

School Year: **2022-23**

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.

| | |
|---|---|
| School Name | Charles Helmers Elementary School |
| Address | 27300 North Grandview Dr. Valencia, CA 91354 |
| County-District-School (CDS) Code | 19649986106876 |
| Principal | Michelle Velikorodnyy |
| District Name | Saugus Union School District |
| SPSA Revision Date | April 19, 2022 |
| Schoolsite Council (SSC) Approval Date | May 26, 2022 |
| Local Board Approval Date | |

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.

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School Vision and Mission

Charles Helmers' staff collaborates to create a safe, inclusive environment where all children are valued, respected and are provided rigorous instruction to become lifelong learners. In order to achieve our mission we will: Collaborate with all members of the Helmers' community for the success of every child, develop and implement a variety of effective strategies that include all children, value and utilize the expertise of others, and engage in meaningful staff development to enhance our professional skills.

School Profile

Charles Helmers Elementary School was established in October 1990 in a beautiful community called Northbridge located in the Santa Clarita Valley. Currently, enrollment is 440 students in grades K-6. Helmers has 19 teachers, 1 administrator, and 30 support staff who work together to provide high levels of learning for all students. In addition, Helmers has an active PTA membership, and parents play an integral role in supporting students and staff. Furthermore, Helmers has been recognized as a California Gold Ribbon School (2016), a California Distinguished School 5 times (1993, 2000, 2004, 2008, and 2014) as well as a National Blue Ribbon School in 2005. In 2021, Helmers earned the PBIS Silver Award to recognize successful implementation of Positive Behavioral Interventions and Supports. At Helmers, teachers collaborate to provide a common viable curriculum for all students' personal and academic success. Students are engaged in standards-based lessons and activities designed to stimulate critical thinking, creativity, communication and collaboration. Our goals are aligned to the actions set forth in our Single Plan for Student Achievement and monitored by our administration and School Site Council.

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

Teachers, support staff, and administration collaborated during staff meetings to give input for goals and actions related to the Single School Plan.
Parents, teachers, support staff, and administration met and reviewed the SPSA goals and gave input at ELAC and School Site Council meetings.

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 | 103 | 96 | 69 |
| Grade 1 | 97 | 76 | 40 |
| Grade 2 | 86 | 104 | 36 |
| Grade3 | 112 | 82 | 58 |
| Grade 4 | 84 | 110 | 47 |
| Grade 5 | 105 | 82 | 66 |
| Grade 6 | 86 | 106 | 45 |
| Total Enrollment | 673 | 656 | 361 |

Conclusions based on this data:

1. Helmers' student enrollment is slowly decreasing over time.
2. The Hispanic/Latino population has increased to 25.5 % while the remaining populations remain the same.

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 | 44 | 39 | 20 | 6.5% | 5.9% | 5.5% |
| Fluent English Proficient (FEP) | 34 | 36 | 17 | 5.1% | 5.5% | 4.7% |
| Reclassified Fluent English Proficient (RFEP) | 9 | 13 | 5 | 17.6% | 29.5% | 12.8% |

Conclusions based on this data:

1. Helmers' EL student enrollment 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 | 85 | 111 | 54 | 79 | 103 | 0 | 79 | 103 | 0 | 92.9 | 92.8 | 0.0 |
| Grade 4 | 108 | 86 | 43 | 105 | 82 | 0 | 105 | 82 | 0 | 97.2 | 95.3 | 0.0 |
| Grade 5 | 85 | 105 | 69 | 83 | 101 | 0 | 83 | 101 | 0 | 97.6 | 96.2 | 0.0 |
| Grade 6 | 113 | 86 | 45 | 113 | 82 | 0 | 113 | 82 | 0 | 100 | 95.3 | 0.0 |
| All Grades | 391 | 388 | 211 | 380 | 368 | 0 | 380 | 368 | 0 | 97.2 | 94.8 | 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 | 2453. | 2460. | | 41.77 | 40.78 | | 20.25 | 26.21 | | 21.52 | 16.50 | | 16.46 | 16.50 | |
| Grade 4 | 2524. | 2510. | | 46.67 | 41.46 | | 33.33 | 28.05 | | 7.62 | 17.07 | | 12.38 | 13.41 | |
| Grade 5 | 2558. | 2552. | | 45.78 | 36.63 | | 27.71 | 33.66 | | 18.07 | 16.83 | | 8.43 | 12.87 | |
| Grade 6 | 2573. | 2578. | | 31.86 | 36.59 | | 39.82 | 40.24 | | 21.24 | 13.41 | | 7.08 | 9.76 | |
| All Grades | N/A | N/A | N/A | 41.05 | 38.86 | | 31.32 | 31.79 | | 16.84 | 16.03 | | 10.79 | 13.32 | |

