

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	Mountainview Elementary School
Address	22201 W. Cypress Place Saugus, CA 91390
County-District-School (CDS) Code	19649986112528
Principal	Katie Demsher
District Name	Saugus Union School District
SPSA Revision Date	6/6/2022
Schoolsite Council (SSC) Approval Date	6/6/2022

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

Our Mission:

"At Mountainview we are dedicated to building a caring school commUNITY in which every child will learn and develop character and creativity so that they become successful, contributing members of our school and community."

Our Vision:

Developing the Hearts and Minds of Every Child

Our Values:

Integrity~Commitment~Compassion~Learning~Creativity~Innovation

School Profile

Mountainview Elementary School is the academic home of approximately 880 students and a staff of approximately 100 adults who come together daily to implement our vision of academic excellence. We believe that a positive partnership among home, school, and community enables our students to become socially responsible citizens who contribute to a rapidly changing and culturally diverse society. High academic and behavior standards are couched in the care and support that encourages each child to achieve personal bests. As a result, Mountainview has been named a California Distinguished School three times, a National Blue Ribbon School, a Gold Ribbon School, a 2020 California PBIS Community Cares Acknowledgement recipient, and recognized in 2021 as a Silver PBIS school.

Average Class Size and Class Size Distribution:

Our average class sizes as follows:

Transitional Kindergarten- 24:2

Kindergarten - 3rd grades- 28:1

4th-6th grades- 31:1

Moderate to Severe Special Day Class (SDC 2) Grades TK-6 (average class sizes 10-12)

Opportunities for Parental Involvement: Mountainview parents and community members serve as Site Council leaders, active PTA council members, and volunteers who regularly provide services in the classroom or on campus. Our Site Council monitors all school programs, safety, and the budget. PTA partners with us to enhance the curriculum by providing additional enrichment in music and arts programs and instruction, and off-campus curricular tie-ins. PTA also helps our Student Service Leaders coordinate community service opportunities. Parent workshops are provided to help parents learn how to best support their children and build strong, home-to-school communication, and increase student achievement. During COVID, we have adjusted these to virtual opportunities wherever we are able.

Professional Development:

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Induction Program extends individual training and support in the practice of teaching. Additionally, we have a Peer Assistance and Review (PAR) program to extend assistance and support to credentialed teachers newly hired who may need support transitioning into our school district.

Professional growth activities are planned annually based on current needs and input received from the staff. This year the teachers' work calendar includes planning and professional development opportunity days on early release Wednesdays. Additional opportunities have also been provided through TOSA workshops and planning time within grade-level teams to implement the State Standards. Staff development during Tuesday staff meetings primarily focuses on improved student achievement in ELA, Math, Social Science, and Science. We continue to implement SUSD School Board Directives to implement 30 minutes of ELD instruction daily, to provide Intervention for struggling students, and to provide targeted intervention for struggling students. Collaborative Planning time has been made available by early release days on designated Wednesdays to continue with the aforementioned directives and improve student achievement.

School Safety Plan has been completed for 2021-2022 and includes:

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.

- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

School Facility Conditions and Planned Improvements have been completed for 2021-2022 and include:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure the good repair

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The administration brought the previous plan to the school staff electronically and will continue to update it during staff meetings. Discussions were held regarding each of the sections, goals, and actions. Teachers were provided time to review and provide input in each area. In addition, iReady Data was recently completed and discussed among teachers within their grade level CIP time, Site Council Members during meetings, and ELAC Members in order to analyze the data, discuss areas of strength and areas of concern, as well as adjust goals and actions for the 2022-2023 school year. A district annual parent survey was provided during the Spring that included questions aligned to our LEA LCAP allowing parents to provide input toward the SPSA.

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	132	135	95
Grade 1	123	104	78
Grade 2	143	124	72
Grade3	132	148	88
Grade 4	105	133	97
Grade 5	109	106	92
Grade 6	117	114	75
Total Enrollment	861	864	597

Conclusions based on this data:

1. No new data has been entered at this time. The significant decrease from 19-20 to 20-21 was due to the ongoing pandemic and opportunity for families to remain online for school in SUSD.

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	46	33	23	5.3%	3.8%	3.9%
Fluent English Proficient (FEP)	17	32	20	2.0%	3.7%	3.4%
Reclassified Fluent English Proficient (RFEP)	1	16	8	2.3%	34.8%	24.2%

Conclusions based on this data:

1. Our total numbers of EL learners decreased in 20-21. They have increased this school year with many beginner EL students so this data will likely have a dramatic change again this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	107	121	93	104	119	0	104	119	0	97.2	98.3	0.0
Grade 4	104	102	94	104	101	0	104	101	0	100	99	0.0
Grade 5	116	108	92	114	106	0	114	106	0	98.3	98.1	0.0
Grade 6	133	109	79	129	109	0	129	109	0	97	100	0.0
All Grades	460	440	358	451	435	0	451	435	0	98	98.9	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	2477.	2472.		41.35	45.38		33.65	28.57		18.27	15.97		6.73	10.08	
Grade 4	2515.	2526.		42.31	52.48		29.81	24.75		17.31	11.88		10.58	10.89	
Grade 5	2529.	2544.		33.33	33.02		32.46	33.02		13.16	24.53		21.05	9.43	
Grade 6	2577.	2585.		30.23	33.94		45.74	44.04		15.50	17.43		8.53	4.59	
All Grades	N/A	N/A	N/A	36.36	41.15		35.92	32.64		15.96	17.47		11.75	8.74	

