

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	Santa Clarita Elementary School
Address	27177 Seco Canyon Road Saugus, CA 91350
County-District-School (CDS) Code	19649986022701
Principal	Rose Villanueva
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	May 23, 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

The staff of Santa Clarita Elementary is a dedicated group of highly qualified professionals. Our mission is to create an environment where people of integrity work together with respect and passion. We are committed to providing excellence in education while modeling good character in order to shape young lives to become productive citizens of tomorrow. Our Vision is Creating innovative thinkers through science, technology, engineering, and math.

School Profile

Santa Clarita houses approximately 362 students in grades TK through sixth grade and approximately 150 preschool children in special education. The school population is the following: African American, 3.6%, American Indian 0.4%, Asian 2.2%, Filipino 3.1%, Hispanic 38.8%, two or more races 4%, and White 47.8%. Of the students in TK- 6, 8.9% are English Learners and 22.8% are students with disabilities and 30.4% are Socially Economically Disadvantaged.

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

Review and update of the previous plan was done with teachers and staff during several staff meetings. Due to COVID 19 our School Site Council and ELAC meetings were held virtually. The ELAC and School Site Council members and parents gave input during School Site Council and ELAC meetings which were held on the following dates:(SSC 9/27/2021,10/25/2021, 12/13/2021, 1/24/2022, 2/28/2022, 3/21/2022, 4/25/2022, and 5/23/2022) (ELAC 9/15/2021, 12/16/2021, 2/9/2022, and 5/19/2022).

Our first ELAC meeting was held Wednesday, September 15, 2021. One Item on the agenda was for the ELAC members to review and provide input on the SPSA however, we didn't have any parents attend. We continued to reach out to our community through ParentSquare messages, phone calls, and through our Parent Liaison to support attendance and participation for our ELAC meetings.

The SSC meeting was held virtually in December 13, 2021 to review and approve the 2021-2022 SPSA. The SPSA was also reviewed during the virtual ELAC meeting on December 16, 2021. During the April 25, 2022 SSC meeting, the SSC members reviewed the draft of 2022-2023 goals and actions for approval. During our ELAC meeting held on May 19, 2022, the draft of 2022-2023 SPSA goals/actions for ELAC input were addressed and reviewed. The SSC members will review and seek approval for the 2022-2023 SPSA during the May 23, 2022 meeting. During our staff meetings held on April 19, 2022 and May 3, 2022, staff members reviewed and gave input and suggestions on our SPSA 2022-2023 goals and actions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	66	53	17
Grade 1	46	41	35
Grade 2	67	46	24
Grade3	46	68	31
Grade 4	54	46	48
Grade 5	42	46	32
Grade 6	62	50	37
Total Enrollment	383	350	224

Conclusions based on this data:

1. The school enrollment has declined over the past three years (2017-2018, 2018-2019, 2019-2020). School enrollment declined significantly in 2019 -2020 from the previous two years.
2. The percentage of the different subgroups has remained stable in the past three years. There has been an increase in enrollment in the past three years in the following subgroups: African American and Filipino. There has been an decrease in enrollment the past three years in the White subgroup.

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	38	35	20	9.9%	10.0%	8.9%
Fluent English Proficient (FEP)	26	24	13	6.8%	6.9%	5.8%
Reclassified Fluent English Proficient (RFEP)	9	4	3	21.4%	10.5%	8.6%

Conclusions based on this data:

1. The number of English Learners has slightly decreased over the last three years.
2. There was a significant gain in the number of reclassified students in 2018-2019 with 21.4% compared to 2017-2018 with 12.5%. However, there is a decrease in reclassified students in 2019-2020 with 10.5% compared to 2018-2019 with 21.4% of students reclassified.