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 | 44.30 | 45.63 | | 37.97 | 42.72 | | 17.72 | 11.65 | |
| Grade 4 | 52.38 | 43.90 | | 37.14 | 45.12 | | 10.48 | 10.98 | |
| Grade 5 | 53.01 | 44.55 | | 40.96 | 47.52 | | 6.02 | 7.92 | |
| Grade 6 | 42.48 | 45.12 | | 46.02 | 41.46 | | 11.50 | 13.41 | |
| All Grades | 47.89 | 44.84 | | 40.79 | 44.29 | | 11.32 | 10.87 | |

2019-20 Data:

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| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 29.11 | 26.21 | | 49.37 | 51.46 | | 21.52 | 22.33 | |
| Grade 4 | 39.05 | 32.10 | | 45.71 | 55.56 | | 15.24 | 12.35 | |
| Grade 5 | 55.42 | 45.54 | | 28.92 | 38.61 | | 15.66 | 15.84 | |
| Grade 6 | 45.13 | 36.59 | | 44.25 | 50.00 | | 10.62 | 13.41 | |
| All Grades | 42.37 | 35.15 | | 42.37 | 48.50 | | 15.26 | 16.35 | |

2019-20 Data:

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| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 37.97 | 34.95 | | 50.63 | 52.43 | | 11.39 | 12.62 | |
| Grade 4 | 33.33 | 34.15 | | 63.81 | 59.76 | | 2.86 | 6.10 | |
| Grade 5 | 30.12 | 34.65 | | 63.86 | 60.40 | | 6.02 | 4.95 | |
| Grade 6 | 24.78 | 28.05 | | 68.14 | 63.41 | | 7.08 | 8.54 | |
| All Grades | 31.05 | 33.15 | | 62.37 | 58.70 | | 6.58 | 8.15 | |

2019-20 Data:

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| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 39.24 | 32.04 | | 45.57 | 51.46 | | 15.19 | 16.50 | |
| Grade 4 | 48.57 | 28.05 | | 44.76 | 58.54 | | 6.67 | 13.41 | |
| Grade 5 | 39.76 | 34.65 | | 51.81 | 51.49 | | 8.43 | 13.86 | |
| Grade 6 | 46.02 | 42.68 | | 44.25 | 48.78 | | 9.73 | 8.54 | |
| All Grades | 43.95 | 34.24 | | 46.32 | 52.45 | | 9.74 | 13.32 | |

2019-20 Data:

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Conclusions based on this data:

2. The writing category shows the need for most improvement over the last three years.
3. The listening category shows the least amount of improvement is needed.

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 | 85 | 111 | 54 | 79 | 104 | 0 | 79 | 104 | 0 | 92.9 | 93.7 | 0.0 |
| Grade 4 | 108 | 86 | 43 | 105 | 82 | 0 | 105 | 82 | 0 | 97.2 | 95.3 | 0.0 |
| Grade 5 | 85 | 105 | 69 | 83 | 100 | 0 | 83 | 100 | 0 | 97.6 | 95.2 | 0.0 |
| Grade 6 | 113 | 86 | 45 | 113 | 82 | 0 | 113 | 82 | 0 | 100 | 95.3 | 0.0 |
| All Grades | 391 | 388 | 211 | 380 | 368 | 0 | 380 | 368 | 0 | 97.2 | 94.8 | 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:

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| 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 | 2443. | 2449. | | 15.19 | 23.08 | | 44.30 | 33.65 | | 25.32 | 25.96 | | 15.19 | 17.31 | |
| Grade 4 | 2501. | 2507. | | 25.71 | 25.61 | | 32.38 | 41.46 | | 33.33 | 25.61 | | 8.57 | 7.32 | |
| Grade 5 | 2534. | 2519. | | 30.12 | 27.00 | | 31.33 | 24.00 | | 19.28 | 26.00 | | 19.28 | 23.00 | |
| Grade 6 | 2570. | 2577. | | 38.05 | 45.12 | | 27.43 | 19.51 | | 22.12 | 20.73 | | 12.39 | 14.63 | |
| All Grades | N/A | N/A | N/A | 28.16 | 29.62 | | 33.16 | 29.62 | | 25.26 | 24.73 | | 13.42 | 16.03 | |

