



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

<b>School Name</b>	Cedarcreek Elementary School
<b>Address</b>	27792 Camp Plenty Road Canyon Country CA 91351
<b>County-District-School (CDS) Code</b>	19649986022651
<b>Principal</b>	Mary Mann
<b>District Name</b>	Saugus Union School District
<b>SPSA Revision Date</b>	9/13/2021
<b>Schoolsite Council (SSC) Approval Date</b>	9/21/2021
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Stakeholder Involvement ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 8
  - ELPAC Results ..... 12
  - Student Population ..... 16
  - Overall Performance ..... 18
  - Academic Performance ..... 19
  - Academic Engagement ..... 30
  - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
  - Goal 1 ..... 35
  - Goal 2..... 43
  - Goal 3..... 47
  - Goal 4..... 49
  - Goal 5..... 51
  - Goal 6..... 53
  - Goal 7 ..... 54
  - Goal 8..... 55
  - Goal 9..... 56
  - Goal 10..... 57
  - Goal 11..... 58
  - Goal 12..... 59
- Annual Review and Update ..... 60
  - Goal 1 ..... 60
  - Goal 2..... 66
  - Goal 3..... 69
  - Goal 4..... 71
  - Goal 5..... 73
  - Goal 6..... 75
  - Goal 7 ..... 76
  - Goal 8..... 77

Goal 9.....78

Goal 10.....79

Goal 11.....80

Goal 12.....81

Budget Summary and Consolidation .....82

    Budget Summary .....82

    Allocations by Funding Source.....82

    Expenditures by Funding Source .....83

    Expenditures by Budget Reference .....84

    Expenditures by Budget Reference and Funding Source .....85

School Site Council Membership .....86

Recommendations and Assurances .....87

Addendum.....88

    Instructions: Linked Table of Contents.....88

    Appendix A: Plan Requirements for Schools Funded Through the ConApp.....91

    Appendix B: Select State and Federal Programs.....93

# School Vision and Mission

## Cedarcreek's Vision

We are a dedicated, compassionate family that respects every scholar's ability to learn, persevere, and succeed.

## Cedarcreek's Mission

Cedarcreek Elementary School's goal is to provide a consistent, safe and secure environment. Parents, teachers, students, and community members strive to provide a positive, challenging, and supportive atmosphere that fosters responsible, productive, and high-achieving citizens.

# School Profile

Cedarcreek Elementary serves approximately 385 students in Transitional Kindergarten through 6th grade which begins in August and ends in June. We are dedicated to academic excellence and community involvement.

Our staff delivers Common Core State Standards-aligned instruction using a Direct Instruction model which ensures all students are presented new material with precise models and ample opportunity to practice with immediate feedback. Our Language for Learning is Cedarcreek's designated English language development program. Students in Transitional Kindergarten through sixth grade are grouped by English Language Proficiency levels in order to meet their language needs. English only students develop their Speaking and Listening skills through practice with the Common Core State Standards. During integrated times of the day, teacher present lessons that are developed with the language learner in mind with the use of multi leveled entry point sentence frames and academic vocabulary development. Students who begin Cedarcreek as Spanish only in Kindergarten will be reclassified as an English proficient student by the time they exit sixth grade.

Cedarcreek Elementary School offers a variety of after-school intervention and enrichment opportunities for our students. Prior to CoVid closures, through Cougar Club, students who are at-risk receive an extended day with specific instruction that will allow them to meet grade-level proficiency levels. Art enrichment classes are also offered free of charge in order to give students the opportunity to use their creative sides and develop a different way of thinking. PTA also provides enrichment classes in a variety of topics, such as cooking, coding and karate.

Partners in Learning parent engagement series was created through a partnership with our Social Worker. These are a series of workshops dedicated to parent topics of interest. Our Latino Family Literacy program will be implemented on line during CoVid to share the love of reading to our students. Books in both Spanish and English are shared.

Our school serves as the heartbeat of our community. Cedarcreek staff members work closely with our varied stakeholders such as our Parent Teacher Association (PTA), School Site Council, and our English Learner Advisory Committee (ELAC). In a joint effort with our parent community, Cedarcreek strives to best serve the academic, personal, and social needs for all of our students.

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The SPSA was created and reviewed by Cedarcreek teachers and staff, School Site Council, and ELAC members. Cedarcreek teachers review at the beginning of the school year and then update throughout the year using CAASPP data and local measures. School Site Council reviews throughout the year on a bimonthly basis. The ELAC committee reviews the SPSA once in October and again in May.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	71	59
Grade 1	56	46	25
Grade 2	54	53	34
Grade3	64	56	35
Grade 4	53	70	46
Grade 5	61	57	50
Grade 6	79	63	39
<b>Total Enrollment</b>	433	416	288

### Conclusions based on this data:

1. Student enrollment has decreased the last three years by about 15 students each school year. Presently, we have 385 students in grades Tk-6.

# 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	200	165	110	46.2%	39.7%	38.2%
Fluent English Proficient (FEP)	27	53	37	6.2%	12.7%	12.8%
Reclassified Fluent English Proficient (RFEP)	8	33	10	3.6%	16.5%	6.1%

### Conclusions based on this data:

1. 40% of the Cedar creek student population is EL in 2021-22.
2. During Covid the number of reclassified students has decreased.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56	66	33	54	66	0	54	66	0	96.4	100	0.0
Grade 4	61	53	48	59	52	0	59	52	0	96.7	98.1	0.0
Grade 5	81	57	46	80	57	0	80	57	0	98.8	100	0.0
Grade 6	82	81	42	81	80	0	81	80	0	98.8	98.8	0.0
All Grades	280	257	169	274	255	0	274	255	0	97.9	99.2	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2400.	2430.		14.81	21.21		27.78	28.79		18.52	28.79		38.89	21.21	
Grade 4	2439.	2476.		16.95	21.15		16.95	38.46		23.73	19.23		42.37	21.15	
Grade 5	2482.	2492.		17.50	19.30		22.50	24.56		25.00	22.81		35.00	33.33	
Grade 6	2535.	2554.		14.81	17.50		39.51	46.25		33.33	23.75		12.35	12.50	
All Grades	N/A	N/A	N/A	16.06	19.61		27.37	35.29		25.91	23.92		30.66	21.18	

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.52	21.21		38.89	45.45		42.59	33.33	
Grade 4	16.95	36.54		44.07	40.38		38.98	23.08	
Grade 5	18.75	21.05		42.50	50.88		38.75	28.07	
Grade 6	18.52	25.00		59.26	60.00		22.22	15.00	
All Grades	18.25	25.49		47.08	50.20		34.67	24.31	