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	45.19	47.90		44.23	42.86		10.58	9.24	
Grade 4	40.38	47.52		50.00	44.55		9.62	7.92	
Grade 5	34.21	43.40		48.25	45.28		17.54	11.32	
Grade 6	40.31	34.86		46.51	51.38		13.18	13.76	
All Grades	39.91	43.45		47.23	45.98		12.86	10.57	

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	37.50	29.41		50.00	52.10		12.50	18.49	
Grade 4	37.50	29.70		48.08	59.41		14.42	10.89	
Grade 5	41.23	29.25		41.23	60.38		17.54	10.38	
Grade 6	41.86	45.87		47.29	50.46		10.85	3.67	
All Grades	39.69	33.56		46.56	55.40		13.75	11.03	

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	35.58	31.93		59.62	63.03		4.81	5.04	
Grade 4	29.81	41.58		66.35	52.48		3.85	5.94	
Grade 5	21.93	25.47		63.16	64.15		14.91	10.38	
Grade 6	20.16	24.77		73.64	73.39		6.20	1.83	
All Grades	26.39	30.80		66.08	63.45		7.54	5.75	

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	44.23	36.13		47.12	50.42		8.65	13.45	
Grade 4	39.42	36.63		50.96	53.47		9.62	9.90	
Grade 5	35.96	34.91		42.11	55.66		21.93	9.43	
Grade 6	48.84	41.28		41.09	54.13		10.08	4.59	
All Grades	42.35	37.24		45.01	53.33		12.64	9.43	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was not administered in the 20-21 school year. We are using iReady data for measuring growth. This section will be updated next year when 21-22 CAASPP results come in.

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	107	121	93	104	119	0	104	119	0	97.2	98.3	0.0
Grade 4	104	102	94	104	101	0	104	101	0	100	99	0.0
Grade 5	116	108	92	115	106	0	115	106	0	99.1	98.1	0.0
Grade 6	133	109	79	129	109	0	129	109	0	97	100	0.0
All Grades	460	440	358	452	435	0	452	435	0	98.3	98.9	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	2465.	2469.		31.73	30.25		36.54	37.82		22.12	22.69		9.62	9.24	
Grade 4	2495.	2511.		19.23	32.67		37.50	30.69		31.73	29.70		11.54	6.93	
Grade 5	2502.	2500.		20.00	12.26		23.48	28.30		25.22	33.02		31.30	26.42	
Grade 6	2575.	2567.		39.53	34.86		28.68	25.69		21.71	24.77		10.08	14.68	
All Grades	N/A	N/A	N/A	28.10	27.59		31.19	30.80		25.00	27.36		15.71	14.25	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.04	48.74		33.65	35.29		17.31	15.97	
Grade 4	37.50	43.56		42.31	42.57		20.19	13.86	
Grade 5	28.70	17.92		28.70	44.34		42.61	37.74	
Grade 6	48.06	38.53		37.98	40.37		13.95	21.10	
All Grades	40.93	37.47		35.62	40.46		23.45	22.07	

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	39.42	41.18		47.12	49.58		13.46	9.24	
Grade 4	29.81	34.65		54.81	45.54		15.38	19.80	
Grade 5	21.74	14.15		41.74	62.26		36.52	23.58	
Grade 6	30.23	35.78		55.04	44.04		14.73	20.18	
All Grades	30.09	31.72		49.78	50.34		20.13	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	42.31	38.66		47.12	48.74		10.58	12.61	
Grade 4	28.85	41.58		47.12	41.58		24.04	16.83	
Grade 5	18.26	14.15		55.65	62.26		26.09	23.58	
Grade 6	37.98	28.44		44.96	54.13		17.05	17.43	
All Grades	31.86	30.80		48.67	51.72		19.47	17.47	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was not administered in the 20-21 school year. We are using iReady data for measuring growth. This section will be updated next year when 21-22 CAASPP results come in.

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	1463.3	1398.9	*	1470.7	1406.0	*	1445.7	1381.8	*	12	12	6
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	5	7
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	5	*
6	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										45	38	29

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	*	25.00	*	*	8.33	*	*	41.67	*	*	25.00	*	12	12	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	64.44	39.47	20.69	*	18.42	31.03	*	23.68	24.14	*	18.42	24.14	45	38	29

2019-20 Data:

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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	*	25.00	*	*	8.33	*	*	33.33	*	*	33.33	*	12	12	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	66.67	42.11	20.69	*	21.05	31.03	*	15.79	27.59	*	21.05	20.69	45	38	29

2019-20 Data:

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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	*	16.67	*	*	16.67	*	*	41.67	*	*	25.00	*	12	12	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	57.78	28.95	17.24	*	23.68	24.14	*	26.32	34.48	*	21.05	24.14	45	38	29

2019-20 Data:

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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	*	25.00	*	*	50.00	*	*	25.00	*	12	12	*
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	71.11	34.21	20.69	*	42.11	55.17	*	23.68	24.14	45	38	29

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	*	16.67	*	*	33.33	*	*	50.00	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
All Grades	68.89	42.11	24.14	*	34.21	51.72	*	23.68	24.14	45	38	29

