area of math, 91% of parents believe the educational program meets their child's needs. In the area of technology, 87% of parents believe the educational program meets their child's needs. The survey results noted that 95% of parents believe that school and district communications keep them informed about activities and initiatives. Based on the data, we see a strong parental belief that the school provide a safe and secure environment. We noted a strong parent belief that programs in reading, math and technology meet their child's educational needs. We also noted a parental belief that the school and district keep parents informed about activities and initiatives.

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for the Teaching Profession. The findings from these observations help to determine next steps for professional development, guides our instructional coaches' work, and gives the school a snapshot of how teaching and learning is occurring throughout the school.

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 site participated in the administration of the California Smarter Balanced Assessment in Spring 2019. The results of the assessment indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics were 60% and 49%, respectively. The students overall score in ELA showed an increase in their scaled score of 8 points from 2473 to 2481. In math the scaled score decreased by 14 points from 2486 to 2472.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. Last year, 85% of all quizzes taken were passed at a level of 85% or higher. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

K-5 classrooms are using the Benchmark Assessment System (BAS) and SIPPS assessments in order to appropriately level students for reading instruction. In grades K-5, students who are struggling with reading are referred to reading intervention on the basis of these data points and teacher observation. In addition students in grades 2nd-5th, who are struggling with reading, are referred to reading intervention based on AR results, Fast Bridge results, and classroom performance.

The Fast Bridge assessment program is used in grades 2nd-5th. The assessments provide a universal screener for language arts and mathematics. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. These assessments also provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards and how they compare to students at our school, in our District, and across the nation at the same grade level.

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

In grades 2nd-5th, each of our math and language arts classes administer the Fast Bridge assessment. This is an assessment produced by Illuminate that provides data that measures student growth, projects student proficiency on high stake tests, and it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given mid second trimester. Teachers administer the Reading and Math assessments.

Teachers also use curriculum-embedded assessments in all subject areas to monitor student progress on a daily, weekly, and end-of-unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, and provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials (writing and/or mathematics). In the 2015-2016 school year, training on these materials continued, along with professional development and literacy coaching supporting teachers in Balanced Literacy curriculum. In the 2016-2017 school year, grades TK-5 are participating in NGSS professional development along with grades 3-5 receiving literacy coaching on small leveled reading groups to support our Balanced Literacy Curriculum. In 2018-19, teachers obtained new instructional materials for science. Training on the usage of these materials happened throughout the school year and will continue in ongoing basis. At the start of the 2020-21 school year, teachers at Buckeye spent three days of professional develop on best practices for distance learning. During the 2021-22 school year, teachers will work with their team around the Collaboration Protocol to examine data and standards to meet the needs of their students.

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

Teacher professional development on the implementation of State Standards continues during the 2021-22 school year. Additionally, teachers are working together to identify areas of need that we can collectively target for improvement. We will begin using the Collaboration Protocol to identify areas of need, establish learning progressions based on State Standards, and develop success criteria to ensure students are moving towards academic proficiency of the identified targets.

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

During the 2014-2015 school year, the District staffed a Director of Curriculum and Instruction. Since 2015, teachers in grades TK-5 have been, and will continue to be, supported by our Director of Curriculum, who will assist with the continued implementation of our Balanced Literacy program as well as all other subjects..

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

The District provides teachers with early release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress. In addition, release time will be provided periodically throughout the school year to give grade level teams time to meet and work through the collaboration protocol and identify learning targets, success criteria, and formative assessments.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards,

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes, daily, in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily. These minutes have been adjusted this year due to the nature of hybrid instruction.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students with social/emotional needs are afforded the opportunity to meet with our part-time school counselor either one-on-one or in group sessions. Students with more specific social/emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Buckeye Elementary provides special education classes to support our special education students. In grades K-5, we offer RSP or SDC services. Classes are kept small to help provide for more individual support. Students who struggle in Reading Comprehension in grades K-5 may be referred to our LLI (Leveled Literacy Intervention) pull-out program or they may work with one of our three push-in reading teachers that provide additional small group reading support during RAP times. EL students who score at the ELPAC Beginning or Intermediate Levels are being serviced by an EL Instructor through a pull-out program. Students in grades 2-5, who are significantly behind in math, may be referred to our math intervention program which is provides students with an additional

teacher providing small group instruction for part of their math lesson.

Buckeye Elementary uses the following programs and practices to support our under-performing students:
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
LLI (Leveled Literacy Intervention)
Math Intervention Program in grades 3-5 (push-in program)
RAZ Kids
Lexia Core 5
ST Math
Leveled Book Room with text sets
Partnership with Sierra Assistance League for Literacy Development
GLAD (Guided Language Acquisition Development)
Differentiation strategies within the regular instructional day
Active Participation
Small flexible group instruction in core subject areas
Needs-based ability groups in Reading
Cross-age tutors (Not in 2020-21)
Parent/community volunteers
BAS (Benchmark Assessment System) for reading K-5
Math Benchmark Assessments
Numerous computer applications to reinforce
Checking out Chromebooks and hotspots to families in need for home usage

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, NGSS training, and coaching in the areas of math and language arts.