2019-20 Data:

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| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 3 | 34.18 | 35.58 | | 44.30 | 43.27 | | 21.52 | 21.15 | |
| Grade 4 | 40.00 | 40.24 | | 42.86 | 46.34 | | 17.14 | 13.41 | |
| Grade 5 | 39.76 | 32.00 | | 34.94 | 32.00 | | 25.30 | 36.00 | |
| Grade 6 | 46.02 | 48.78 | | 38.94 | 35.37 | | 15.04 | 15.85 | |
| All Grades | 40.53 | 38.59 | | 40.26 | 39.13 | | 19.21 | 22.28 | |

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 | 27.85 | 30.77 | | 56.96 | 49.04 | | 15.19 | 20.19 | |
| Grade 4 | 32.38 | 29.27 | | 54.29 | 56.10 | | 13.33 | 14.63 | |
| Grade 5 | 33.73 | 31.00 | | 48.19 | 48.00 | | 18.07 | 21.00 | |
| Grade 6 | 40.71 | 40.24 | | 43.36 | 45.12 | | 15.93 | 14.63 | |
| All Grades | 34.21 | 32.61 | | 50.26 | 49.46 | | 15.53 | 17.93 | |

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 | 25.32 | 27.88 | | 58.23 | 53.85 | | 16.46 | 18.27 | |
| Grade 4 | 31.43 | 37.80 | | 47.62 | 48.78 | | 20.95 | 13.41 | |
| Grade 5 | 28.92 | 24.24 | | 46.99 | 48.48 | | 24.10 | 27.27 | |
| Grade 6 | 33.63 | 36.59 | | 46.02 | 42.68 | | 20.35 | 20.73 | |
| All Grades | 30.26 | 31.06 | | 49.21 | 48.77 | | 20.53 | 20.16 | |

2019-20 Data:

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Conclusions based on this data:

1. The number of students exceeding or meeting standard on CAASPP Mathematics has stayed similar the last two years at 61% and 60% respectively.
2. Concepts and Procedures and Communicating Reasoning are the areas in CAASPP Mathematics needing the most improvement.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 1452.6 | * | * | 1453.2 | * | * | 1451.1 | * | * | 14 | 7 | 6 |
| 1 | * | * | * | * | * | * | * | * | * | * | 10 | * |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | 7 | 4 |
| 4 | * | * | * | * | * | * | * | * | * | * | 4 | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | | | | 41 | 34 | 16 |

2019-20 Data:

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| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | * | * | * | | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | | * | * | * | * | * |
| All Grades | 65.85 | 32.35 | 31.25 | * | 29.41 | 37.50 | * | 32.35 | 18.75 | * | 5.88 | 12.50 | 41 | 34 | 16 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | | * | * | | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | | * | * | | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | | * | * | * | * | * |
| All Grades | 73.17 | 35.29 | 50.00 | * | 38.24 | 18.75 | * | 20.59 | 18.75 | * | 5.88 | 12.50 | 41 | 34 | 16 |

2019-20 Data:

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | * | * | * | * | * | * | | * | * | * | * | * |
| 2 | * | * | | * | * | | | * | | | * | | * | * | |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | | * | * | * | * | * |
| All Grades | 53.66 | 17.65 | 25.00 | * | 47.06 | 25.00 | * | 23.53 | 31.25 | * | 11.76 | 18.75 | 41 | 34 | 16 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 75.61 | 38.24 | 37.50 | * | 50.00 | 50.00 | * | 11.76 | 12.50 | 41 | 34 | 16 |

2019-20 Data:

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 68.29 | 32.35 | 56.25 | * | 58.82 | 25.00 | * | 8.82 | 18.75 | 41 | 34 | 16 |

2019-20 Data:

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | * | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 56.10 | 23.53 | 25.00 | 31.71 | 67.65 | 50.00 | * | 8.82 | 25.00 | 41 | 34 | 16 |

2019-20 Data:

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| K | 78.57 | * | * | * | * | * | * | * | * | 14 | * | * |
| 1 | * | * | * | * | * | * | | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | | * | * | | * | * | * | * | * |
| All Grades | 60.98 | 26.47 | 31.25 | 29.27 | 67.65 | 50.00 | * | 5.88 | 18.75 | 41 | 34 | 16 |

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.