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	*	0.00	*	*	75.00	*	*	25.00	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	64.44	26.32	17.24	24.44	47.37	51.72	*	26.32	31.03	45	38	29

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	*	41.67	*	*	25.00	*	*	25.00	*	12	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	31.58	20.69	33.33	50.00	55.17	*	15.79	24.14	45	37	29

2019-20 Data:

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

Conclusions based on this data:

1. Our EL population was too small of a subgroup to receive data in 20-21.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
597	16.1	3.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	3.9
Foster Youth		
Homeless	2	0.3
Socioeconomically Disadvantaged	96	16.1
Students with Disabilities	109	18.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.3
American Indian or Alaska Native		
Asian	22	3.7
Filipino	15	2.5
Hispanic	176	29.5
Two or More Races	29	4.9
Native Hawaiian or Pacific Islander	1	0.2
White	341	57.1

Conclusions based on this data:

1. Our highest % of students within the students/ student groups remain "Students with Disabilities".

2. Our highest percentage of student subgroup continue to be made up of White and Hispanic groups.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="305 751 362 779">Blue</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="776 751 849 779">Green</p>	<p data-bbox="1177 667 1398 699">Suspension Rate</p>  <p data-bbox="1263 751 1320 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 375 978">Green</p>		

Conclusions based on this data:

1. CAASPP was not administered in the 20-21 school year. We are using iReady data for measuring growth. This section will be updated next year when 21-22 CAASPP results come in.

School and Student Performance Data

Academic Performance English Language Arts

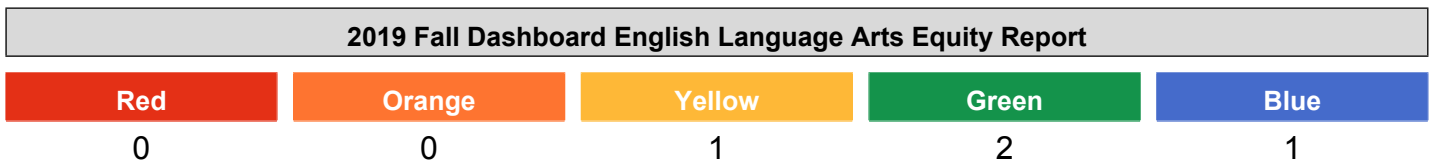
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 46.6 points above standard Increased ++7.1 points 446	<p>English Learners</p> No Performance Color 35.5 points above standard Increased ++10.9 points 22	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p> Green 0.1 points above standard Increased ++12.2 points 51	<p>Students with Disabilities</p> Yellow 13.4 points below standard Increased ++7.9 points 79

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 7	 No Performance Color 0 Students	 No Performance Color 88.1 points above standard Increased Significantly ++10.8 points 21	 No Performance Color 83.4 points above standard Increased ++5.2 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.5 points above standard Increased ++8.6 points 123	 No Performance Color 58 points above standard Declined -4.4 points 16	 No Performance Color 0 Students	 Blue 53.1 points above standard Increased ++6.1 points 265

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
20 points above standard Increased Significantly ++20.4 points 12	Less than 11 Students - Data Not Displayed for Privacy 10	46.4 points above standard Increased ++6.6 points 418

Conclusions based on this data:

- CAASPP was not administered in the 20-21 school year. We are using iReady data for measuring growth. This section will be updated next year when 21-22 CAASPP results come in.

School and Student Performance Data

Academic Performance Mathematics

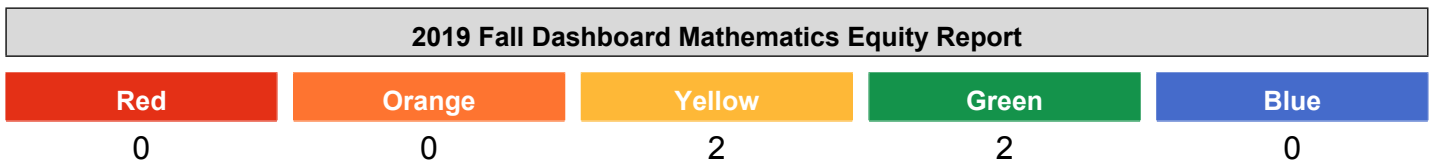
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 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>12 points above standard</p> <p>Increased ++3 points</p> <p>446</p>	<p>English Learners</p> <p>No Performance Color</p> <p>24.9 points below standard</p> <p>Declined -12 points</p> <p>22</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.7 points below standard</p> <p>Increased ++3.1 points</p> <p>51</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>36.3 points below standard</p> <p>Increased Significantly ++15 points</p> <p>79</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 7		 No Performance Color 44.9 points above standard Declined -11.3 points 21	 No Performance Color 43.2 points above standard Increased ++9.4 points 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 13.9 points below standard Increased ++9.6 points 123	 No Performance Color 38.9 points above standard Declined -14.6 points 16		 Green 19.6 points above standard Maintained ++1.1 points 265

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
30.6 points below standard Increased ++14.3 points 12	Less than 11 Students - Data Not Displayed for Privacy 10	13.3 points above standard Increased ++3.9 points 418

Conclusions based on this data:

1. CAASPP was not administered in the 20-21 school year. We are using iReady data for measuring growth. This section will be updated next year when 21-22 CAASPP results come in.