Parental Engagement

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

Buckeye School is fortunate to have a very supportive parent and community group. The Parent Teacher Club and School Site Council are very active and provide opportunities for parent involvement. Our school has about 50 parent volunteers that have signed up this year to provide service in our classrooms. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities:
Leadership Activities include Parent Teacher Club, School Site Council, District LCAP Advisory, PBIS and Budget Committees
Student Support Activities include Cross Country volunteers, field trip chaperones, classroom volunteers, Love and Logic participants, and, Assemblies.
Fund Raising Activities include the Bobcat Bash and Ice Cream Social, Sees Candy sales, Jog-A-Thon
Other Fun Activities include Dr. Seuss Night, Book Fairs, Open House, Holiday Drive Through, Star Gazing Night, and more.
Due to the nature of the COVID crisis, some school wide events have been postponed this year.

However, we will do all we can to provide our students and parents safe opportunities to come together for school events.

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)

Parent Involvement Policy

Buckeye Elementary School agrees to implement the following statutory requirements:

We will jointly develop with parents, distribute to parents of participating children, a school Parental Involvement Policy that the school and parents of participating children agree on.

We will notify parents about the school Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.

We will make the school Parental Involvement Policy available to the local community.

We will periodically update the school Parental Involvement Policy to meet the changing needs of parents and the school.

We will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

DESCRIPTION OF HOW BUCKEYE ELEMENTARY SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS
1. Buckeye Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its Single Plan for Student Achievement in an organized, ongoing and timely way under section 1118(b) of the ESEA:
School Parent Involvement Policy Process:
        Plan will be outlined at Fall meetings   Sept.-Dec. 2021
Input gathered from meetings and surveys to build consensus Sept.-May Site Leadership, Parent Survey, Parent Teacher Club, English Language Advisory Committee

Single Plan for Student Achievement Process:

Conduct a needs assessment which includes all stakeholders
 Base needs assessment on school data and input from surveys and committees (Title I parents, English Language Advisory Committee, parent survey, School Climate Survey)
Set goals
Determine a monitoring process
Distribute the completed plan

2. Buckeye Elementary will take the following actions to distribute to parents of participating children and the local community its Parent Involvement Policy:

Back To School Night
School Website
 School Facebook Page

Weekly Parent/School Bulletins
Title I Parent Meetings

3. Buckeye Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
 Annually, parents are provided an opportunity for review and input on the School Parental Involvement Policy. This typically occurs at the first Title I parent meeting each year.

4. Buckeye Elementary School will convene an annual meeting to inform parents of the following:
- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- A copy of the school's school-parent compact,
- About their school's participation in Title I.

Parents will be informed of the annual meeting in writing, with a follow-up phone call and/or email to remind them of the meeting.

5. Buckeye Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services related to parental involvement:

Our Title I Parents will meet three times each year. This group will be a forum in which parents of Title I students will be given an explanation of how the program will help their child. Parents will also be invited to give input into school programs and issues which effect student achievement.

6. Buckeye Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:
Information is provided at Back to School Night, upon request, and at each Title I parent meeting.

7. Buckeye Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
At Back to School Night, parents will receive information on where to access the standards along with explanations of the assessments used.
At parent conferences, parents will have the opportunity to review and discuss their student's work with the teachers and to hear about progress towards standards.
Parents will receive progress reports, as frequently as needed, and report cards three times per year detailing proficiency levels.

8. Buckeye Elementary School will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
Parents will be provided with opportunities to formulate suggestions, and participate in educational decisions relating to their children.

9. Buckeye Elementary School will submit to the district any parent comments if the school wide plan under section (1114) (b) (2) is not satisfactory to parents of participating children.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Buckeye Elementary will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will hold an annual meeting to inform parents of school data. The data will be presented in an understandable and accessible manner. Translators will be available for the meetings. Topics will include analysis of the school state testing results, and sub-group data. The meeting will include input from the principal regarding the data and school interventions currently in place to address achievement gaps. Parents will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

All parents will receive a letter mailed to their home informing them on how to access their child's assessment results on the annual CAASP state achievement tests.

Multiple media sources such as Connect Ed, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals. The school parent involvement policy will be posted on the school's website.

Parents will receive information on how to access their student's assessment results and be invited to speak with school personnel regarding the state CAASP results.

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy.

3. Buckeye School will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators.

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

Parent education training regarding how to support key grade level standards at home will be offered to parents.

Information about how to help students at home with homework and other curriculum related activities will be offered to families at the annual Back to School Night and in the school newsletter, as well as in parent-teacher conferences.

School expectations and course content will be provided to parents at the annual Back to School Night.

5. Buckeye Elementary will, with the assistance of the district and parents, educate its teachers, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Staff will receive training in how to reach out to parents in ways that establish trust and rapport and build strong partnership aimed at student success.

Connect Ed will be used to inform parents of important school information.

Schools will provide a weekly bulletins to parents.