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 |
| 361 | 19.1 | 5.5 | 0.8 |
| 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 | 20 | 5.5 |
| Foster Youth | 3 | 0.8 |
| Homeless | 1 | 0.3 |
| Socioeconomically Disadvantaged | 69 | 19.1 |
| Students with Disabilities | 76 | 21.1 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 10 | 2.8 |
| American Indian or Alaska Native | | |
| Asian | 19 | 5.3 |
| Filipino | 15 | 4.2 |
| Hispanic | 92 | 25.5 |
| Two or More Races | 20 | 5.5 |
| Native Hawaiian or Pacific Islander | 1 | 0.3 |
| White | 203 | 56.2 |

Conclusions based on this data:

1. 19.1% of the total enrollment is socioeconomically disadvantaged.

2. English learners comprise 5.5% of the total enrollment.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| English Language Arts  Green | Chronic Absenteeism  Orange | Suspension Rate  Blue |
| Mathematics  Green | | |

Conclusions based on this data:

1. Helmers' overall ELA Academic Performance on the CA Dashboard remains Green.
2. Helmers' overall Math Academic Performance on the CA Dashboard is Green.
3. Helmers' overall Chronic Absenteeism on the CA Dashboard turned orange this year.

School and Student Performance Data

Academic Performance English Language Arts

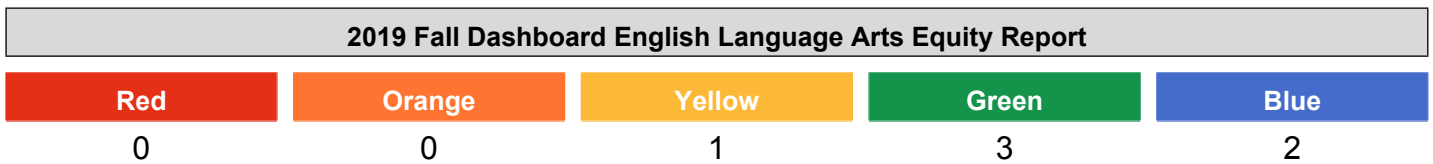
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> Green 43.7 points above standard Maintained -1.1 points 359 | <p>English Learners</p> Green 25.9 points above standard Declined -10.6 points 34 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | <p>Socioeconomically Disadvantaged</p> Green 6.8 points above standard Increased Significantly ++16.2 points 48 | <p>Students with Disabilities</p> Yellow 45.1 points below standard Increased ++9.7 points 46 |

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 10 |  No Performance Color 0 Students |  Blue 70.7 points above standard Increased ++6.9 points 41 |  No Performance Color 30 points above standard Declined Significantly -16 points 15 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 12.8 points above standard Declined -8.7 points 58 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color 0 Students |  Blue 48.6 points above standard Maintained ++2.3 points 230 |

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 |
|---|--|---|
| 40.9 points below standard Declined -14.4 points 12 | 62.3 points above standard Increased ++5.7 points 22 | 43.2 points above standard Maintained -1.9 points 315 |

Conclusions based on this data:

- Filipino and Hispanic Student Groups declined on academic performance in English Language Arts.
- Both the Socioeconomically Disadvantaged and Students with Disabilities Student Groups showed an increase in academic performance in English Language Arts.
- Overall Helmers' student academic performance scored blue in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