School and Student Performance Data

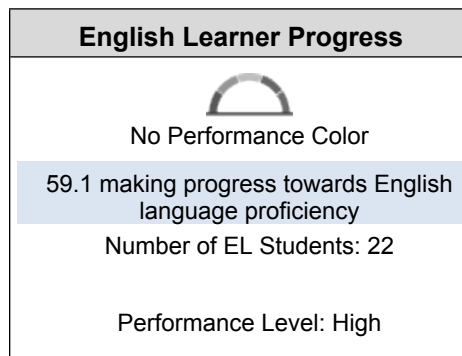
Academic Performance English Learner Progress

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
18.1	22.7	36.3	22.7

Conclusions based on this data:

- No new data was entered in this section for 20-21.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

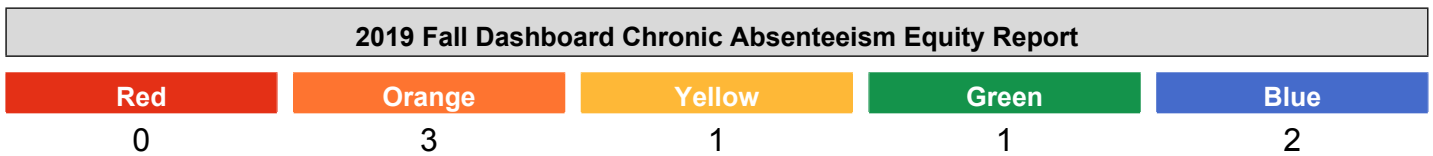
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 4.8 Maintained +0.3 890	<p>English Learners</p>  Blue 2 Declined -4.3 51	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Orange 11.3 Increased +3.1 106	<p>Students with Disabilities</p>  Orange 14 Increased +1.6 143

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -4.8 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 4.9 Increased +2.6 41	 No Performance Color 10 Increased +10 30
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.5 Declined -1.3 257	 Blue 0 Declined -2.6 36	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 5.7 Increased +0.7 510

Conclusions based on this data:

- No new data has been entered for 20-21.

School and Student Performance Data

Conditions & Climate Suspension Rate

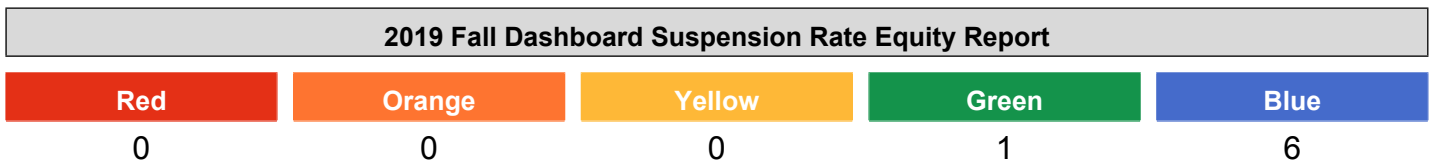
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.1</p> <p>Maintained -0.1</p> <p>896</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>54</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>109</p>	<p>Students with Disabilities</p> <p>Green</p> <p>0.7</p> <p>Declined -0.6</p> <p>143</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 14	 No Performance Color Less than 11 Students - Data 1	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 41	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0.4</div> Declined -0.5 261	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 36	 No Performance Color Less than 11 Students - Data 1	 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 512

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.1

Conclusions based on this data:

1. No new data has been entered for 20-21.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Diversity and Inclusion

Goal Statement

Increase students, staff and families seeing their culture represented through lessons and activities and family cultures being welcomed onto the school campus as measured by the End of Year (EOY) survey data.

LCAP Goal

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

Basis for this Goal

Research shows a direct link to inclusive systems provides a better quality education for all children and is instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Connectedness survey	86%-97% across all groups have a feeling of inclusivity of family cultures in the school and academics for staff and families.	90% or more of our school families will feel culturally inclusive
Connectedness survey	52%-68% across all groups feel they see their culture represented in school.	75% across all groups will feel they see their culture represented in school.
Connectedness survey	47% of our families completed the survey (330 surveys/approximately 700 families/886 students)	50% or more completed surveys will be received from families

Planned Strategies/Activities

Strategy/Activity 1

Parent Involvement:

- 1- Provide online meetings for parent community
- 2- Encourage parent involvement/participation in district wide meetings/committees through use of ParentSquare/Email communications to parents
- 3- Provide instructional resources for parents/ families on weekly bulletins

Students to be Served by this Strategy/Activity

TK/Kindergarten-6th grade

Timeline

Ongoing for 2022-2023

Person(s) Responsible

Parents, Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000.0
Source	Per Pupil
Budget Reference	None Specified
Description	Cultural Assemblies
Amount	500.00
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Cultural books and supplies

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement & Wellness

Goal Statement

* Increase a feeling of safety for students and parents from bullying and disrespect as well as seeing actions taken to address such behaviors as measured by EOY survey data.