### 2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	16.67	21.21		40.74	60.61		42.59	18.18	
<b>Grade 4</b>	11.86	11.54		52.54	61.54		35.59	26.92	
<b>Grade 5</b>	23.75	22.81		51.25	47.37		25.00	29.82	
<b>Grade 6</b>	28.40	30.00		53.09	56.25		18.52	13.75	
<b>All Grades</b>	21.17	22.35		50.00	56.47		28.83	21.18	

2019-20 Data:

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	22.22	22.73		51.85	59.09		25.93	18.18	
<b>Grade 4</b>	18.64	15.38		59.32	75.00		22.03	9.62	
<b>Grade 5</b>	17.50	19.30		53.75	57.89		28.75	22.81	
<b>Grade 6</b>	7.41	18.75		75.31	72.50		17.28	8.75	
<b>All Grades</b>	15.69	19.22		60.95	66.27		23.36	14.51	

2019-20 Data:

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	18.52	31.82		57.41	53.03		24.07	15.15	
<b>Grade 4</b>	16.95	21.15		52.54	59.62		30.51	19.23	
<b>Grade 5</b>	30.00	22.81		32.50	47.37		37.50	29.82	
<b>Grade 6</b>	29.63	36.25		58.02	48.75		12.35	15.00	
<b>All Grades</b>	24.82	29.02		49.27	51.76		25.91	19.22	

2019-20 Data:

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

**Conclusions based on this data:**

1. Our CAASPP data was reported 2 years ago and we are currently relying on local data from i-Ready, NEXTgen Math, and Focused Interim Assessment Blocks.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56	66	33	55	66	0	55	66	0	98.2	100	0.0
Grade 4	61	53	48	61	51	0	61	51	0	100	96.2	0.0
Grade 5	80	57	46	80	57	0	80	57	0	100	100	0.0
Grade 6	82	81	42	81	81	0	81	81	0	98.8	100	0.0
All Grades	279	257	169	277	255	0	277	255	0	99.3	99.2	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2379.	2434.		7.27	19.70		10.91	36.36		36.36	19.70		45.45	24.24	
Grade 4	2448.	2469.		11.48	11.76		16.39	27.45		40.98	41.18		31.15	19.61	
Grade 5	2480.	2491.		16.25	17.54		11.25	10.53		33.75	33.33		38.75	38.60	
Grade 6	2515.	2554.		17.28	24.69		17.28	25.93		33.33	38.27		32.10	11.11	
All Grades	N/A	N/A	N/A	13.72	19.22		14.08	25.49		35.74	32.94		36.46	22.35	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.09	34.85		32.73	36.36		58.18	28.79	
Grade 4	26.23	21.57		26.23	47.06		47.54	31.37	
Grade 5	20.00	19.30		28.75	35.09		51.25	45.61	
Grade 6	23.46	34.57		33.33	43.21		43.21	22.22	
All Grades	20.22	28.63		30.32	40.39		49.46	30.98	

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.09	15.15		47.27	63.64		43.64	21.21	
Grade 4	6.56	11.76		45.90	62.75		47.54	25.49	
Grade 5	13.75	17.54		37.50	33.33		48.75	49.12	
Grade 6	16.05	23.46		43.21	54.32		40.74	22.22	
All Grades	11.91	17.65		42.96	53.73		45.13	28.63	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.27	19.70		41.82	57.58		50.91	22.73	
Grade 4	13.11	15.69		44.26	54.90		42.62	29.41	
Grade 5	11.25	8.77		56.25	43.86		32.50	47.37	
Grade 6	14.81	33.33		53.09	50.62		32.10	16.05	
All Grades	11.91	20.78		49.82	51.76		38.27	27.45	

2019-20 Data:

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**Conclusions based on this data:**

1. Concepts is our greatest struggle of the three sections
2. 3rd graders from 2016-17 school year maintained in 4th grade; 2018/19 school year both were at 27%
3. Current i-Ready diagnostic data show approximately 70% of our students are at grade level or less than one year behind grade level in all domains.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1452.4	1431.4	1414.4	1461.7	1441.2	1432.3	1430.9	1408.2	1372.6	35	23	18
<b>1</b>	1476.3	1455.0	1439.5	1483.4	1459.0	1454.4	1468.7	1450.4	1424.1	23	25	14
<b>2</b>	1512.2	1500.5	1512.7	1506.7	1487.3	1503.0	1517.2	1513.2	1521.8	35	19	12
<b>3</b>	1510.2	1517.4	1495.8	1505.0	1513.8	1499.2	1514.9	1520.5	1491.8	24	29	17
<b>4</b>	1517.4	1524.5	1502.6	1498.6	1503.3	1490.8	1535.8	1545.2	1513.7	33	20	19
<b>5</b>	1541.8	1541.2	1529.5	1523.7	1524.7	1518.7	1559.4	1557.3	1539.9	38	23	22
<b>6</b>	1564.7	1534.9	1548.0	1555.4	1505.7	1547.6	1573.5	1563.8	1547.5	27	32	13
<b>All Grades</b>										215	171	115

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.00	13.04	11.11	45.71	43.48	22.22	*	39.13	61.11	*	4.35	5.56	35	23	18
<b>1</b>	56.52	4.00	0.00	*	60.00	28.57	*	24.00	71.43		12.00	0.00	23	25	14
<b>2</b>	71.43	26.32	41.67	*	52.63	41.67		15.79	16.67		5.26	0.00	35	19	12
<b>3</b>	*	24.14	17.65	*	55.17	35.29	*	20.69	41.18	*	0.00	5.88	24	29	17
<b>4</b>	*	35.00	10.53	48.48	40.00	47.37	*	15.00	31.58	*	10.00	10.53	33	20	19
<b>5</b>	50.00	21.74	18.18	42.11	60.87	45.45	*	13.04	27.27		4.35	9.09	38	23	22
<b>6</b>	62.96	21.88	30.77	*	43.75	30.77	*	28.13	23.08		6.25	15.38	27	32	13
<b>All Grades</b>	48.84	20.47	17.39	36.74	50.88	36.52	11.16	22.81	39.13	*	5.85	6.96	215	171	115

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	57.14	26.09	11.11	31.43	30.43	38.89	*	34.78	50.00	*	8.70	0.00	35	23	18
<b>1</b>	69.57	8.00	14.29	*	56.00	42.86	*	24.00	42.86		12.00	0.00	23	25	14
<b>2</b>	74.29	31.58	41.67	*	57.89	50.00	*	5.26	8.33		5.26	0.00	35	19	12
<b>3</b>	54.17	37.93	29.41	*	48.28	41.18	*	13.79	23.53	*	0.00	5.88	24	29	17
<b>4</b>	39.39	35.00	26.32	36.36	45.00	42.11	*	15.00	21.05	*	5.00	10.53	33	20	19
<b>5</b>	57.89	39.13	36.36	34.21	52.17	40.91	*	4.35	22.73		4.35	0.00	38	23	22
<b>6</b>	66.67	25.00	46.15	*	50.00	23.08		15.63	30.77		9.38	0.00	27	32	13
<b>All Grades</b>	59.53	28.65	28.70	26.98	48.54	40.00	11.63	16.37	28.70	*	6.43	2.61	215	171	115