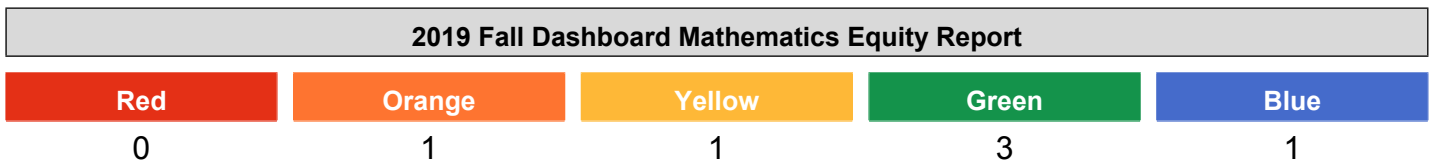
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Green</p> <p>14.6 points above standard</p> <p>Maintained ++0.9 points</p> <p>359</p> | <p>English Learners</p> <p>Green</p> <p>7.2 points above standard</p> <p>Declined -4.4 points</p> <p>34</p> | <p>Foster Youth</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>22.4 points below standard</p> <p>Increased Significantly ++17.9 points</p> <p>49</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>76.6 points below standard</p> <p>Maintained -1.6 points</p> <p>47</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 10 | |  Blue 53.8 points above standard Increased ++7.5 points 41 |  No Performance Color 21.6 points above standard Increased ++9.2 points 15 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 17 points below standard Declined -9 points 58 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | |  Green 16.5 points above standard Maintained ++2.5 points 230 |

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 |
|--|--|--|
| 36.9 points below standard Declined -7 points 12 | 31.3 points above standard Increased ++7.1 points 22 | 13.5 points above standard Maintained ++0.2 points 315 |

Conclusions based on this data:

1. Helmers' mathematics academic performance level was Blue or Green in three groups (English Learners, Asian, and White).
2. The Socioeconomically Disadvantaged group increased significantly on its mathematical academic performance.
3. The Hispanic student group declined in its mathematical academic performance this year.

School and Student Performance Data

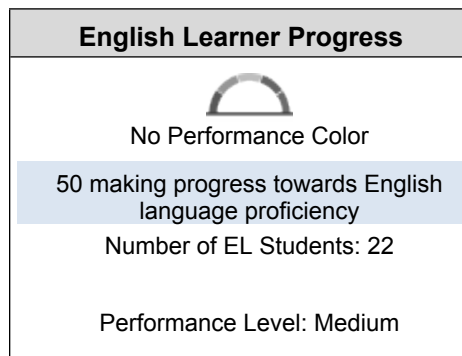
Academic Performance English Learner Progress

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 |
|--------------------------|--|-------------------------|------------------------------------|
| 22.7 | 27.2 | 13.6 | 36.3 |

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

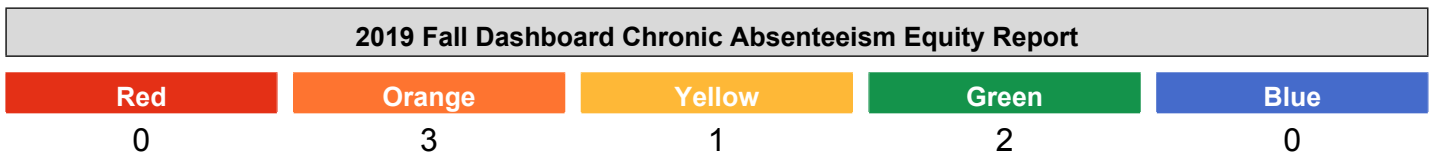
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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>All Students</p>  Orange 5.8 Increased +0.8 694 | <p>English Learners</p>  Green 2.1 Increased +2.1 47 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | <p>Socioeconomically Disadvantaged</p>  Orange 10.7 Maintained +0.2 103 | <p>Students with Disabilities</p>  Orange 15.4 Increased +2.5 104 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 5 Increased +0.5 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 1.6 Increased +1.6 62 |  No Performance Color 0 Maintained 0 28 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 7.1 Increased +1.2 141 |  No Performance Color 16.7 Increased +16.7 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Yellow 5.9 Maintained -0.2 423 |

Conclusions based on this data:

1. Overall Chronic Absenteeism at Helmers turned Orange this year.
2. Both the Socioeconomically Disadvantaged and Students with Disabilities Groups earned Orange in Chronic Absenteeism.
3. The White Student Group maintained its Chronic Absenteeism with Yellow.