LCAP Goal

We will continue to create a school environment that is responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

Researchers have found that school bonding, school climate, teacher support, and student engagement address the concept of school connectedness. School connectedness creates an academic environment in which students believe that adults in the school care about their learning and about them as individuals. This leads to the understanding that students are more likely to succeed when they feel connected to the school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School connectedness survey	2021-2022 data shows 63%-64% of students and parents feel adults and other students help when bullying occurs or when told about a bullying incident as compared to 88% of staff.	75% of the students and families will feel adults and other students help when bullying occurs or when told about a bullying incident.
School connectedness survey	79% of 4th-6th grade students (310/392) and 47% of MV parents (330 results/70 families) completed 2021-2022 LCAP survey	85% or more of students and 50% of parents will respond to LCAP survey.
Social Worker recommendations for services	Social Workers received at least 31 referrals and continued with 20 from the 2020-2021 school year for counseling	More in-class lessons from Social Workers to reduce the number of referrals to 25 and need to continue with 10 from the 2021-2022 school year for counseling.
CA Dashboard Chronic Absenteeism Rate	Chronic absenteeism was at 11.74% (104 students with 18 or more absences). 25% (28 students) are students in SDC classes with medical needs or home hospital programs.	Decrease chronic absenteeism to 8% in 2022-2023 as reported on the California Dashboard.

Planned Strategies/Activities

Strategy/Activity 1

1. Educate students and families regarding our actions regarding instances of bullying, including the use of anti-bullying contracts as needed.
2. Continued use of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and Check In, Check Out (CICO) system for 2021-2022
2. Dedicated lessons on SEL lessons and activities including the use of Sanford Harmony
3. Counselor/Social Worker Engagement
4. Recognize student achievement with Awards Assemblies
5. Anti-bullying/Character Assemblies (virtual or in-person)
6. Parent Phonecalls, ParentSquare Messages/Posts, Home visits
7. Reinstate our Circle of Friends, game table, Student Service, Buddies, and peer mentor program which has greatly assisted in connecting our students positively to school.

Students to be Served by this Strategy/Activity

TK/Kindergarten-6th grade

Timeline

Ongoing for the 2022-2023 school year

Person(s) Responsible

- Action 1: Teachers, PBIS team, Administrators, Counselor, School Psychologist
- Action 2: Teachers
- Action 3: Counselor
- Action 4: Teachers, Administrators
- Action 5: Administrators
- Action 6: Teachers, Administrators
- Action 7: Teachers, Administrators, Classified Staff members

Proposed Expenditures for this Strategy/Activity

Amount	1,400.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Quarterly sub costs for PBIS training
Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS team meets to complete data, set up programs of support, prep for staff meetings, etc. (2x10, check in, check out, etc.)- extra duty/extra pay
Amount	1375.00
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Contracting with outside services for Anti-bullying/Character Assemblies (virtual or in-person)
Amount	1,000.00

Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Items for student store
Amount	1,500
Source	Per Pupil
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Circle of Friends, Game table and student service

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Achievement

Goal Statement

- * Increase the number of students making at least one level of growth in proficiency from 52% to 60% as measured by the ELPAC
- * Increase the reclassification rate of our at risk LTEL(s) and LTEL(s) to 50% as measured by the reclassification rates.

LCAP Goal

We will provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

Research shows that a well-designed English Language Learner (ELL) program fosters English language acquisition but not at the expense of a student's native language. When an EL class teaches both academic and social English while preserving students' fluency in their native languages, the students develop a sense of historic identity and cultural connection. Both a designated and integrated approach is needed to not only provide specific language lessons but also allow for access and understanding of the grade level lessons in all curricular areas.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC results	10.5% of EL students reclassified in 2021-2022	Increase reclassification rate to 15%
ELPAC results	50% (2 of 4) students identified as LTEL(s) reclassified in 2021-2022.	Increase reclassification rate to reduce number of students as at risk LTEL(s) AND LTEL(s) to 50%.
ELPAC results	No new data is available yet. We will update this data once it is received.	Increase the percentage of EL students making at least one level of growth in proficiency to 60%

Planned Strategies/Activities

Strategy/Activity 1

English Language Development (ELD):

- 1- ELD cluster teachers receive release time/extra duty, extra pay for refresher training for ELPAC and daily instruction (lessons are 30 minutes daily)
- 2- ELD cluster teachers receive release time/extra duty, extra pay for analyzing student data, reviewing TOSA EI lessons and planning upcoming designated EL lessons (lessons are 30 minutes daily)
- 3- Purchase supplies and materials to support ELD program

Students to be Served by this Strategy/Activity

ELD Students in grades TK-6

Timeline

Ongoing for the 2022-2023 school year

Person(s) Responsible

Actions 1, 2- Administrators, Teachers
 Action 3- Administrators

Proposed Expenditures for this Strategy/Activity

Amount	1000.0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers meet with other EL teachers to analyze data, review TOSA created EL lessons, and create designated EL lessons
Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books and supplies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Achievement GAP

Goal Statement

- * Decrease the achievement gap in ELA for SWD and SED groups by 10 points as measured by the CAASPP and/or i-Ready for 2022-2023.
- * Decrease the achievement gap in Math for SED students by 10 points as measured by the CAASPP and/or i-Ready for 2022-2023.

LCAP Goal

We will continue to implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas of English Language Arts, and Mathematics.

Basis for this Goal

Students in Grades K-6 have access to iReady ELA and Math diagnostic assessments. Students' placements last year were as follows by grade level:

ELA:

In 2021-2022, students increased 8%-25% of mid-above grade level scores from diagnostic 1 to diagnostic 2 across all grade levels. Students increased 4%-31% from diagnostic 2 to diagnostic 3 across all grade levels, though 1st and 6th grade (which had 4% of Early and Mid/Above) had 11-13% increase in Mid/Above scores.