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.00	4.35	0.00	*	39.13	22.22	*	52.17	55.56	*	4.35	22.22	35	23	18
<b>1</b>	*	12.00	0.00	*	24.00	7.14	*	40.00	64.29	*	24.00	28.57	23	25	14
<b>2</b>	62.86	26.32	33.33	*	42.11	41.67	*	26.32	25.00		5.26	0.00	35	19	12
<b>3</b>	*	13.79	0.00	*	51.72	29.41	*	31.03	47.06	*	3.45	23.53	24	29	17
<b>4</b>	*	35.00	10.53	*	30.00	26.32	*	20.00	42.11	*	15.00	21.05	33	20	19
<b>5</b>	47.37	13.04	18.18	44.74	17.39	9.09	*	56.52	63.64		13.04	9.09	38	23	22
<b>6</b>	40.74	21.88	0.00	40.74	40.63	61.54	*	37.50	23.08		0.00	15.38	27	32	13
<b>All Grades</b>	41.40	17.54	8.70	33.95	35.67	26.09	17.67	38.01	47.83	6.98	8.77	17.39	215	171	115

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	85.71	26.09	11.11	*	56.52	88.89	*	17.39	0.00	35	23	18
<b>1</b>	73.91	52.00	21.43	*	44.00	78.57		4.00	0.00	23	25	14
<b>2</b>	74.29	36.84	41.67	*	57.89	58.33		5.26	0.00	35	19	12
<b>3</b>	45.83	31.03	23.53	*	62.07	58.82	*	6.90	17.65	24	29	17
<b>4</b>	39.39	45.00	47.37	54.55	45.00	42.11	*	10.00	10.53	33	20	19
<b>5</b>	57.89	8.70	13.64	42.11	86.96	81.82		4.35	4.55	38	23	22
<b>6</b>	51.85	18.75	38.46	48.15	62.50	53.85		18.75	7.69	27	32	13
<b>All Grades</b>	61.86	30.41	26.96	34.88	59.65	66.96	*	9.94	6.09	215	171	115

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	37.14	21.74	5.56	54.29	69.57	83.33	*	8.70	11.11	35	23	18
<b>1</b>	52.17	4.00	0.00	47.83	84.00	92.86		12.00	7.14	23	25	14
<b>2</b>	80.00	21.05	25.00	*	73.68	75.00		5.26	0.00	35	19	12
<b>3</b>	50.00	72.41	41.18	*	27.59	52.94	*	0.00	5.88	24	29	17
<b>4</b>	54.55	40.00	26.32	39.39	55.00	57.89	*	5.00	15.79	33	20	19
<b>5</b>	65.79	78.26	63.64	34.21	17.39	31.82		4.35	4.55	38	23	22
<b>6</b>	77.78	21.88	53.85	*	68.75	38.46		9.38	7.69	27	32	13
<b>All Grades</b>	60.00	37.43	32.17	36.74	56.14	60.00	*	6.43	7.83	215	171	115

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	31.43	4.35	5.56	65.71	86.96	77.78	*	8.70	16.67	35	23	18
<b>1</b>	60.87	32.00	0.00	*	44.00	78.57	*	24.00	21.43	23	25	14
<b>2</b>	74.29	31.58	41.67	*	63.16	50.00	*	5.26	8.33	35	19	12
<b>3</b>	*	13.79	5.88	45.83	72.41	70.59	*	13.79	23.53	24	29	17
<b>4</b>	*	20.00	10.53	54.55	65.00	68.42	*	15.00	21.05	33	20	19
<b>5</b>	31.58	17.39	18.18	65.79	69.57	72.73	*	13.04	9.09	38	23	22
<b>6</b>	40.74	15.63	0.00	*	59.38	76.92	*	25.00	23.08	27	32	13
<b>All Grades</b>	39.53	18.71	11.30	46.98	65.50	71.30	13.49	15.79	17.39	215	171	115

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	71.43	52.17	22.22	*	39.13	38.89	*	8.70	38.89	35	23	18
<b>1</b>	*	4.00	0.00	65.22	80.00	50.00	*	16.00	50.00	23	25	14
<b>2</b>	37.14	10.53	41.67	60.00	84.21	58.33	*	5.26	0.00	35	19	12
<b>3</b>	*	24.14	5.88	58.33	75.86	76.47	*	0.00	17.65	24	29	17
<b>4</b>	48.48	45.00	0.00	48.48	50.00	89.47	*	5.00	10.53	33	20	19
<b>5</b>	78.95	21.74	4.55	*	73.91	86.36		4.35	9.09	38	23	22
<b>6</b>	40.74	68.75	46.15	59.26	31.25	53.85		0.00	0.00	27	32	13
<b>All Grades</b>	49.77	33.92	14.78	45.58	60.82	66.96	*	5.26	18.26	215	171	115

2019-20 Data:

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

**Conclusions based on this data:**

1. Listening and Speaking scores 2- 6th grade is a strength
2. 60% of our students are on Level 4 in oral language
3. 11% of the students who were able to finish the ELPAC prior to Covid were reclassified in 2020-21.

# School and Student Performance Data

## Student Population

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>288</b>	<b>66.0</b>	<b>38.2</b>	<b>0.3</b>
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	110	38.2
Foster Youth	1	0.3
Homeless	7	2.4
Socioeconomically Disadvantaged	190	66.0
Students with Disabilities	25	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4
American Indian or Alaska Native		
Asian	1	0.3
Filipino	6	2.1
Hispanic	258	89.6
Two or More Races	3	1.0
Native Hawaiian or Pacific Islander		
White	14	4.9

### Conclusions based on this data:

1. Our Hispanic population has grown to 75%.



2. The percentage of English Learners is only 50% so we know that many students are entering already knowing English.
3. The percentage of SD students has grown to 80%.





# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="768 751 850 779">Orange</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1260 751 1317 779">Blue</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="297 951 370 978">Green</p>		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

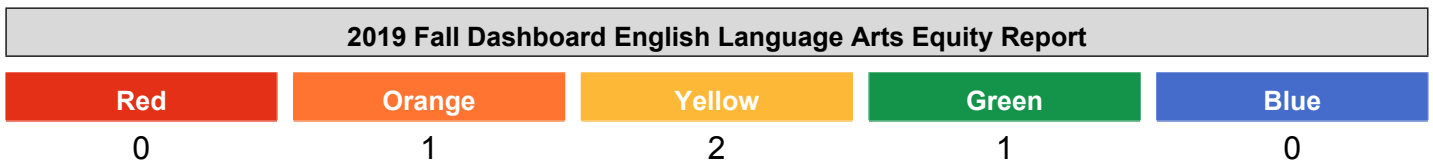
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 5.8 points above standard Increased Significantly ++22.4 points 247	<p><b>English Learners</b></p> Yellow 13.3 points below standard Increased Significantly ++22.7 points 128	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 6.8 points below standard Increased Significantly ++18.1 points 185	<p><b>Students with Disabilities</b></p> Orange 70.3 points below standard Increased Significantly ++21.5 points 36

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.2 points above standard Increased Significantly ++25.7 points 208	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 25.3 points above standard Declined Significantly -17 points 26

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
39.1 points below standard Increased ++14.2 points 95	61 points above standard Increased Significantly ++31.2 points 33	22.7 points above standard Increased Significantly ++23.7 points 112

**Conclusions based on this data:**

1. There is a need for extra support for our sub groups and RSP students
2. English Learners, socioeconomically disadvantaged and hispanic students are below standard
3. Reclassified EL students are above standard

# School and Student Performance Data

## Academic Performance Mathematics

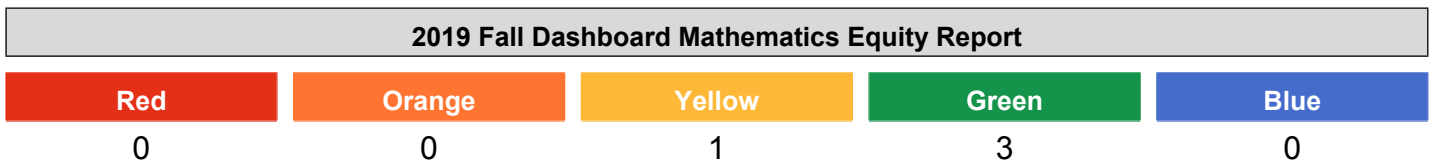
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>9.9 points below standard</p> <p>Increased Significantly ++33 points 246</p>	<p><b>English Learners</b></p> <p>Green</p> <p>23.6 points below standard</p> <p>Increased Significantly ++35.7 points 127</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>17.3 points below standard</p> <p>Increased Significantly ++21.4 points 184</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>89.1 points below standard</p> <p>Increased Significantly ++25.1 points 36</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.7 points below standard Increased Significantly ++22.5 points 207	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 3 points below standard Increased ++8.3 points 26	

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.7 points below standard Increased Significantly ++24.5 points 94	45.3 points above standard Increased Significantly ++55.1 points 33	0.6 points above standard Increased Significantly ++28 points 112

**Conclusions based on this data:**

1. RSP students declined; while socioeconomically increased
2. ELs maintained, Hispanic group maintained
3. Overall, "all students" maintained

# School and Student Performance Data

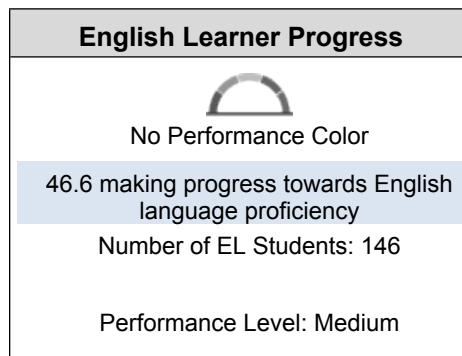
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6	30.8	8.2	38.3

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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



**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

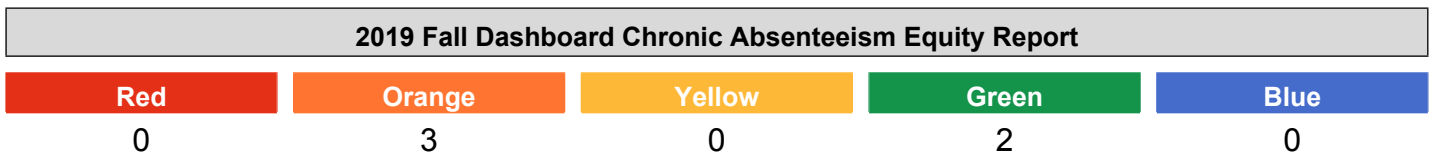
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 10.1 Increased +1 455	<p><b>English Learners</b></p> Green 6.3 Declined -0.6 206	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color 20 Increased +15.5 15	<p><b>Socioeconomically Disadvantaged</b></p> Orange 10.2 Increased +0.6 344	<p><b>Students with Disabilities</b></p> Orange 10.5 Maintained -0.2 57

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10 Increased +2.9 390	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 9.8 Declined -4.2 41

**Conclusions based on this data:**

1. Students struggling in academics are absent more frequently perhaps due to academic demands
2. RSP students are absent the most
3. Homeless students have the highest rate of attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Conclusions based on this data:

- 1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

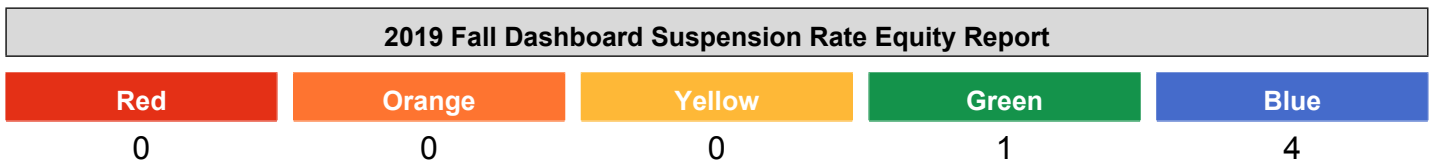
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.2</p> <p>Maintained 0</p> <p>461</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.4</p> <p>209</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>15</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>346</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>57</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.3 Maintained 0 395	 No Performance Color Less than 11 Students - Data 7		 Blue 0 Maintained 0 41

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.2	0.2

**Conclusions based on this data:**

1. Our PBIS program is working

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Closing the Achievement Gap

### Goal Statement

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics

Increase i-Ready schoolwide % met in ELA to 43% Tier I increase Math to 34% Tier I by June of 2023.

Using i-Ready ELA diagnostic, by June of 2022, the number of students in Tier 1 will increase by 4%.  
Using i-Ready ELA diagnostic, by June 2022, the number of students in Tier 3 will decrease by 4%.

Using i-Ready Math diagnostic, by the end of the year June of 2022, the number of students in Tier 1 will increase by 4%.

Using i-Ready ELA diagnostic, by June 2022, the number of students in Tier 3 will decrease by 4%.

### LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics, Science, Social Science.

### Basis for this Goal

Data for the basis of goal based on historical student achievement data indicates that Cedar creek site goals provide all stakeholders with a focus in order to close the achievement gaps in language arts and math. All curricular areas are addressed in the goals so that the whole child is developed which will prove to be an asset for years to come.

The Fall 2019 State Dashboard data showed remarkable gains due to the continued site PLC process and attention to common formative assessment within the learning cycle.

As a result:

In ELA scores increased:

\* an overall increase of 23 points

\*EL students increase of 23 points

\*Students of Low Socio increase of 18 points

\*SPED students increase of 22 points

In Math scores increased:

\*overall by 33 points increase

EL by 36 points increase

Low Socio by 32 points increase

SPED by 35 points increase

Students at risk will participate in a targeted intervention cycle of 6 weeks focusing on phonics as evidenced by the BPST and focusing on Syllabication and Phonics in 4-6 as measured by the BPST assessment.

Next Gen Math will be used to monitor the progress in Math.

## 2020-2021 CoVid Digital Learning Environment

No CAASPP testing was taken in 2019-20.

School wide i-Ready data indicates the following percentage of students at risk in Math:

At Risk for Tier 3 (more than 2 grade levels below)

31%

Tier 2 (approx. 1 grade level below)

43%

Tier 1 (on or at grade level)

26%

Schoolwide i-Ready data indicates the following percentage of students at risk in ELA:

At Risk for Tier 3

33%

Tier 2

35%

Tier 1

33%

School wide 2021 BOY i-Ready data indicates the following:

At risk for Tier 3 ELA 14% Math 10%

At risk for Tier 2 ELA 24% Math 27%

At grade level Tier 1 ELA 62% Math 63%

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
EOY i-Ready Diagnostic	i-Ready schoolwide diagnostic At risk for Tier 3 ELA 14% Math 10% At risk for Tier 2 ELA 24% Math 27% At grade level Tier 1 ELA 62% Math 63%	Tier 3 will decrease by 4 % points Tier 1 will increase by 4% points.

## Planned Strategies/Activities

### Strategy/Activity 1

Math and Language Arts: All teachers and Administration will participate in the PLC process

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

All Students

### Timeline

2021-22 school year

### Person(s) Responsible

Administrator and teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty extra pay for teacher planning and professional development
<b>Amount</b>	2500
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Instructional supplemental materials
<b>Amount</b>	12,500
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Supplemental tutoring
<b>Amount</b>	1800
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase data management software for TK, K and 1s
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies

<b>Description</b>	Science hands on supplies for Garden
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly instructional assistant cost - RTI, Kinder support, Parent Engagement, Garden and Culinary Activities
<b>Amount</b>	2000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Hourly instructional assistant cost for extra training
<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Small group intervention
<b>Amount</b>	2000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Home to school rotating books
<b>Amount</b>	3000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Increase library books and loan to home books specifically with culturally relevant titles and non-fiction as well as general literature books

## Strategy/Activity 2

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

English Learner students

### Timeline

2021-22 school year

### Person(s) Responsible

Teachers and Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	700.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Intentional CIP Days
<b>Amount</b>	5000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty extra pay for grade level collaboration and leadership coaches
<b>Amount</b>	20,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Instructional assistant salaries to support ELD and New comers.
<b>Amount</b>	2,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs for administering the state required ELPAC assessment
<b>Amount</b>	2,500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELD Summer School
<b>Amount</b>	500.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental Materials
<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	7000-7439: Other Outgo

**Description**

ELA ELD and Math intervention materials and supplies

**Strategy/Activity 3**

**Science:**

Cedarcreek teachers use a variety of materials to support their instruction. Science Coaches (1 primary and 1 upper) are being trained by the district to lead the implementation of the NGSS Standards and provide support to staff in planning 5E lessons. Teachers use Stemscoptes for their instruction. All teachers are using a variety of hands on activities, reading, and problem solving to help students make meaning. Supplemental project based science materials providing a hands on learning experience will be used to enrich and supply realia for language development in science and all subject areas.

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

All

**Timeline**

2019 - 20 school year

**Person(s) Responsible**

Teachers and Administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Substitute costs for planning NGSS curriculum
<b>Amount</b>	3000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials and supplies

**Strategy/Activity 4**

**Social Studies:**

Pace and find other instructional resources including Scholastic News. More PD's to align SS standards with ELA RI standards and design project based learning opportunities.

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

All

**Timeline**

2021-22 school year



## Person(s) Responsible

Teachers and Administrator

## Proposed Expenditures for this Strategy/Activity

Amount

500.00

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

1000-1999: Certificated Personnel Salaries

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

4000-4999: Books And Supplies

## Strategy/Activity 5

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

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

4000-4999: Books And Supplies

## Strategy/Activity 6

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

All

### Timeline

### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Amount

20000

Source

Title I Part A: Basic Grants Low-Income and Neglected

Budget Reference

1000-1999: Certificated Personnel Salaries

Source

Title I Part A: Basic Grants Low-Income and Neglected

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay/ substitute for arts integration

### Strategy/Activity 7

Technology:  
 Teachers will be provided with opportunities for planning and staff development throughout the school year in order for them to stay current on new resources and uses of technology in the classroom. Teachers in grade 1 and 2 will be provided with two new chrome books per class in order for there to be enough in each classroom for small group centers.

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

All students

### Timeline

2019 - 20 school year

### Person(s) Responsible

Teachers and Administrator

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

2021-22 Parent Engagement Core Services

### Goal Statement

Increase meaningful and purposeful student and parent engagement and engage parents in the school community and decision making and provide a core instructional program for learning. Increase parent engagement social and learning activity at Cedar creek to 75% agree or strongly agree as measured by the Parent Connectedness survey and conference attendance.

### LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program for the Basic Conditions of Learning necessary for all students.

### Basis for this Goal

Parent engagement has been a focus at Cedar creek. Based on the evidence from our connectedness survey, over 80% of our parents surveyed agree that they are connected and informed of school activities. Our survey contained 47 respondents for a 16% completion rate.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
attendance Sign in sheets at parent/family events	Average of 20 families	Average of 25 families attend
California Dashboard	9.1% Chronically Absent	5% or less chronically absent
Class Room communication data	100% of our staff uses Parent Square to communicate	100% of our staff use Parent Square
LCAP School Safety and Connectedness Survey	47 Parents participated and 80 % connected and informed	55 parents participate with an 84% connected and informed

### Planned Strategies/Activities

#### Strategy/Activity 1

Engage Parents in Education, home school activities, conferences and goal setting.