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	49	45	34	48	44	0	48	44	0	98	97.8	0.0
Grade 4	46	52	52	44	52	0	44	52	0	95.7	100	0.0
Grade 5	61	43	32	60	42	0	60	42	0	98.4	97.7	0.0
Grade 6	66	59	42	66	57	0	66	57	0	100	96.6	0.0
All Grades	222	199	160	218	195	0	218	195	0	98.2	98	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	2450.	2422.		33.33	22.73		31.25	25.00		22.92	29.55		12.50	22.73	
Grade 4	2465.	2493.		22.73	34.62		29.55	30.77		15.91	19.23		31.82	15.38	
Grade 5	2512.	2522.		21.67	38.10		36.67	21.43		23.33	19.05		18.33	21.43	
Grade 6	2541.	2542.		24.24	12.28		27.27	45.61		33.33	29.82		15.15	12.28	
All Grades	N/A	N/A	N/A	25.23	26.15		31.19	31.79		24.77	24.62		18.81	17.44	

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 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	37.50	29.55		43.75	54.55		18.75	15.91	
Grade 4	22.73	32.69		54.55	48.08		22.73	19.23	
Grade 5	21.67	33.33		56.67	45.24		21.67	21.43	
Grade 6	25.76	14.04		39.39	70.18		34.85	15.79	
All Grades	26.61	26.67		48.17	55.38		25.23	17.95	

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 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	27.08	9.09		56.25	54.55		16.67	36.36	
Grade 4	18.18	21.15		52.27	63.46		29.55	15.38	
Grade 5	36.67	26.19		43.33	54.76		20.00	19.05	
Grade 6	37.88	14.04		36.36	63.16		25.76	22.81	
All Grades	31.19	17.44		45.87	59.49		22.94	23.08	

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 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	31.25	22.73		58.33	61.36		10.42	15.91	
Grade 4	18.18	40.38		61.36	42.31		20.45	17.31	
Grade 5	8.33	26.19		78.33	57.14		13.33	16.67	
Grade 6	22.73	14.04		62.12	80.70		15.15	5.26	
All Grades	19.72	25.64		65.60	61.03		14.68	13.33	

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.

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	35.42	18.18		47.92	56.82		16.67	25.00	
Grade 4	27.27	34.62		47.73	46.15		25.00	19.23	
Grade 5	23.33	33.33		58.33	42.86		18.33	23.81	
Grade 6	30.30	31.58		57.58	57.89		12.12	10.53	
All Grades	28.90	29.74		53.67	51.28		17.43	18.97	

2019-20 Data:

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Conclusions based on this data:

1. Approximately 57% of all students met the standard in ELA in the last two years. The students who nearly met standard were consistent in 2017-2018 and 2018-2019 while those that did not meet standard declined from 18.81% to 17.44%.
2. Reading and writing continue to be areas of weakness with 17.95% (reading) and 23.8% (writing) of students below standard.

3. The percentage of students who were below standard in Listening and speaking decreased from 14.68% to 13.33%. Research and inquiry increased from 17.43% 18.97% of students below standard.

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	48	45	34	47	42	0	47	41	0	97.9	93.3	0.0
Grade 4	46	52	52	45	52	0	45	52	0	97.8	100	0.0
Grade 5	61	43	32	60	42	0	60	42	0	98.4	97.7	0.0
Grade 6	66	59	42	66	57	0	66	57	0	100	96.6	0.0
All Grades	221	199	160	218	193	0	218	192	0	98.6	97	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	2447.	2395.		19.15	2.44		40.43	29.27		29.79	34.15		10.64	34.15	
Grade 4	2471.	2489.		13.33	19.23		35.56	32.69		28.89	36.54		22.22	11.54	
Grade 5	2508.	2505.		15.00	21.43		18.33	21.43		51.67	23.81		15.00	33.33	
Grade 6	2535.	2543.		19.70	15.79		28.79	31.58		24.24	42.11		27.27	10.53	
All Grades	N/A	N/A	N/A	16.97	15.10		29.82	29.17		33.94	34.90		19.27	20.83	

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	42.55	7.32		34.04	48.78		23.40	43.90	
Grade 4	24.44	34.62		42.22	38.46		33.33	26.92	
Grade 5	25.00	30.95		48.33	30.95		26.67	38.10	
Grade 6	25.76	26.32		34.85	40.35		39.39	33.33	
All Grades	28.90	25.52		39.91	39.58		31.19	34.90	

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.

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	31.91	12.20		55.32	58.54		12.77	29.27	
Grade 4	13.33	26.92		55.56	53.85		31.11	19.23	
Grade 5	13.33	19.05		55.00	35.71		31.67	45.24	
Grade 6	22.73	21.05		45.45	50.88		31.82	28.07	
All Grades	20.18	20.31		52.29	50.00		27.52	29.69	

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.