Parent involvement information will be posted on the school website.

6. The school will coordinate and integrate parental involvement programs and activities with Head Start, public preschool and other programs, and other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Information will be readily available on the school website.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:
The following documents are translated for parents:
English Language Proficiency Assessments for California (ELPAC)
California Assessment of Student Performance and Progress (CAASP) Results
Uniform Complaint Procedures
Enrollment Options Letter
Home Language Survey

Additionally, translation services are available by phone or for additional documents. Translators will be made available for school site needs, whenever possible.

ACCESSIBILITY

Buckeye Elementary School will build the school's and parent's capacity for strong parental involvement, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the agenda and minutes of the Title I Parent Meeting on Aug. 29, 2019.

This policy was adopted by Buckeye Elementary School on Aug. 29, 2019 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before Aug. 29, 2019 . It will be made available to the local community on or before Aug. 29, 2019. Buckeye Elementary School's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

_____
Principal

<u>Funding</u>

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

Title I and Title III are the only categorical funds that apply.

Fiscal support (EPC)

Buckeye School receives Title I funding. Buckeye School does receive LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Math Intervention and substitute days for LCF participation.

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

This plan will be presented and reviewed with the members of the School Site Council. Additionally, progress on goals and proposed goals will be reviewed with members of the ELAC, PTC, and at our staff. Updates to the plan will be considered at each meeting as input is gathered from stakeholders regarding the proposed goals and progress related to the goals.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.92%	0.76%	0.6%	7	3	2
African American	0.55%	1.01%	0.6%	2	4	2
Asian	0.55%	0.76%	0.3%	2	3	1
Filipino	%	0%	%		0	
Hispanic/Latino	20.82%	22.22%	24.1%	76	88	79
Pacific Islander	0.27%	0%	%	1	0	
White	71.23%	70.71%	69.5%	260	280	228
Multiple/No Response	4.66%	4.55%	4.9%	17	18	16
			Total Enrollment	365	396	328

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	67	83	46
Grade 1	69	72	70
Grade 2	49	65	63
Grade3	59	55	53
Grade 4	58	61	47
Grade 5	63	60	49
Total Enrollment	365	396	328

Conclusions based on this data:

1. The Latinx subgroup is significant consisting of over 24% of our school's population.

2. Our enrollment has declined from the 19-20 school year to the 20-21 school year.

3. Our enrollment is back up to 368 for the 21-22 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	28	36	31	7.7%	9.1%	9.5%
Fluent English Proficient (FEP)	9	7	4	2.5%	1.8%	1.2%
Reclassified Fluent English Proficient (RFEP)	1	0	1	3.3%	0.0%	2.8%

Conclusions based on this data:

1. The number of EL students has risen over the past three years.

2. We will give the annual ELPAC in the Fall to examine the possibility of RFEP students.

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	56	60	57	55	58	57	55	58	57	98.2	96.7	100
Grade 4	70	60	55	70	58	55	70	58	55	100	96.7	100
Grade 5	46	65	62	45	65	61	45	65	60	97.8	100	98.4
All	172	185	174	170	181	173	170	181	172	98.8	97.8	99.4

* 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	2463.	2428.	2437.	43.64	27.59	26.32	21.82	24.14	29.82	20.00	18.97	21.05	14.55	29.31	22.81
Grade 4	2466.	2488.	2486.	20.00	34.48	40.00	34.29	29.31	18.18	21.43	12.07	18.18	24.29	24.14	23.64
Grade 5	2514.	2507.	2521.	24.44	20.00	23.33	31.11	36.92	40.00	20.00	20.00	21.67	24.44	23.08	15.00
All Grades	N/A	N/A	N/A	28.82	27.07	29.65	29.41	30.39	29.65	20.59	17.13	20.35	21.18	25.41	20.35

Reading 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	38.18	29.31	24.56	34.55	48.28	56.14	27.27	22.41	19.30
Grade 4	21.43	32.76	41.82	58.57	48.28	38.18	20.00	18.97	20.00
Grade 5	37.78	32.31	31.67	37.78	41.54	50.00	24.44	26.15	18.33
All Grades	31.18	31.49	32.56	45.29	45.86	48.26	23.53	22.65	19.19

Writing 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	43.64	18.97	19.30	43.64	43.10	57.89	12.73	37.93	22.81
Grade 4	17.14	27.59	27.27	55.71	50.00	45.45	27.14	22.41	27.27
Grade 5	26.67	21.54	20.00	51.11	56.92	63.33	22.22	21.54	16.67
All Grades	28.24	22.65	22.09	50.59	50.28	55.81	21.18	27.07	22.09

Listening 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	40.00	27.59	26.32	52.73	55.17	63.16	7.27	17.24	10.53
Grade 4	15.71	25.86	29.09	74.29	68.97	61.82	10.00	5.17	9.09
Grade 5	24.44	20.00	13.33	55.56	61.54	71.67	20.00	18.46	15.00
All Grades	25.88	24.31	22.67	62.35	61.88	65.70	11.76	13.81	11.63

Research/Inquiry 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	43.64	25.86	29.82	40.00	41.38	50.88	16.36	32.76	19.30
Grade 4	22.86	29.31	21.82	55.71	53.45	58.18	21.43	17.24	20.00
Grade 5	26.67	33.85	38.33	51.11	43.08	43.33	22.22	23.08	18.33
All Grades	30.59	29.83	30.23	49.41	45.86	50.58	20.00	24.31	19.19

Conclusions based on this data:

1. In 2018-2019, 60% of our students met or exceeded the standards in English Language Arts compared to 2018-2019 when 57% of our students met or exceeded the standards in English Language Arts.