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

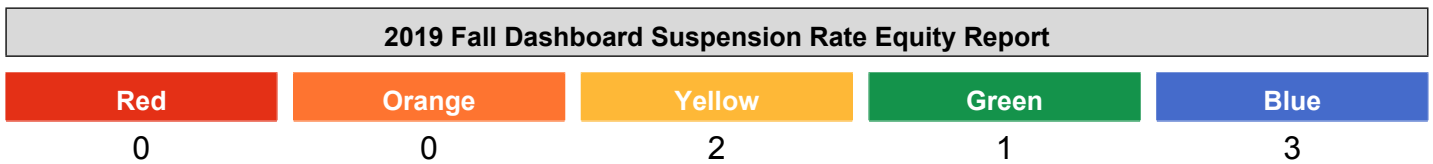
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p> Blue 0.1 Maintained 0 708 | <p>English Learners</p> Blue 0 Maintained 0 47 | <p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 3 |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not 6 | <p>Socioeconomically Disadvantaged</p> Yellow 1 Increased +1 104 | <p>Students with Disabilities</p> Green 1 Maintained 0 104 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 21 |  No Performance Color Less than 11 Students - Data 1 |  Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 62 |  No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 28 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow <div style="background-color: #ccccff; padding: 5px; text-align: center;">0.7</div> Increased +0.7 143 |  No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 19 |  No Performance Color Less than 11 Students - Data 1 |  Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained -0.2 433 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.1 | 0.1 |

Conclusions based on this data:

1. Helmers' Suspension Rate stayed the same at .1 for 2019.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

Decrease chronic absenteeism by 2.25%.

LCAP Goal

LCAP GOAL #1: Student Engagement and Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

7.25% of students were chronically absent in 2020-2021 school year.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---------------------------------------|------------------|
| attendance rate | 7.25% Chronically Absent in 2021-2022 | 5% |

Planned Strategies/Activities

Strategy/Activity 1

Student and parent meetings will be held with administration regarding attendance at the beginning of the school year to set a SMART goal for improved attendance in the 22-23 school year.

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

2022-2023 School Year

Person(s) Responsible

Administration, Classified, and Certificated Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improved attendance and regular attendance will be rewarded.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2022-2023

Person(s) Responsible

Administration, Classified, and Certificated Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Teachers, counselor, psych, PBIS Team, and administrator will hold student check-ins with students identified as chronically absent each week/month.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

2022-2023

Person(s) Responsible

Teachers, counselor, psych, PBIS Team, and administrator will hold student check-ins with students identified as chronically absent each week/month.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|------------------------------------|
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | incentives for positive attendance |

Strategy/Activity 4

Provide activities at school during lunch time to help build student connections (games, art, lunch bunch, etc.).

Students to be Served by this Strategy/Activity

TK-6 grade students

Timeline

2022-2023 School Year

Person(s) Responsible

Classified staff, Admin

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|---|
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | extra duty pay for classified staff to plan and lead the lunch groups |
| Amount | 100 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials for the lunch groups. |

Strategy/Activity 5

PBIS team will meet each month to discuss students, data, and ways to support student attendance and behavior.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2022-2023 school year

Person(s) Responsible

Classified, certificated, admin

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 1,600 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | extra duty pay for PBIS Team meetings |

Strategy/Activity 6

PBIS Store will provide incentives to students who display positive behaviors.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2022-2023

Person(s) Responsible

Classified, certificated, admin

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 2,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PBIS Store on HE and HE at NP campuses. |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learner Academic Needs

Goal Statement

At least 80% of English learners will increase at least one proficiency level on Summative ELPAC.

LCAP Goal

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

Basis for this Goal

English Language Learners need to make progress each year toward reclassification from the English Language Development program.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|--|---|
| ELPAC Summative | __ out of 17 students increased at least one proficiency level on the Summative ELPAC. | _ out of __ students will increase at least one proficiency level on the Summative ELPAC. |

Planned Strategies/Activities

Strategy/Activity 1

Afterschool Book Clubs/Language Support for ELs students in Grade TK-6.

Students to be Served by this Strategy/Activity

ELD students in grades TK-6

Timeline

22-23 School Year

Person(s) Responsible

Administration, Classified, and Certificated staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 500 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Classified staff to lead clubs after school. |
| Amount | 400 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | books for the book club |

Strategy/Activity 2

Aide support for the class while teachers teach a small group of ELD students in the ELA/ELD standards.

Students to be Served by this Strategy/Activity

TK-6 ELD students

Timeline

2022-2023

Person(s) Responsible

admin, certificated, classified

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 5,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | instructional aide to support class |

Strategy/Activity 3

Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify

Students to be Served by this Strategy/Activity

LTELs

Timeline

2022-2023

Person(s) Responsible

admin, certificated, classified

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Close the Achievement Gap

Goal Statement

Increase the number of students who meet standard on CAASPP by % by 2023.
Increase the number of students who are at grade level in iReady to 70% by 2023.