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	27.66	9.76		53.19	48.78		19.15	41.46	
Grade 4	24.44	25.00		51.11	57.69		24.44	17.31	
Grade 5	15.00	16.67		51.67	54.76		33.33	28.57	
Grade 6	18.18	21.05		48.48	64.91		33.33	14.04	
All Grades	20.64	18.75		50.92	57.29		28.44	23.96	

2019-20 Data:

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Conclusions based on this data:

1. The number of students who met or exceeded standard decreased from 46.79% in 2017 - 2018 to 44.27% in 2018-2019. Students who did not meet standard increased from 19.27% to 20.83% in 2018-2019.
2. The number of students who achieved above standard or near standard in each of the claim areas remained the same or slightly decreased from 2017-2018 to 2018-2019.. However, concept and procedures is still the weakest area with 34.90% of the students not meeting standard.
3. Of the 55.73% of students who did not meet standard in 2018-2019, 34.90% were on the cusp of meeting standard.

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	1454.9	*	*	1458.9	*	*	1445.3	*	*	15	*	*
1	*	*		*	*		*	*		*	6	
2	*	*	*	*	*	*	*	*	*	*	7	*
3	*	*	*	*	*	*	*	*	*	*	5	6
4	*	*	*	*	*	*	*	*	*	*	6	6
5	*	*	*	*	*	*	*	*	*	*	4	*
6		*	*		*	*		*	*		5	7
All Grades										38	36	27

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	15	*	*
1	*	*		*	*			*			*		*	*	
2		*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	36.84	25.00	37.04	50.00	52.78	33.33	*	13.89	22.22		8.33	7.41	38	36	27

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	*	*	*	*	*	*	*	*	*		*	*	15	*	*
1	*	*		*	*			*			*		*	*	
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	50.00	38.89	51.85	47.37	47.22	25.93	*	8.33	18.52		5.56	3.70	38	36	27

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	*	*	*	*	*	*	*	*	*	*	*	*	15	*	*
1	*	*		*	*		*	*			*		*	*	
2		*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	34.21	11.11	14.81	34.21	33.33	37.04	*	36.11	29.63	*	19.44	18.52	38	36	27

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	86.67	*	*	*	*	*		*	*	15	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	71.05	41.67	44.44	28.95	50.00	40.74		8.33	14.81	38	36	27

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	*	*	*	73.33	*	*		*	*	15	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	42.11	50.00	55.56	57.89	44.44	40.74		5.56	3.70	38	36	27

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	*	*	*	*	*	*		*	*	15	*	*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	31.58	11.11	22.22	60.53	61.11	37.04	*	27.78	40.74	38	36	27

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	*	*	*	*	*	*	*	*	*	15	*	*
2		*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	44.74	30.56	11.11	52.63	58.33	74.07	*	11.11	14.81	38	36	27

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. Due to COVID-19 we were unable to test students for the ELPAC Summative for the 2018-2019 school year.

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
224	30.4	8.9	0.4
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	8.9
Foster Youth	1	0.4
Homeless	4	1.8
Socioeconomically Disadvantaged	68	30.4
Students with Disabilities	51	22.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	3.6
American Indian or Alaska Native	1	0.4
Asian	5	2.2
Filipino	7	3.1
Hispanic	87	38.8
Two or More Races	9	4.0
Native Hawaiian or Pacific Islander		
White	107	47.8

Conclusions based on this data:

1. A significant number of the student population 18.8% or 1 out of every 6 students are students with disabilities.

2. 27.4 % or approximately 1 out of every 3 students are socioeconomically disadvantaged.





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  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. Overall student performance increased in ELA and decreased in Mathematics.
2. Chronic absenteeism and suspension rates need to improve and be in the blue which is the highest performance on the scale.