2. The percentage of student not meeting standard in ELA decreased in across all grade level in 2018-19.

3. Due to COVID-19, we were unable to take the SBA in the spring of 20210. We will continue to work on previously stated goals.

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	56	60	57	55	58	57	54	57	57	98.2	96.7	100
Grade 4	70	60	55	70	58	55	70	58	55	100	96.7	100
Grade 5	46	65	62	45	65	61	45	65	60	97.8	100	98.4
All Grades	172	185	174	170	181	173	169	180	172	98.8	97.8	99.4

* 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	2443.	2451.	2442.	20.37	26.32	19.30	38.89	36.84	35.09	22.22	14.04	24.56	18.52	22.81	21.05
Grade 4	2486.	2491.	2493.	14.29	18.97	27.27	40.00	43.10	25.45	32.86	20.69	32.73	12.86	17.24	14.55
Grade 5	2522.	2517.	2508.	24.44	23.08	16.67	26.67	21.54	23.33	26.67	33.85	40.00	22.22	21.54	20.00
All Grades	N/A	N/A	N/A	18.93	22.78	20.93	36.09	33.33	27.91	27.81	23.33	32.56	17.16	20.56	18.60

Concepts & Procedures 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	46.30	49.12	33.33	25.93	24.56	42.11	27.78	26.32	24.56
Grade 4	31.43	36.21	38.18	40.00	39.66	25.45	28.57	24.14	36.36
Grade 5	35.56	35.38	28.33	33.33	29.23	33.33	31.11	35.38	38.33
All Grades	37.28	40.00	33.14	33.73	31.11	33.72	28.99	28.89	33.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.48	33.33	26.32	46.30	40.35	52.63	22.22	26.32	21.05
Grade 4	22.86	22.41	30.91	57.14	60.34	50.91	20.00	17.24	18.18
Grade 5	20.00	20.00	16.67	55.56	50.77	60.00	24.44	29.23	23.33
All Grades	24.85	25.00	24.42	53.25	50.56	54.65	21.89	24.44	20.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	37.04	28.07	24.56	40.74	52.63	56.14	22.22	19.30	19.30
Grade 4	28.57	31.03	30.91	50.00	48.28	45.45	21.43	20.69	23.64
Grade 5	26.67	20.00	23.33	51.11	56.92	46.67	22.22	23.08	30.00
All Grades	30.77	26.11	26.16	47.34	52.78	49.42	21.89	21.11	24.42

Conclusions based on this data:

1. In 2018-2019, 49% of our students met or exceeded the standards in Mathematics compared to 2017-2018 when 55% of our students met or exceeded the standards in Mathematics.

2. The Concept and Procedures Claim saw an overall decrease from 70% of students scoring above or near standard in 2017-18 to 67% of students above or near standard in 2018-19.

3. All three grade levels saw a significant decrease in the percentage of students meeting standard on the math portion of the SBA (3rd grade decreased 8%, 4th grade decreased 7%, and 5th grade decreased 6%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	9
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	7
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							31	28

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*		*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	7.14	35.48	25.00	*	57.14	*	10.71	31	28

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	35.48	10.71	41.94	50.00	*	32.14	*	7.14	31	28

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	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	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*	*	*	*	*
2		*	*	*		*	*	*	*	*
3		*		*	*	*	*	*	*	*
5	*	*		*	*	*		*	*	*
All Grades	*	3.57	*	21.43	*	42.86	*	32.14	31	28

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students							
	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	*	*	*	*	*	*	*	*
All Grades	54.84	17.86	41.94	78.57	*	3.57	31	28

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students							
	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
2	*	*	*	*	*	*	*	*
All Grades	*	21.43	64.52	60.71	*	17.86	31	28

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	3.57	58.06	42.86	*	53.57	31	28

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
All Grades	*	17.86	48.39	71.43	*	10.71	31	28

Conclusions based on this data:

1. Due to the smaller number of EL students in each grade level, we are unable to extrapolate information based on this data.

2. We have increased out EL support to six hours a day to give more designated English learner support four days a week.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
396	**39.4**	**9.1**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	9.1
Foster Youth	5	1.3
Homeless	3	0.8
Socioeconomically Disadvantaged	156	39.4
Students with Disabilities	57	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.0
American Indian	3	0.8
Asian	3	0.8
Hispanic	88	22.2
Two or More Races	18	4.5
White	280	70.7

Conclusions based on this data:

1. Our SED is one of our most significant subgroups.

2. Our Latinx student group is a significant subgroup.

3. Our Students with Disabilities is significant subgroup.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have made improvements in ELA according to this year's data.