Math:

In 2021-2022, students increased 10%-25% mid-above grade level scores from diagnostic 1 to diagnostic 2. Students increased 4%-22% from diagnostic 2 to diagnostic 3, though 3rd grade (had 5% of Early and Mid/Above) had a 15% increase in Mid/Above scores. 5th and 6th grade had only 5% growth in Early and Mid/Above grade level scores.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostics in ELA	<p>ELA Beginning of Year Diagnostic: Students increased 8%-25% of mid-above grade level scores from diagnostic 1 to diagnostic 2 across all grade levels. Students increased 4%-31% from diagnostic 2 to diagnostic 3 across all grade levels, though 1st and 6th grade (which had 4% of Early and Mid/Above) had 11-13% increase in Mid/Above scores.</p> <p>Mid-Above Grade level percentages: Kinder: 71% 1st: 58% 2nd: 66% 3rd: 62% 4th: 69% 5th: 73% 6th: 75%</p>	<p>Increase each grade level's On/Above grade level scores by 5% in ELA by the 3rd diagnostic over 2021-2022.</p> <p>Mid-Above Grade level percentages: Kinder: 76% 1st: 63% 2nd: 71% 3rd: 67% 4th: 74% 5th: 78% 6th: 80%</p>

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostics in Math	<p>Math Beginning of Year Diagnostic:: Students increased 10%-25% mid-above grade level scores from diagnostic 1 to diagnostic 2. Students increased 4%-22% from diagnostic 2 to diagnostic 3, though 3rd grade (had 5% of Early and Mid/Above) had a 15% increase in Mid/Above scores. 5th and 6th grade had only 5% growth in Mid/Above grade level scores.</p> <p>Mid-Above Grade level percentages: Kinder: 84% 1st: 72% 2nd:78% 3rd: 77% 4th: 79% 5th: 69% 6th: 74%</p>	<p>Increase each grade level's On/Above grade level scores by 5% in Math by the 3rd diagnostic over 2021-2022.</p> <p>Mid-Above Grade level percentages: Kinder: 89% 1st: 77% 2nd:83% 3rd: 82% 4th: 84% 5th: 74% 6th: 79%</p>

Planned Strategies/Activities

Strategy/Activity 1

Teachers will assess and analyze data from each iReady ELA and Math diagnostic or Basic Phonics Skills Tests (BPST) to establish and update their instructional program. Additional before or after school tutoring will be recommended to continue with learning loss mitigation.

Students to be Served by this Strategy/Activity

TK/Kindergarten- 6th Grade students

Timeline

Ongoing for 2022-2023

Person(s) Responsible

Teachers, Administrators, TOSAs

Proposed Expenditures for this Strategy/Activity

Amount	1000.0
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Classroom supplies for small group cohort instruction
Amount	3550.00

Source	Per Pupil
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified aide support (1) for intervention purposes and classroom support
Amount	6,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty/extra pay for intervention

Strategy/Activity 2

Teachers provide intervention for identified struggling students at the end of daily lessons and using systematic flexible small group differentiated instruction, such as: Wonders Tier 2 intervention lessons, fluency folders, iReady My Path lessons, sight word clubs, Prowise lessons, Number Talks, fact fluency, NextGen math lessons, and quizzes.

Students to be Served by this Strategy/Activity

Students in grade TK-6

Timeline

Ongoing for 2022-2023

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Intervention Supplies

Strategy/Activity 3

Teachers utilize Assessment Interim Benchmarks and their results through the CAASPP system to drive instructional decisions

Students to be Served by this Strategy/Activity

Students in grade 3rd-6th grades

Timeline

Ongoing for 2022-2023

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000.00
Source	Per Pupil
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention Aide assistance to allow teachers to run small group interventions and assist with benchmarking.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Connectedness survey	75% or more of our school families will feel culturally inclusive	86% of our school families feel culturally welcome- 67% see their culture represented
Connectedness survey	Receive 30% completed parent survey	Received approximately 47% completed surveys (330 surveys/700 families)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Involvement: 1- Provide online meetings for the parent community 2- Encourage parent involvement/participation in district-wide meetings/committees through the use of ParentSquare/Email communications to parents 3- Provide instructional resources for parents/families on weekly bulletins	Planned actions occurred except that instructional resources were not provided regularly on weekly bulletins.	email, newsletters, fliers, phone calls, parent conferences None Specified District Funded 0.0 School Site Council, ELAC (sub costs/extra duty extra pay) 1000-1999: Certificated Personnel Salaries District Funded 0.0	

Analysis

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

We increased lessons about various cultures during monthly recognitions. We included school wide Native American art lessons during the month of October/November

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

This is giving some background in different cultures, but the work here is only beginning.

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

Some planned expenditures were absorbed by PTA as they were trying to use their funding to meet their fiduciary expectations.

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.

Administration is planning to increase resources and artistic representations of cultures within the school (through art, music, and dance- assemblies, workshops, etc.)