School and Student Performance Data

Academic Performance English Language Arts

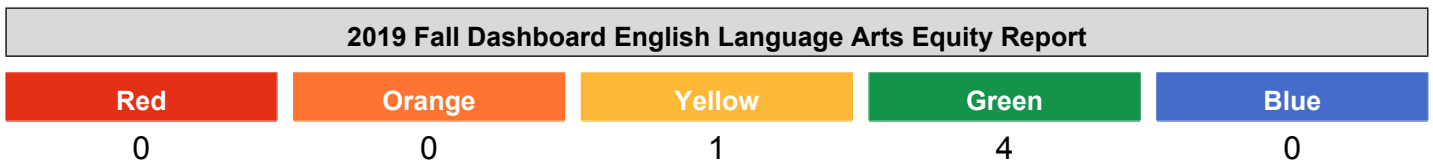
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 13.8 points above standard Increased ++5.6 points 188	<p>English Learners</p> Green 13.7 points above standard Increased ++14.4 points 32	<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 3	<p>Socioeconomically Disadvantaged</p> Green 4 points below standard Increased ++9.7 points 57	<p>Students with Disabilities</p> Yellow 48.2 points below standard Increased ++10.2 points 42

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 Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 points above standard Increased ++13.7 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Green 16.6 points above standard Maintained ++0.5 points 87

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
40.5 points below standard Increased ++3.4 points 15	61.5 points above standard Increased Significantly ++38.4 points 17	12.9 points above standard Increased ++3.5 points 152

Conclusions based on this data:

- Overall, all students including the socioeconomically disadvantaged, Hispanic and White groups improved their performance from the previous year.
- The performance of our students with disabilities increased 10.2 points from the previous year. However, they are still 48.2 points below standards.
- Our reclassified English Learners increased significantly by 38.4 points. They scored 61.5 points above standard compared to our English only students who scored 12.9 points above standards.

School and Student Performance Data

Academic Performance Mathematics

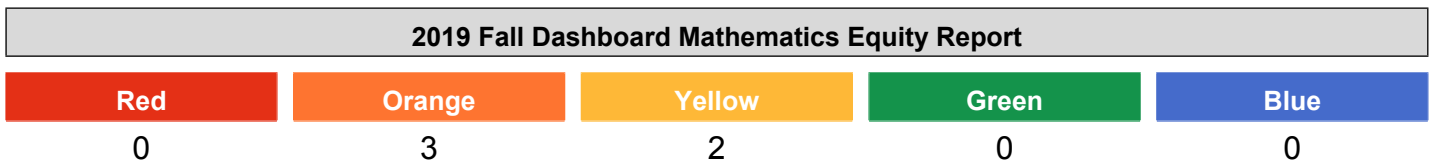
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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> Yellow 14.6 points below standard Declined -3 points 186	<p>English Learners</p> Yellow 6.2 points below standard Maintained ++1.4 points 32	<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 3	<p>Socioeconomically Disadvantaged</p> Orange 36.6 points below standard Declined -4.7 points 57	<p>Students with Disabilities</p> Orange 75.8 points below standard Declined Significantly -18.2 points 42

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 Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.7 points below standard Declined -4.1 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	(Empty)	 Yellow 5.4 points below standard Maintained -2.7 points 85

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
39.9 points below standard Maintained -2.8 points 15	23.5 points above standard Increased Significantly ++15 points 17	16.5 points below standard Declined -3.8 points 150

Conclusions based on this data:

1. Each significant groups maintained or decreased their performance from the previous year.
2. Although each significant group maintained or decreased their performance from the pervious year, students with disabilities declined significantly with 75.8 points below standards.
3. Reclassified English Learners increased by 15 points and scored at 23.5 points above standard compared to English only students who scored at 16.5 points below standard.

School and Student Performance Data

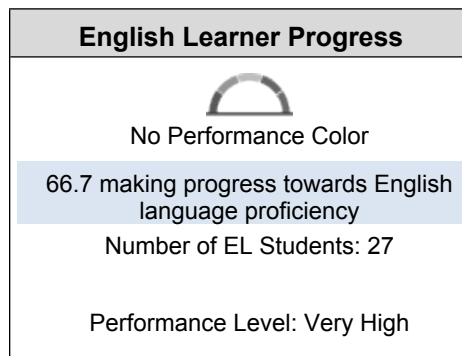
Academic Performance English Learner Progress

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
11.1	22.2	18.5	48.1

Conclusions based on this data:

- 48.1 percent of English Learners progressed at least one EPLI level.