2. We have declined in Math according to this year's data.

3. We have made improvements addressing Chronic Absenteeism according to this year's data.

School and Student Performance Data

Academic Performance
English Language Arts
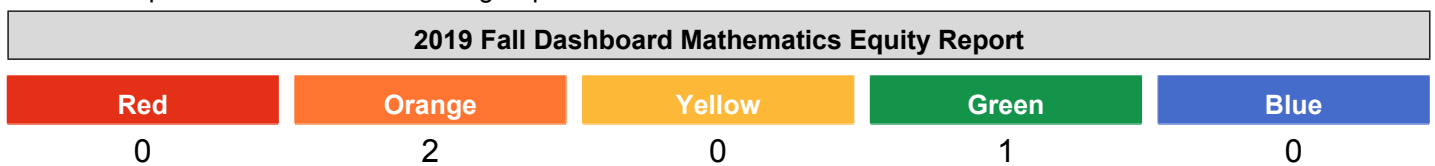
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
15.6 points above standard	34.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.4 points	Declined -5.9 points	
174	15	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	16.4 points below standard	37.9 points below standard
	Maintained ++0.9 points	Increased Significantly ++19.7 points
	79	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1	3	2	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
13.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	27.1 points above standard
Declined -11.6 points			Increased Significantly ++16.9 points
31	8		129

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
54.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	20.1 points above standard
11	4	Increased ++10.4 points
		156

Conclusions based on this data:

1. Overall, our ELA data shows that we are still 6.3 points above standard despite a 3.3 point decrease.

2. Our SED and SWD subgroups are still both in orange status even though we maintained the same relative scaled score from the previous test year.

3. The White subgroup maintained the same status as the previous year and is 8.6 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
0.3 points below standard	41.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.7 points	Declined -7.1 points	
174	15	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	Orange
	29.3 points below standard	46.9 points below standard
	Declined -11.3 points	Maintained -2.3 points
	79	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
1	3	2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Green
28.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		10.9 points above standard
Declined Significantly -21.2 points	8		Increased ++3.5 points
31			129

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**
62.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.6 points above standard
11	4	Maintained -2.9 points
		156

Conclusions based on this data:

1. According to the Fall 2019 Dashboard, we declined 3.7 points and are in the Yellow status overall in math.

2. According to the Fall 2019 Dashboard, our SED subgroup is in Orange status in math.

3. According to the Fall 2019 Dashboard, our SWD maintained Orange status in math.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
21.7 making progress towards English language proficiency
Number of EL Students: 23
Performance Level: VeryLow
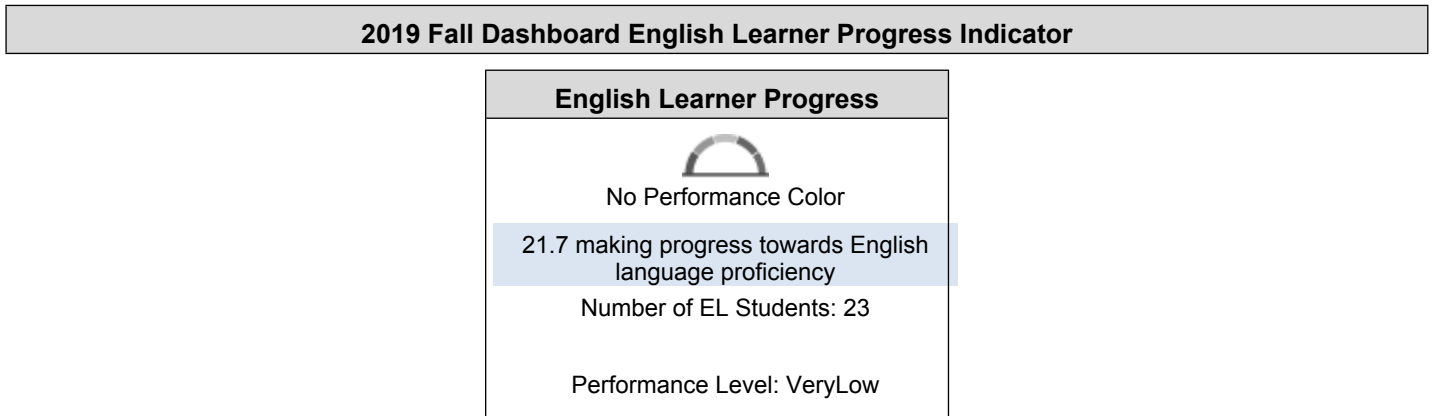
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
52.1	26.0	4.3	17.3

Conclusions based on this data:

1. The majority of our EL students decreased one ELPI level.

2. We have increase the amount of ELD support this year to help address these needs.

3. 22% of EL students either maintained Level 4 or increased one level.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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:

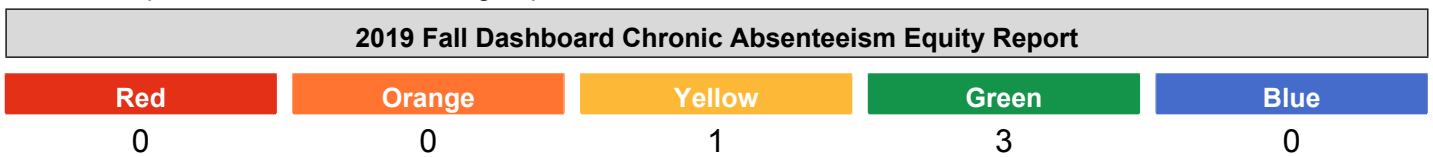**1.**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
8.5	7.1	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -3.6	Declined -13.4	7
378	28	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.4	10.8
4	Declined -2.4	Declined -8.4
	181	65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	7	2	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
6.6	25	Less than 11 Students - Data Not Displayed for Privacy	7.8
Declined -6.4	Increased +11.4	1	Declined Significantly -3
76	20		270

Conclusions based on this data:

1. Chronic Absenteeism declined 3.6% in 2018-19 school year.

2. Chronic Absenteeism declined 6.4% over the previous school year.

3. 8.5% of all students were chronically absent compared to 12.1% in the previous year.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
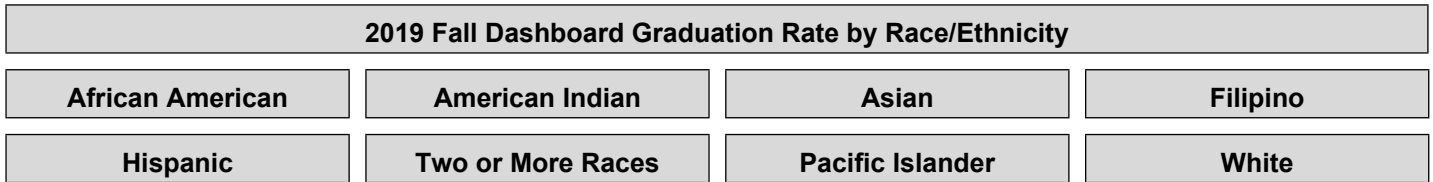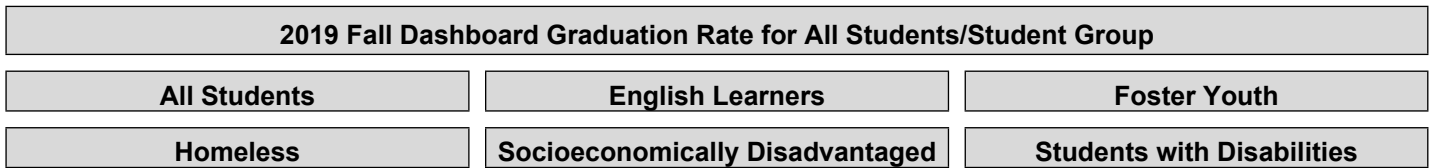
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
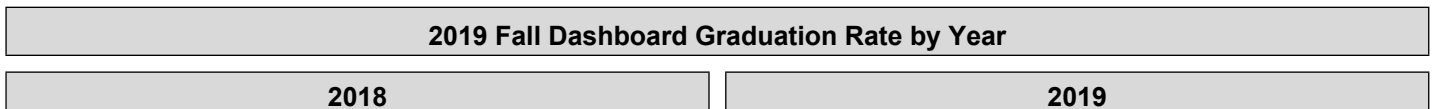
Conclusions based on this data:

1. Suspension rates continue to decline at Buckeye and were less than 1% in the 2020-21school year.
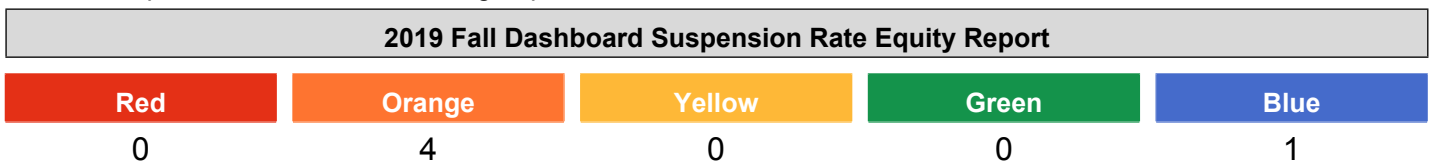
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.6	3.2	Less than 11 Students - Data Not Displayed for Privacy
		7
Increased +1.1	Increased +3.2	
384	31	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.2	4.5
4		
	Increased +1.3	Increased +4.5
	186	66

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	
Less than 11 Students - Data 2	Less than 11 Students - Data 7	Less than 11 Students - Data 2	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Orange
0	4.8	Less than 11 Students - Data 1	2.6
Declined -1.2	Increased +4.8		Increased +0.8
79	21		272

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	2.6

Conclusions based on this data:

1. Suspension rates increased in 18-19 school year to 2.6% from 1.5% in the previous year.

2. Homeless students were suspended at a higher percentage than the overall group.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

Goal 1

Increase average scale score by 7 points for all students and all significant subgroups as measured by SBA assessment given in May 2022.