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

#### Timeline

All

## Person(s) Responsible

Teachers and Administrator, Social Worker and Counselor  
Office Manager and Assistant

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3,000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Amount</b>	2,000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

School Climate:  
Implement school-wide PBIS using an incentive program (prizes and awards)

Create virtual Coffee with the Principal dates to connect to parents

Provide Counseling services to support school engagement and student achievement.

## Students to be Served by this Strategy/Activity

### Timeline

TK- 6

## Person(s) Responsible

Teachers and Administrator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	640.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	PBIS Incentives
<b>Amount</b>	1000.00
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Social Emotional Learning Program

<b>Amount</b>	1,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Assembly
<b>Amount</b>	5000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty/ Extra pay for teacher reps

### Strategy/Activity 3

Parental Engagement:

Provide interpretation and translation for Home-School communication.

Provide Parent Ed

Provide childcare for meetings (as necessary)

Provide instructional resources for parent/families (Open Library times, parent education nights)

Home/ School Connection Newsletters and Activities

Provide Family Literacy Activities

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

#### Timeline

TK - 6

#### Person(s) Responsible

Administrator and Teacher  
 ELD Assistant and classified staff  
 Librarian

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6,000.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

<b>Description</b>	Parent Support Activities
<b>Amount</b>	3000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty, extra pay
<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Childcare for parent meetings, classes
<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Open Library Cost
<b>Amount</b>	5,000.00
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Parent Education Class
<b>Amount</b>	1000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5900: Communications
<b>Description</b>	Parent Education Communications
<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Family Literacy Development
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Planning and Leading Student and Family Engagement Activities

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Student Engagement, Attendance, and Wellness

### Goal Statement

Provide an appropriate basic condition of learning that enhances student engagement, attendance and social emotional learning, as measured by the school connectedness survey and SWIS data. Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) as measured by attendance, student connectedness survey and PBIS SWIS data. Increase attendance to 96% and connectedness to 80%.

### LCAP Goal

Student Engagement and Wellness create school environments that are responsive to student and stakeholder SEL needs to increase their engagement and attendance and connectedness to learning and the school.

### Basis for this Goal

As evidenced by student attendance data, Cedar creek has a 92% attendance rate. Based on the connectedness survey 85% of the students self reported following PBIS expectations. Also in the survey over 80% report being connected to the school and hold the belief that staff, teachers and students have their well being as a priority. 74% indicate that they see their culture in the academic program.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate	92% attendance	increase by 4%
School connectedness to culture	74% of students see their culture in school	increase by 4%

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and virtual professional development.

Provide PD for deeper understanding and implementation of PBIS.

Celebrate SUSD board approved cultural months.

Teachers and students will access the Sanford Harmony SEL lessons for use in the classroom.

School based social worker will monitor student well being and provide opportunities for students to connect.

Home visits when needed will be made by the school Principal and Student Support Service personnel.

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

All students

**Timeline**

2021-22 school year

**Person(s) Responsible**

teachers, administrator

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	7000-7439: Other Outgo
<b>Description</b>	Professional Development
<b>Amount</b>	3500
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies



# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Increase Achievement in English Language Learners and Language Development

### Goal Statement

EL students will be reclassified at a minimum of 10% of the tested population; RFEP students will achieve at least a 5% gain in local measures in ELA and Math

### LCAP Goal

English Learner Academic Needs-Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### Basis for this Goal

Students at Cedar creek who are EL represent approximately 70% of the student population and require both dedicated and integrated language development learning opportunities. RFEP rate during 2020-21 was 2%. LTEL will decrease by in number by 10%.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC results and i-Ready or CAASPP results	As a result: 4% of EL students were RFEP	As evidenced by the ELPAC, i-Ready diagnostic or CAASPP RFEP rate will increase to 6%

### Planned Strategies/Activities

#### Strategy/Activity 1

Provide intensive intervention for LTEL students.

English Language Development (ELD):

In order to increase students English language development teachers will be provided Intentional Collaborative Instruction Planning five times throughout the year for data analysis of Systematic ELD Unit assessments. In addition, instructional assistants will be scheduled to support English Language Development and Newcomers supporting both the "Language for Learning" program and small group newcomers instruction. Extra resources may be made available to teachers to support ELD programs. To further support our students needing extra language support an ELD Summer School will be provided.

Substitute/release time for teachers will be provided so that teachers can administer the state ELPAC assessment.

- create a book share loan program of take home books
- establish supplemental intervention
- provide at home hands on science related to school wide focus of environmental sustainability

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

All EL students and LTEL population.

**Timeline**

on going

**Person(s) Responsible**

Class room teachers and instructional assistants , EL coaches and Intervention TOSA

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Literacy and ELA PD
<b>Amount</b>	6000
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Amount</b>	5000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	ELA PD /Literacy

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Equity and Diversity

### Goal Statement

Increase the feeling of inclusivity of family cultures in the school and academics for staff and families to 75% as measured by the End of Year (EOY) survey data for Students, Parents and Staff. Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school. Use Pre and Post Student Survey to measure year end improvement.

### LCAP Goal

Diversity and Understanding -Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

### Basis for this Goal

As evidenced by the parent, staff and student connectedness all stakeholders indicated less connectedness of their culture to school at a rate listed in the baseline

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Connectedness survey questions 11,12 parent, questions 12, 14 student, questions 12,13 staff.	97,74% strongly/ agree, 68%,60,45% strongly/agree,45,84% strongly/agree	increase by 4% in each area

### Planned Strategies/Activities

#### Strategy/Activity 1

Professional Development, Cultural Responsive activities

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

Staff, Students and Parents

#### Timeline

on going

#### Person(s) Responsible

Admin. Staff students and stakeholders

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	supplies and books
<b>Amount</b>	2000
<b>Source</b>	Title I Part A: Basic Grants Low-Income and Neglected
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	professional development and planning

# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 7

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 8

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 9

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity



# Goals, Strategies, & Proposed Expenditures

## Goal 10

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 11

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 12

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2021-22

### Goal 1

By June of 2022, each class will participate in an NGSS scope of learning about environmental science and the gardening/planting process.

Using i-Ready ELA diagnostic, by June of 2022, the number of students in Tier 1 will increase by 4%.  
Using i-Ready ELA diagnostic, by June 2022, the number of students in Tier 3 will decrease by 4%.

Using i-Ready Math diagnostic, by the end of the year June of 2022, the number of students in Tier 1 will increase by 4%.