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

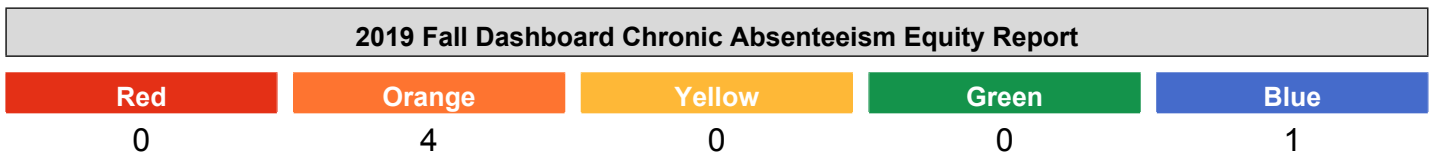
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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>  Orange 9.1 Increased +1.1 397	<p>English Learners</p>  Blue 2.5 Declined -1.6 40	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p>Socioeconomically Disadvantaged</p>  Orange 12.5 Increased +2.5 120	<p>Students with Disabilities</p>  Orange 11.3 Increased +3.3 80

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 5.3 Declined -1 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 5.9 Increased +1.3 17	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.7 Increased +0.5 154	 No Performance Color 14.3 Declined -10.7 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 9.7 Increased +2.7 175

Conclusions based on this data:

1. Chronic absenteeism increased by 1.1% for a total of 9.1% for the whole school.
2. Chronic absenteeism increased for the socioeconomically disadvantaged subgroup by 2.5% for a total of 12.5% compared to English Learners with a decrease of 1.6% for a total of 2.5%.
3. Chronic absenteeism increased for students with disabilities by 3.3% to 11.3% and for White students by 2.7% to 9.7%.

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

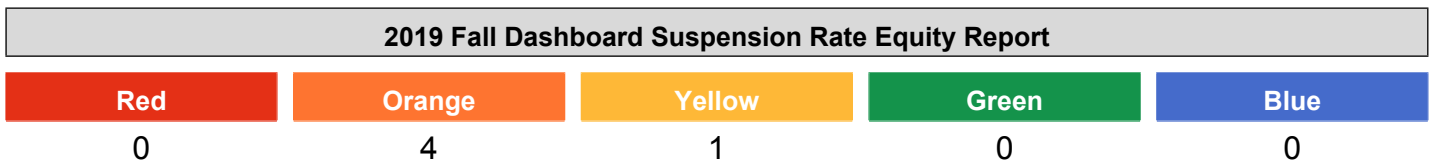
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










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>Yellow</p> <p>1</p> <p>Increased +1</p> <p>401</p>	<p>English Learners</p> <p>Orange</p> <p>2.5</p> <p>Increased +2.5</p> <p>40</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.5</p> <p>Increased +2.5</p> <p>121</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>2.4</p> <p>Increased +2.4</p> <p>82</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">5</div> Increased +5 20	 No Performance Color Less than 11 Students - Data 1	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 17	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1.3</div> Increased +1.3 156	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 14	<div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;"> </div>	 Yellow <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0.6</div> Increased +0.6 176

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

Conclusions based on this data:

1. There were no significant changes with suspension rates from the previous year.
2. Continue to implement PBIS practices.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

Increase student engagement and connectedness to learning at school.
Increase the number of students who respond positively to the LCAP Student Survey statement "I regularly look forward to coming to school. From 60.74% to at least 75%

LCAP Goal

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. (Increase Meaningful and Purposeful Student and Parent Engagement)

Basis for this Goal

Looking at the 2018-2019 California Dashboard, 9:1% of our students were chronically absent and 60.74% of our students who completed the LCAP Student Survey, reported that they regularly look forward to coming to school. 2021-2022 our current chronic absentee rate is 11%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018-2019 Chronic Absence Report California Dashboard	9.1% Chronically Absent	June 2023, we will decrease our student chronic absenteeism rate by at least 6% as measured by the California Dashboard.
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school")	52.%	By June 2023, we will increase student engagement at least 75% or higher as measured by the end of the year attendance rates (95% or higher) and the end of year LCAP survey.

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS.