Identified Need

To continue to provide high quality first instruction to all student and identify student needs and provide the level of support necessary to increase achievement in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Results	Overall Score in ELA is 16 above level 3.	Overall score in ELA 23 points or more above level 3.

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

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

All Students.

Strategy/Activity

Provide resources for all teachers so that they may provide a more differentiated learning experience in ELA that will meet the needs 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)
102449	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Reading Intervention Teacher/Intervention Coordinator Support
12500	LCFF - Base 4000-4999: Books And Supplies Use of Lexia Core 5
357.00	LCFF - Base 4000-4999: Books And Supplies Spelling City
3000.00	LCFF - Base 4000-4999: Books And Supplies Use of Learning A-Z
1000.00	LCFF - Base 4000-4999: Books And Supplies Classroom Supplies
2500.00	LCFF - Base 1000-1999: Certificated Personnel Salaries Trimester assessment release cost
42500.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Push-In Reading Teachers
300	LCFF - Base 4000-4999: Books And Supplies Phonemic Awareness Activities for K-2

Strategy/Activity 2

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

All Students

Strategy/Activity

Teachers will work within the Collaboration Protocol around identified targets of 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)
2250	LCFF - Base 1000-1999: Certificated Personnel Salaries Release Time for Target Meetings, admin support, and materials.

Strategy/Activity 3

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

All Students

Strategy/Activity

Reading Intervention Program - Leveled Literacy Intervention (LLI)

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)
120000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Leveled Literacy Intervention grades 1-5 including pull out services
1000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of additional teaching curriculum/books

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

All Students

Strategy/Activity

Supplemental Supplies and curriculum to support differentiated instruction

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)
7500	Title I Part A: Allocation 4000-4999: Books And Supplies Student books, paper, manipulatives for word work
6500	Title I Part A: Allocation None Specified Chromebooks Hotspots

Annual Review

SPSA Year Reviewed: 2020-21

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.

Using a combination of in class and pull out reading intervention, we will provide students with small group reading instruction four days a week in each of our classes. We will also use online programs such as Lexia Core 5, Raz-Kids, and Spelling City to give differentiated opportunities for learning during the students' language arts block.

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

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

We are intending to give the SBA in the Spring of 2022. However, if we cannot, we will rely on local assessment data and data from Illuminate assessments to measure growth.

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

Math

LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

Goal 2

Increase average scale score by 7 points for all students and all significant subgroups in math as measured by SBA assessment given in May 2022.

Identified Need

To continue to provide high quality first instruction to all student and identify student needs and provide the level of support necessary to increase achievement in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Results	1 point below level 3 overall.	Increase to 6 points or more above level 3.

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

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

All Students

Strategy/Activity

Math Intervention program in Grades 2-5 focusing on students in need of additional math 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)
59598	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Small group instruction based on student need in grades 2-5 (2 teachers)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental supplies/curriculum to support differentiated instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Base 4000-4999: Books And Supplies Paper, manipulatives, etc.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Computer applications to enhance instruction and differentiate learning (ST Math) increasing home usage.

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)
3325	LCFF - Base None Specified ST Math
6500	LCFF - Supplemental 4000-4999: Books And Supplies Hotspots for Chromebooks at Home

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

.Release Time for Teachers to work on Collaboration Protocol around identified targets of learning in 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)
2250	LCFF - Base 1000-1999: Certificated Personnel Salaries Release time, admin support, and materials.
6500	LCFF - Base 1000-1999: Certificated Personnel Salaries Assessment Days for Teachers

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We will use math support in grades 2rd-5th to provide additional small group instruction. By having an additional teacher in the classroom, we can provide more targeted instruction and support to all students. We will also utilize the ST Math program to provide differentiated online instruction to students during their independent practice time of math. We now have enough Chromebooks and hotspots to check materials out for any family who needs it at home.

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

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

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

Suspension Rate

LEA/LCAP Goal

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

Goal 3

By the end of the 2021-2022 school year, suspension rates will decrease and move into the low status range of the California School Dashboard.

Identified Need

Suspension rates declined last school year from 1.7% of students suspended to less than 1%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	1.7% of students were suspended at least one day in 2020-21 school year.	Maintaining less than 1% of students suspended.

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

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

All Students

Strategy/Activity

Students in grades K-5 will be explicitly taught the school and classroom rules using the PBIS Framework.

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)
400.00	LCFF - Base 4000-4999: Books And Supplies

	Classroom Awards and Monthly Prizes
400	LCFF - Base 4000-4999: Books And Supplies PAWS Tickets and Office Referral Orders
2000	LCFF - Base 4000-4999: Books And Supplies Prizes for the Weekly Prize Wheel

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

All Students

Strategy/Activity

Teachers will identify students that have moderate behaviors and create a plan (CICO, SSTs, BIP, etc.)