Using i-Ready ELA diagnostic, by June 2022, the number of students in Tier 3 will decrease by 4%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
EOY i-Ready Diagnostic	Tier 3 will decrease by 4 % points Tier 1 will increase by 4% points.	Current i-Ready diagnostic 2 shows a decrease in Tier 3 students at risk of 19% in the area of Math and a decrease of 14% in the area of ELA.  Current i-Ready diagnostic 2 shows an increase in Tier 1 students on grade level of 12% in the area of Math and an increase of 14% of students in the area of ELA.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math and Language Arts: All teachers and Administration will participate in the PLC process		Extra duty extra pay for teacher planning and professional development 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 8000	Title I Part A: Allocation 8000
		Instructional supplemental materials 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 2500	4000-4999: Books And Supplies Title I 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplemental tutoring 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected 12,500	12500
		Purchase data management software for TK, K and 1s 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 1800	1800
		Science hands on supplies for Garden 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 5000	2500
		Hourly instructional assistant cost - RTI, Kinder support, Parent Engagement 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 2000	2000
		Hourly instructional assistant cost for extra training 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 2000	0
		Small group intervention 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1500	0
		Home to school rotating books  4000-4999: Books And	2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies Title I Part A: Basic Grants Low- Income and Neglected 2000	
		Increase library books and loan to home books specifically with culturally relevant titles and non-fiction as well as general literature books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 3000	
		Intentional CIP Days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 700.00	
		Extra duty extra pay for grade level collaboration and leadership coaches  1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5000.00	
		Instructional assistant salaries to support ELD and New comers.  2000-2999: Classified Personnel Salaries LCFF - Supplemental 20,000.00	0
		Substitute costs for administering the state required ELPAC assessment 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000.00	1000
		ELD Summer School 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500.00	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplemental Materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00	0
<p>Science: Cedarcreek teachers use a variety of materials to support their instruction. Science Coaches (1 primary and 1 upper) are being trained by the district to lead the implementation of the NGSS Standards and provide support to staff in planning 5E lessons. Teachers use Stemsscopes for their instruction. All teachers are using a variety of hands on activities, reading, and problem solving to help students make meaning. Supplemental project based science materials providing a hands on learning experience will be used to enrich and supply realia for language development in science and all subject areas.</p>		ELA ELD and Math intervention materials and supplies 7000-7439: Other Outgo Title I Part A: Basic Grants Low- Income and Neglected 4000	4000
<p>Social Studies: Pace and find other instructional resources including Scholastic News. More PD's to align SS standards with ELA RI standards and design project based learning opportunities.</p>		Substitute costs for planning NGSS curriculum 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected 500.00	500
		Materials and supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 3000.00	3000
		1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 500.00	
		4000-4999: Books And Supplies Title I Part A:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Basic Grants Low- Income and Neglected	
		4000-4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected	
		5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected	
		5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low- Income and Neglected	
		1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 20000	
		Extra duty, extra pay/ substitute for arts integration 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low- Income and Neglected	
Technology: Teachers will be provided with opportunities for planning and staff development throughout the school year in order for them to stay current on new resources and uses of technology in the classroom. Teachers in grade 1 and 2 will be provided with two new chrome books per class in order for there to be enough in each classroom for small group centers.		1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected	
		1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected	



## Analysis

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

All primary teachers attended the Orton Gillingham foundational reading training. All planned in PLC groups afterwards. All teachers met in PLC groups to create Common Formative Assessments and analyze data.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies were effective based on the evidence from Common Formative Assessments and the i-Ready diagnostic 2.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Planned expenditures in supplemental included hiring of instructional assistants and due to the pandemic no applicants were available for hire. Additionally, planned Title I expenditures included regular substitutes for release of general education teachers for PLC data chats and due to the shortage of substitutes this expenditure could not be made. Also, planned expenditures included in-person professional development and this was not used due to the pandemic.

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.

Substitute release time will be added and also added will be a teacher release for the CAPS network professional development. Additional expenditures to support the focus of culinary arts and environmental sustainability learning in the edible school yard will be made to support this learning. Goal #1 SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Increase meaningful and purposeful student and parent engagement and engage parents in the school community and decision making and provide a core instructional program for learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
attendance Sign in sheets at parent/family events	Average of 25 families attend	12 parents attended ELAC and we had 10 parents reach out to principal/parent meeting. C
California Dashboard	5% or less chronically absent	18% of our students are absent 15 days or more. The CA dashboard data is not available at the time of this analysis.
Class Room communication data	100% of our staff use Parent Square	100% of our staff use parent square
LCAP School Safety and Connectedness Survey	55 parents participate with an 84% connected and informed	77 parents participated in the connectedness survey and 86% feel welcomed and a part of decision making an 95% feel the school welcomes them.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Engage Parents in Education, home school activities, conferences and goal setting.		4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3,000	
		1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2,000	
School Climate: Implement school-wide PBIS using an incentive program (prizes and awards)		PBIS Incentives 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 640.00	LCFF - Supplemental 640.00
		Social Emotional Learning Program None	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Create virtual Coffee with the Principal dates to connect to parents</p> <p>Provide Counseling services to support school engagement and student achievement.</p>		Specified None Specified 1000.00	
		Assembly 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 1,000.00	0
		2000-2999: Classified Personnel Salaries LCFF - Supplemental 5000	
		Extra duty/ Extra pay for teacher reps 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000	Title I 4000
<p>Parental Engagement:</p> <p>Provide interpretation and translation for Home-School communication.</p> <p>Provide Parent Ed</p> <p>Provide childcare for meetings (as necessary)</p> <p>Provide instructional resources for parent/families (Open Library times, parent education nights)</p> <p>Home/ School Connection Newsletters and Activities</p> <p>Provide Family Literacy Activities</p>		Parent Support Activities 2000-2999: Classified Personnel Salaries LCFF - Supplemental 6,000.00	
		Extra duty, extra pay 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000	
		Childcare for parent meetings, classes 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000	
		Open Library Cost 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000	Title I 1000
		Parent Education Class 5800: Professional/Consulting Services And Operating Expenditures Title I Part	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		A: Basic Grants Low- Income and Neglected 5,000.00	
		Parent Education Communications 5900: Communications Title I Part A: Basic Grants Low-Income and Neglected 1000	
		Family Literacy Development 4000- 4999: Books And Supplies Title I Part A: Basic Grants Low- Income and Neglected 4000	Title I 2500
		Planning and Leading Student and Family Engagement Activities 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000	Title I 2000

## Analysis

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

Implementation of Parent Connection using the Passport Program with resources from our Counselor and Social Worker.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The school wide connectedness survey shows in increase of 50% in participation and 12% in positive response regarding connectedness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Staff applicants not available for hire. In person events not possible during the pandemic.

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.