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

* Increase a feeling of safety for students and parents from bullying and disrespect as well as seeing actions taken to address such behaviors to 80% as measured by EOY survey data

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School connectedness survey	Re-engage 80% or more of those struggling	In-person learning addressed re-engagement needs to some degree. 2021-2022 data shows 63%-64% responses from students and parents feel adults and other students help when bullying occurs or when told about a bully incident as compared to 88% of staff.
School connectedness survey	88% students and 60% of parents complete and submitted	79% of 4th-6th grade students (310/392) and 47% of MV parents (330 results/700 families) completed 2021-2022 LCAP survey
Lion's Den (in person attendance) survey	Students indicate a feeling of safety and adult support through counseling and that students will feel more confident after practicing problem solving strategies for social situations	Lion's Den discontinued due to in-person learning and services. Social workers received 31 referrals for counseling and continued to work with 20 students from the 2020-2021 school year.
CA Dashboard Chronic Absenteeism Rate	Decrease chronic absenteeism to 3% in 2021-2022 as reported on the California Dashboard.	Chronic absenteeism was at 11.74% (104 students with 18 or more absences). 25% (28 students) are students in SDC classes with medical needs or home hospital programs.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Continued use of Positive Behavioral Interventions and Supports (PBIS) school-wide matrix and Check In, Check Out (CICO) system for 2021-2022</p> <p>2. Dedicated lessons on SEL lessons and activities including the use of Sanford Harmony</p> <p>3. Counselor/Social Worker Engagement</p>	<p>1. Began school-wide recognition drawing per grade level for students. Students would receive an award certificate with their name on Marquee and their picture in PS Message and on FB. Also opened a student store for students to redeem incentives for PRIDE tickets.</p> <p>2. Dedicated lessons on SEL lessons and activities</p>	<p>Quarterly sub costs for PBIS training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,400.00</p> <p>PBIS team meets to complete data, set up programs of support, prep for staff meetings, etc. (check-in, check out, etc.)- extra duty/extra</p>	<p>PBIS meeting attendance 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0.0</p> <p>PBIS team meets to complete data, set up programs of support, prep for staff meetings, etc. (check-in, check out, etc.)- extra duty/extra</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>4. Recognize student achievement with Awards Assemblies</p> <p>5. Anti-bullying/Character Assemblies (virtual or in-person)</p> <p>6. Parent Phonecalls, ParentSquare Messages/Posts, Home visits</p>	<p>continued to be expected including the use of Sanford Harmony.</p> <p>3. No counseling until the end of September due to a Counselor's leave of absence. Instead of 5 days, we had 2 days weekly with a social worker. A second Social Worker began in mid-November increasing our time to 4 days of service weekly (3 total days with one day overlap). Spent most of the year through Spring break with students individually and in small groups as well as a few push-in lessons. Push-in services have increased in May.</p> <p>5. Assemblies were difficult with ongoing COVID protocols this year. These assemblies will increase next year.</p> <p>6. Parent Phone calls-positive calls could be earned by students with PRIDE tickets, ParentSquare Messages/Posts recognizing students following behavior expectations, and Home visits for students online who were not attending.</p>	<p>pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,600.00</p> <p>DIS counselling for students with IEP services 1000-1999: Certificated Personnel Salaries District Funded 0.0</p> <p>Contracting with outside services for Anti-bullying/Character Assemblies (virtual or in-person) 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 1775.00</p>	<p>pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0.0</p> <p>Student store materials 0000: Unrestricted LCFF - Supplemental 400.0</p> <p>Contracting with outside services for Anti-bullying/Character Assemblies (virtual or in-person) 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 0.0</p>

Analysis

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

PBIS team met before school during teacher/staff work day due to lack of substitutes. Our campus supervisor representative had difficulty participating for the same reason.

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

We were able to increase our meetings this year. Adding in the school-wide recognition and student store helped increase interest in the PRIDE tickets.

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

We did not use the funds for substitutes since they were so limited. We reallocated some funds for purchasing student store items. DIS counseling is paid for by the District so we are removing it from our 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.

We will be moving our PBIS team meetings to afterschool which will require extra-duty, extra pay for teachers and staff. This will also allow for us to have a parent involved on the team. We also plan to reinstate our Circle of Friends, game table, Student Service, Buddies, and peer mentor program which has greatly assisted in connecting our students positively to school.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

- * Increase the number of students making at least one level of growth in proficiency from 52% to 60% as measured by the ELPAC
- * Increase the reclassification rate of our at risk LTEL(s) and LTEL(s) from 30% to 50% as measured by the reclassification rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC results	Increase reclassification rate to 15%	Pending the 2021-2022 ELPAC results and parent/teacher meetings, we will update this section.
ELPAC results	Increase reclassification rate to reduce number of students as at risk LTEL(s) and LTEL(s) to 50%.	Pending the 2021-2022 ELPAC results, we will update this section.
ELPAC results	Increase the percentage of EL students making at least one level of growth in proficiency to 60%	Pending the 2021-2022 ELPAC results, we will update this section.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Development (ELD):</p> <p>1- ELD cluster teachers receive release time/extra duty, extra pay for refresher training and to administer ELPAC assessment</p> <p>2- ELD cluster teachers receive release time/extra duty, extra pay for analyzing student data, reviewing TOSA EI lessons and planning upcoming designated EL lessons</p> <p>3- Purchase supplies and materials to support ELD program</p>	<p>This data is not yet available. It will be reviewed once received and updated here.</p>	<p>Extra Duty/ Extra Pay for teachers to be trained in the ELPAC assessment</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>District Funded 0.0</p>	<p>Extra Duty/ Extra Pay for teachers to be trained in the ELPAC assessment</p> <p>0.0</p>
		<p>Teachers meet with other EL teachers to analyze data, review TOSA created EL lessons, and create designated EL lessons</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>LCFF - Supplemental 1,000.00</p>	<p>Teachers meet with other EL teachers to analyze data, review TOSA created EL lessons, and create designated EL lessons</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>LCFF - Supplemental 0.0</p>
		<p>Books and supplies</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 500.00</p>	<p>Books and supplies</p> <p>4000-4999: Books And Supplies LCFF - Supplemental 0.0</p>

Analysis

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

Teachers met primarily during CIP time to collaborate due limited substitutes this year. Instructional aide assistance was provided to help monitor/work with the class during assessments.