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)
	None Specified None Specified Monitor student behaviors throughout the school year

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SST will be held if behaviors increase with Tier I support. Implement Tier II support if needed.

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)
	None Specified None Specified Monthly PBIS team meetings to develop a more comprehensive plan to support student behaviors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Trauma Informed Practices Professional Development

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)
	None Specified None Specified Staff will learn additional strategies to support behavior management within each classroom setting

Annual Review

SPSA Year Reviewed: 2020-21

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.

The team helped develop the foundation of PBIS last school year with implementation beginning at the start of the school year. We will review PBIS strategies and data with the team during collaboration meetings throughout the school year.

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

Increase Tier II PBIS meetings to monthly.

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.

Our school psychologist, who is a member of our Tier II team, will return in Feb. of 2022.

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

PBIS Implementation

LEA/LCAP Goal

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

Goal 4

By the end of the 2021-2022 school year, Buckeye will apply the core features of school-wide positive behavior interventions and supports (PBIS). We will use the Tiered Fidelity Inventory to measure our progress.

Identified Need

Implementation of the PBIS Framework will continue at Buckeye this year and monitoring and adjusting for a successful Tier 1 and Tier 2 supports for all students is a school-wide goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	All CA Dashboard Indicators Apply	Reduction in Chronic Absenteeism and Suspension and an increase in Academic Achievement are our expected outcomes.

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

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

All Students

Strategy/Activity

A team from Buckeye will continue to monitor PBIS data and make recommendations to the staff to ensure fidelity of Tier 1 and Tier 2 PBIS implementation during the 2021-22 school year.

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)

700	LCFF - Base 4000-4999: Books And Supplies SWIS License
1000	LCFF - Base 4000-4999: Books And Supplies Materials for PBIS (Posters, Prizes, etc).
	None Specified None Specified Monthly PBIS Team meetings before or after school to review implementation, data, and next steps.

Annual Review

SPSA Year Reviewed: 2020-21

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.

The team at Buckeye met throughout the year to design our foundation for PBIS. We were able to successfully roll it out at the start of the school year.

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

Our goal is to meet monthly with the Tier 1 and Tier 2 PBIS teams.

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.

By setting up a framework for behavior expectations, we are hoping to see an increase in students feeling safe and welcome at school which will translate to decreased behavior issues and increases in academic performance.

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

Pupil Engagement

LEA/LCAP Goal

GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA

Goal 5

Students in all subgroups will increase in ELA/Math by at least 3 scaled score points as measured by the SBA in May 2022.

Identified Need

Currently our English Learner students scored 54 points below standard on the ELA portion and 62 points below standard on the Math portion of the 2019 SBA Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	54 points below in ELA and 62 points below in Math.	Increase in both areas by at least 3 points towards standard.

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

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

All Students

Strategy/Activity

Our EL students are working with our ELD teacher four days a week. They are receiving small group instruction around standards to increase their skills in ELA.

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)
29799	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	ELD Teacher
200	LCFF - Supplemental 4000-4999: Books And Supplies Materials for ELD Teacher
	None Specified None Specified Work with teachers around areas of need.
	None Specified None Specified Attend collaboration meetings to hear about areas of targeted concern.
	None Specified None Specified Meet with district ELD TOSA to ensure best practices are being taught.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We have increased our ELD support from 3 hours a day to 6 hours a day to provide more support to our EL students.

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

The increased amount of ELD service this year will allow for both in class and pullout support for EL 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.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$416,528.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$237,449.00

Subtotal of additional federal funds included for this school: $237,449.00

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

State or Local Programs	Allocation ($)
LCFF - Base	$40,482.00
LCFF - Supplemental	$138,597.00

Subtotal of state or local funds included for this school: $179,079.00

Total of federal, state, and/or local funds for this school: $416,528.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Base	90835.00	50,353.00
Title I Part A: Allocation	385748.00	148,299.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	40,482.00
LCFF - Supplemental	138,597.00
Title I Part A: Allocation	237,449.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	247,846.00
2000-2999: Classified Personnel Salaries	120,000.00
4000-4999: Books And Supplies	38,857.00
None Specified	9,825.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	13,500.00
4000-4999: Books And Supplies	LCFF - Base	23,657.00
None Specified	LCFF - Base	3,325.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	131,897.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,700.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	102,449.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	120,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,500.00
None Specified	Title I Part A: Allocation	6,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	301,856.00
Goal 2	80,173.00
Goal 3	2,800.00
Goal 4	1,700.00
Goal 5	29,999.00

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

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Kevin Cadden	Principal
Amber Nelson	Parent or Community Member
Rachel Kelly	Other School Staff
Samantha Paulino	Parent or Community Member
Trina Carter	Classroom Teacher
Victoria Comalander	Other School Staff 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

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 1/6/2022.

Attested:

Principal, Kevin Cadden on

SSC Chairperson, Trina Carter on

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.

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.

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.

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.

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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