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the achievement gap in the core academic areas.

Basis for this Goal

According to iReady, % of students are at grade level in language arts.
According to i-Ready, % of students are at grade level in mathematics.
____ % of students met standard on CAASPP in ELA.
____ % of students met standard on CAASPP in Math.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|------------------|
| i-Ready | | |
| i-Ready | | |
| ELA CAASPP | | |
| Math CAASPP | | |

Planned Strategies/Activities

Strategy/Activity 1

Tier 2 Intervention provided by classroom teachers in small groups.

Students to be Served by this Strategy/Activity

TK-6 Students

Timeline

2022-2023 School Year

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 school year

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | extra duty pay for planning time for the promise standards in PLCs |

Strategy/Activity 3

Provide parent workshops to provide strategies and support in student learning.

Students to be Served by this Strategy/Activity

All students' parents

Timeline

2022-2023 school year

Person(s) Responsible

administration, teachers

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

500

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

extra duty pay for teachers providing the workshops

Strategy/Activity 4

Provide structured planning time during the school day for teachers to continue learning cycle planning for providing intervention and extension for students.

Students to be Served by this Strategy/Activity

All students

Timeline

2022-2023 school year

Person(s) Responsible

Administration, Staff

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

1,000

Source

LCFF - Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description

funding for supplemental classes to allow teacher planning

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and Diversity

Goal Statement

Increase student achievement by ___ for ___ population as measured by state and district assessments to ensure high levels of learning for all students.

LCAP Goal

Increase student achievement by ___ for ___ population as measured by state and district assessments to ensure high levels of learning for all students.

Basis for this Goal

___ populations score ___ below other groups.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|----------|------------------|
| CAASPP ELA | | |
| CAASPP Math | | |
| iReady math | | |
| iReady ELA | | |

Planned Strategies/Activities

Strategy/Activity 1

Special Education Teachers and General Education Teachers collaborate in PLCs together.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2022-2023 School Year

Person(s) Responsible

Admin, Certificated, Classified Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Teachers plan in learning cycles in PLCs.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2022-2023 School Year

Person(s) Responsible

Teachers, Admin

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | extra duty pay for PLC planning time |

Goals, Strategies, & Proposed Expenditures

Goal 5

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 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

Decrease chronic absenteeism by 2%.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|-------------------|-----------------|
| attendance rate | 3.9% | 7.25% |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|-------------------------------|
| Student and parent meetings will be held with administration regarding attendance. | Meetings were held. | | |
| Families and administration will create an attendance goal. | Attendance goals were set. | | |
| Teachers, counselor, psych, PBIS Team, and administrator will hold student check-ins with students identified as chronically absent each week/month. | Check ins occurred. | | |
| Provide activities at school during lunch time to help build student connections (games, art, etc.). | Lunch bunch happened on a limited basis. | extra duty pay for classified staff to plan and lead the lunch groups 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000 | 0 |
| | | Materials for the lunch groups. 4000-4999: Books And Supplies | 0 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|----------------------------|----------------------------------|
| | | LCFF - Supplemental 600 | |

Analysis

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

Due to COVID protocols, there were many absences that were unusual and unexpected.

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

Creating a new culture around attendance and school engagement will need to be proactive in 22-23

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

We did not have staff to implement all of the actions.

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.

The changes can be found in goal 1.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

At least 80% of English learners will increase at least one proficiency level on Summative ELPAC.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|--|--|
| ELPAC Summative | 13 out of 16 students will increase at least one proficiency level on the Summative ELPAC. | 7 of the 17 students have scored a 4 so far. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|-----------------------------------|
| Afterschool Book Clubs/Language Support for ELs students in Grade K-6. | We had a book club for grades 3-6 and an after school club for grades 1-2. | Classified staff to lead clubs online. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1000 | LCFF - Supplemental 1000 |
| | | books for the book club 4000-4999: Books And Supplies LCFF - Supplemental 400 | 4000-4999: Books And Supplies 400 |
| Parent Workshops targeted for families of English Language Learners | We held ELAC meetings only. | extra duty pay for meetings 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500 | 0 |
| | | materials for families 4000-4999: Books And Supplies LCFF - Supplemental 200 | 0 |
| Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify | We met monthly. | | |

Analysis

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

Our LTELs reclassified and our students showed progress overall.