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

This data is not yet available. It will be reviewed once received and updated here.

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

This data is not yet available. It will be reviewed once received and updated here.

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

We plan to reinstate release time or after-school planning for EL cluster teachers to improve instructional practice.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

- * Decrease the achievement gap in ELA for SWD and SED groups by 10 points as measured by the CAASPP and i-Ready for 2021-2022.
- * Decrease the achievement gap in Math for SED students by 10 points as measured by the CAASPP and i-Ready for 2021-2022.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Diagnostics in ELA	Increase each grade level's On/Above grade level scores by 7-8% in ELA at each diagnostic (15% total)	Students increased 8%-25% from diagnostic 1 to diagnostic 2. Students increased 4%-31% from diagnostic 2 to diagnostic 3, though 1st and 6th grade (had 4% of Early and Mid/Above) had 11-13% increase in Mid/Above scores.
iReady Diagnostics in Math	Increase each grade level's On/Above grade level scores by 7-8% in Math at each diagnostic (15% total)	Students increased 10%-25% from diagnostic 1 to diagnostic 2. Students increased 4%-22% from diagnostic 2 to diagnostic 3, though 3rd grade (had 5% of Early and Mid/Above) had a 15% increase in Mid/Above scores. 5th and 6th grade had only 5% growth in Mid/Above grade level scores.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers will assess and analyze data from each iReady ELA and Math diagnostic or Basic Phonics Skills Tests (BPST) to establish and update their instructional program.	iReady and BPST was used in all grade levels K-6 and data was analyzed. Next year we will have CAASPP data again as well.	Wednesday CIP time, staff meeting time, use of district adopted textbooks and iReady program None Specified District Funded 0.0	
		Classified aide support (1) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000	Classified aide support (1) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,000
		Extra duty/extra pay for intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,000	Extra duty/extra pay for intervention 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0.0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		IABs used throughout the year. Teachers analyze data to help make instructional decisions None Specified District Funded 0.0	
		Purchase of iReady ELA and Math 0000: Unrestricted District Funded 0.0	
		Classroom supplies for small group cohort instruction 4000-4999: Books And Supplies LCFF - Supplemental 1,000.00	Classroom supplies for small group cohort instruction 4000-4999: Books And Supplies LCFF - Supplemental 1,000.0
Teachers provide intervention for identified struggling students at the end of daily lessons and using systematic flexible small group differentiated instruction, such as: Wonders Tier 2 intervention lessons, fluency folders, iReady My Path lessons, sight word clubs, Prowise lessons, Number Talks, fact fluency, NextGen math lessons and quizzes		Intervention Supplies 4000-4999: Books And Supplies LCFF - Supplemental 2,000.00	Intervention Supplies 4000-4999: Books And Supplies LCFF - Supplemental 2,000
Teachers utilize Assessment Interim Benchmarks and their results through the CAASPP system to drive instructional decisions			

Analysis

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

Teachers all consistently implemented benchmarking using iReady. K-2nd administered the BPST. 3rd-6th grades also used IABs through the Tom's system. CAASPP was administered for the first time since March of 2020.

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

Regular use of iReady pathways helped students make strong growth in ELA and Math across all grade levels.

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

Due to substitute shortages, substitutes were unavailable except to cover absences. Also removed any expenditures that were district funded.

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

We will be closely analyzing the CAASPP results and the effectiveness of iReady and IAB's in grades 3-6 when scores come in.

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	28,825.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	15,275.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	15,275.00
Per Pupil	13,550.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,375.00
1000-1999: Certificated Personnel Salaries	9,400.00
2000-2999: Classified Personnel Salaries	6,550.00
4000-4999: Books And Supplies	5,500.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	2,375.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,500.00
2000-2999: Classified Personnel Salaries	Per Pupil	6,550.00
4000-4999: Books And Supplies	Per Pupil	2,000.00
None Specified	Per Pupil	5,000.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Katie Demsher	Principal
Karen Widman	Parent or Community Member
Catherine Parker	Parent or Community Member
Matthew Prokosch	Parent or Community Member
Diana Castro	Parent or Community Member
Janine Fairall	Parent or Community Member
Andrea Bond	Classroom Teacher
Gabby Perlman	Classroom Teacher
Adam Hollinger	Classroom Teacher
Dena Abbinanti	Other School Staff
David Stepner	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 6/6/2022.

Attested:

Principal, Katie Demsher on 6/6/2022

SSC Chairperson, Karen Widman on 6/6/2022

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:

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Signature


Committee or Advisory Group Name



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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.

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Attested:

Principal, Katie Demsher on 6/6/2022

SSC Chairperson, Karen Widman on 6/6/2022