Increased in person parent engagement activities. Goal #2 in SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Provide an appropriate basic condition of learning that enhances student engagement, attendance and social emotional learning, as measured by % attendance reports and student connectedness survey. Increase attendance by 4% and increase cultural awareness in the academic program by 4% as measured by the connectedness survey.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate	increase by 4%	Actual daily attendance rate averaged 94%. It did not increase from 2020-21 most attributable cause was the pandemic.
School connectedness to culture	increase by 4%	Although 81% of students feel welcome at school this represents a decrease of 10% most likely attributable to social distancing and other covid restrictions on recess and socializing.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide new teachers opportunities for growth by offering professional development through the district, outside conferences, and virtual professional development.		Professional Development 7000-7439: Other Outgo Title I Part A: Basic Grants Low-Income and Neglected 4000	2000
Provide PD for deeper understanding and implementation of PBIS.		Supplies 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 3500	1000
Celebrate SUSD board approved cultural months.			
Teachers and students will access the Sanford Harmony SEL lessons for use in the classroom.			
School based counselor and social worker will monitor student well being and provide opportunities for students to connect.			

**Planned  
Actions/Services**

Home visits when needed will be made by the school Principal and Student Support Service personnel.

**Actual  
Actions/Services**

**Proposed  
Expenditures**

**Estimated Actual  
Expenditures**

**Analysis**

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

Students participated in culinary classes and gardening activities however these took place later in the year after Covid restrictions were lifted. Teachers held class meetings and in all classes SEL activities took place.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the strategies were not in evidence. Leading cause is attributable to Covid restrictions which many of our students did not like.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditures in live on site activities could not be made.

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.

Increase in on site student activities and increase in the use of Sanford Harmony SEL curriculum. Goal #3 SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

EL students will be reclassified at a minimum of 10% of the tested population; RFEP students will achieve at least a 5% gain in local measures in ELA and Math

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC results and i-Ready or CAASPP results	As evidenced by the ELPAC, i-Ready diagnostic or CAASPP RFEP rate will increase by 5%	Actual Reclassification rates based on the ELPAC increased from less than 1% to over 5% and based on the current ELPAC results thus far 30 students scored an overall 4 and can be considered for reclassification.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide intensive intervention for LTEL students.</p> <p>English Language Development (ELD):</p> <p>In order to increase students English language development teachers will be provided Intentional Collaborative Instruction Planning five times throughout the year for data analysis of Systematic ELD Unit assessments. In addition, instructional assistants will be scheduled to support English Language Development and Newcomers supporting both the "Language for Learning" program and small group newcomers instruction. Extra resources may be made available to teachers to support ELD programs. To further support our</p>		<p>Literacy and ELA PD 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 6000</p> <p>5800: Professional/Consulting Services And Operating Expenditures 6000</p> <p>ELA PD /Literacy 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5000</p>	<p>Title I 3500</p> <p>2800</p> <p>2900</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students needing extra language support an ELD Summer School will be provided. Substitute/release time for teachers will be provided so that teachers can administer the state ELPAC assessment.</p> <ul style="list-style-type: none"> <li>• create a book share loan program of take home books</li> <li>• establish supplemental intervention</li> <li>• provide at home hands on science related to school wide focus of environmental sustainability</li> </ul>			

## Analysis

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

Use of the adopted curriculum for ELD instruction contributed to increases in language development. Professional planning time and goal setting for EL students contributed to increased rates of RFEP.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

In person language supports and use of dedicated ELD instruction as well as integrated EL instruction has resulted in higher achievement levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Lack of substitutes reduced expenditure of resources.

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.

Increases in on site planning and professional development as well as increased release time or extra duty extra pay time to use data to analyze best practice and create language supports. Goal #4 SPSA



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

Increase the feeling of inclusivity of family cultures in the school and academics for staff and families to 75% as measured by the End of Year (EOY) survey data for Students, Parents and Staff.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Connectedness survey questions 11.12 parent, questions 12, 14 student, questions 12,13 staff.	increase by 4% in each area	79% of the parents felt inclusive of the cultural activities as measured by our EOY survey, 79% of the students felt included and 89% of the staff felt included with regard to culture and academics. All categories increased.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development, Cultural Responsive activities		supplies and books 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500	1000
		professional development and planning 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 2000	1500

## Analysis

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

Use of the parent engagement activity Passport and also parent meetings throughout the year increased connectedness. Monthly cultural lessons and art lessons relating to culture increased the cultural inclusiveness.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall these activities were effective as measured by survey results.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

On-site activities did not take place. Release time could not be granted.

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.

Increased activities, on site activities, more varied activities for students to engage in. Goal #5 SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 6

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 7

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 7

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 8

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 8

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 9

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 9

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 10

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 10

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 11

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 11

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 12

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 12

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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 and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	172,640.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	175,640.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	123,391.00	-2,549.00
LCFF - Supplemental	44,375	1,675.00
Site Based Gifts and Donations	3600.00	3,600.00

# Expenditures by Funding Source

Funding Source	Amount
	6,000.00
LCFF - Supplemental	42,700.00
None Specified	1,000.00
Title I Part A: Basic Grants Low-Income and Neglected	125,940.00

## Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	60,200.00
2000-2999: Classified Personnel Salaries	44,500.00
4000-4999: Books And Supplies	30,440.00
5800: Professional/Consulting Services And Operating Expenditures	30,500.00
5900: Communications	1,000.00
7000-7439: Other Outgo	8,000.00
None Specified	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures		6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	32,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
None Specified	None Specified	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	50,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	12,500.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	29,940.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	24,500.00
5900: Communications	Title I Part A: Basic Grants Low-Income and Neglected	1,000.00
7000-7439: Other Outgo	Title I Part A: Basic Grants Low-Income and Neglected	8,000.00

# School Site Council Membership

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

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

Name of Members	Role
Mary Mann	Principal
Kristi Westbrook	Classroom Teacher
Debi Hough	Classroom Teacher
Carlene Payne	Classroom Teacher
Christa Hamburger	Other School Staff
Lulu Guerrero	Parent or Community Member
Stacy Suarez	Parent or Community Member
Jessica Alexander	Parent or Community Member
Kaddie Lopez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 20, 2021.

Attested:

Principal, Mary Mann on May 31, 2022

SSC Chairperson, Jessica Alexander on May 31, 2022

# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

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

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Recommendations and Assurances

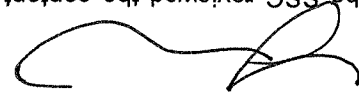
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature



Committee or Advisory Group Name

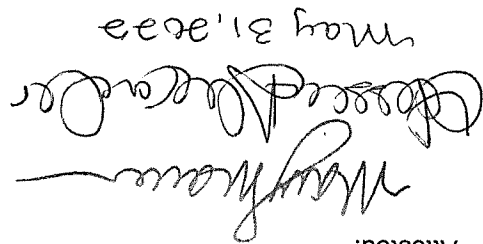
English Learner Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 20, 2021.

Attested:



Principal, Mary Mann on May 31, 2022

SSC Chairperson, Jessica Alexander on May 31, 2022