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

Our LTELs reclassified and our students showed progress overall.

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

We did not have clubs for all grade levels.

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.

Next year we will try to have more opportunities for all grade levels. Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

Decrease the number of students who are two and three or more years behind in language arts from 19% to 15% by June 2022.
 Decrease the number of students who are two and three or more years behind in mathematics from 19% to 15% by June 2022.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|--|--|
| i-Ready | Increase 5% of students who are currently below one grade level. Increase 5% of students who are currently below one grade level. | 22% of students are currently one or more grade levels below in reading. |
| i-Ready | Increase 5% of students who are currently below one grade level. Increase 5% of students who are currently below one grade level. | 31% of students are currently one or more grade levels below in math. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|-------------------------------|
| Tier 2 Intervention provided by Intervention TOSA and Intervention aides. | RTI provided. | | |
| To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the | This occurred during grade level planning time and staff meetings only. | extra duty pay for planning time for the promise standards in PLCs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,000 | 1,000 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|-------------------------------------|--|-------------------------------|
| language needs of our EL students. This includes professional development and curriculum development. | | | |
| Provide parent workshops to provide strategies and support in student learning. | Parent workshops were not provided. | extra duty pay for teachers providing the workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800 | 0 |
| Use of Number Talks in K-6 to enrich math learning and DOK. | Number talks were used. | | |

Analysis

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

Due to a substitute shortage we were not able to implement the planning time outside of staff meetings and grade level planning time.

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

The planning time that was provided was used to disaggregate data and determine next steps for student learning.

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

Due to the sub shortage, we did not provide teacher planning the way we intended.

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.

Next year we want to provide the teacher planning during the school day. Goal 3.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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 survey data for students, parents, and staff.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|----------------------------|-------------------|-----------------|
| Climate Survey Question 21 | 75% | 62% |

Strategies/Activities for Goal 4

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--------------------------------|---|-------------------------------|
| Promote the ways that cultural observances and celebrations are being honored at school. (Newsletter, Monday Morning Assembly, Library, Classroom discussions) | Promotion of events completed. | | |
| Take time to plan during the PLC Learning Cycle to integrate cultural observances and celebrations. | Time taken | extra duty pay for PLC planning time 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000 | 0 |

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Overall, the numbers on the survey went down as more families chose neither agree or disagree this year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 As a school, each classroom and administration promoted cultural awareness monthly.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 We were unable to have planning time outside of the allotted staff meeting and grade level planning time due to a sub shortage.

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.

The goal will be tied to data next year to look at the subgroups who are underachieving on iReady and CAASPP. Goal 4.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

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 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 | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 15,100.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|---------------------|--------|---------|
| Per Pupil | | |
| LCFF - Supplemental | 15,136 | 36.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| LCFF - Supplemental | 15,100.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|----------|
| 1000-1999: Certificated Personnel Salaries | 3,500.00 |
| 2000-2999: Classified Personnel Salaries | 8,600.00 |
| 4000-4999: Books And Supplies | 3,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 8,600.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 3,000.00 |

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
- 5 Parent or Community Members

| Name of Members | Role |
|-----------------------|----------------------------|
| Michelle Velikorodnyy | Principal |
| Maria Piltzer | Parent or Community Member |
| Leana Ferrer | Parent or Community Member |
| Scott Davis | Parent or Community Member |
| Mimi Sheenan | Parent or Community Member |
| Carolyn Veis | Parent or Community Member |
| Suzanne Dunn | Classroom Teacher |
| Janice Elam | Classroom Teacher |
| Jamie Wilhelm | Classroom Teacher |
| Carol Seneri | Other School Staff |

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 5/26/22.

Attested:



Principal, Michelle Velikorodnyy on 5/26/22

SSC Chairperson, Leana Ferrer on 5/26/22

Addendum

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.

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

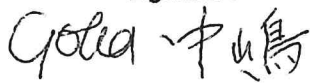
Recommendations and Assurances

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:

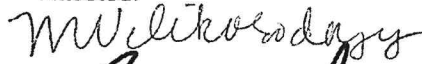

Signature


Committee or Advisory Group Name
English Learner 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 5/26/22.

Attested:



Principal, Michelle Velikorodnyy on 5/26/22
SSC Chairperson, Leana Ferrer on 5/26/22