- PBIS team create action plans for specific students who are consisted chronically absent each month (tier 2 strategies)
- implement positive phone calls home each week

- SST setup smart goal meetings with kids who are chronically absent mutually developed with student
- parent workshops for kids who are chronically absent

Class recognition announcements on the PA system
 Attendance rates per class displayed in the library
 Parent Recognition Certificates
 Best Attendance for the Month Certificates/Recognition
 Class Name on the Marquee
 Attendance Committee
 Saturday School STEAM Opportunity

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Classified Staff, Site Council,
 Teachers, Principal, PBIS Coach, School Counselor.

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Amount	1000.00
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD/Trainings/Sub Cost
Amount	3,064.00
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aides - Kindergarten/TK
Source	None Specified
Budget Reference	None Specified
Source	None Specified

Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

*Students earn red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

All staff members, certificated and classified.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Incentives

Strategy/Activity 4

*Wonder Wednesdays STEAM

Students to be Served by this Strategy/Activity

1-6

Timeline

2022-2023

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	2687.00
Source	Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wonder Wednesdays/STEM

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learner Academic Needs

Goal Statement

At least 80% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score.

LCAP Goal

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

Basis for this Goal

Looking at our 2020-2021 data and comparing it to our 2019-2020 ELPAC data. Only 21% of our English Learners moved up a proficiency level. The other English Learners stayed at the same overall proficiency level or decreased a proficiency level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Summative	21% percent of our English Learners moved up in their overall proficiency level on the Summative ELPAC assessment.	By June 2023, 80% of EL students will show improvement in their English Language Development as measured by growth in their overall proficiency score in the Summative ELPAC assessment.

Planned Strategies/Activities

Strategy/Activity 1

*Homework Haven

* 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2022-2023 (Oct-Dec) school year

Person(s) Responsible

Teachers, Principal & Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Planning Hourly/Homework Haven
Amount	500.00
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials
Amount	500.00
Source	Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Professional Development Language Instruction for staff
Incorporate number talks into ELD times and throughout the school day
Training for teachers on the ELD component in the Wonders curriculum
Teachers developed SMART goals with LTELs in September focused on Road to Reclassification, checked in with them once a month, met with parents and student at both conference times
*Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.
Professional Development Language Instruction for staff
Parent Workshop for English Learner parents

Students to be Served by this Strategy/Activity

English Learners

Timeline

2022-2023

Person(s) Responsible

Admin, teachers, classified staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

Strategy/Activity 3

Parent Workshop for English Learner parents

Students to be Served by this Strategy/Activity

EL Students

Timeline

2022-2023 School Year

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Coachers-Extra Duty Extra Pay

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Achievement Gap

Goal Statement

To close the achievement gap between "Socioeconomically Disadvantaged" and "All Students" on the iReady Diagnostic in Reading and Math by decreasing the number of students scoring below two or more grade levels on the Comprehension Information Text and in Geometry.

LCAP Goal

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

Basis for this Goal

Looking at our 2020-2021 iReady Diagnostic #3 results, a high number of students scored two or more grade levels below in Comprehension Information Text and in Geometry.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2021- 2022 iReady Diagnostic #3	ELA-20% of students scored below two or more grade levels in the domain of Comprehension informational text. As of the second diagnostic assessment student scoring two or more years behind was reduced by 6%.	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the area of Comprehension Informational Text.
2021-2022 iReady Diagnostic #3	Mathematics- 22% of students scored below two or more grade levels in the domain of Geometry. As of the second diagnostic assessment student scoring two or more years behind was reduced by 6%.	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the areas of Comprehension Informational Text and in Geometry.

Planned Strategies/Activities

Strategy/Activity 1

PLCs -Provide targeted interventions within the school day (targeted intervention based on iReady diagnostic and common formative assessments)

Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of all students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets.

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023 School Year

Person(s) Responsible

Administration, certificated staff & classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty extra pay for grade level collaboration and leadership coaches
Amount	3,500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional assistant salaries -RTI, TK/Kinder support , Wonder Wednesdays (STEM)
Amount	1,513.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Set measurable goals for students as part of the student study team process (SST).

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Diversity and Understanding

Goal Statement

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school. Why- This goal allows us to create a culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world.

LCAP Goal

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

Basis for this Goal

Looking at our 2022-2023 LCAP survey data, "My child sees our family's culture represented in the school and the academic content" only 56% of parents strongly agreed/agreed, 69% of students strongly agreed/agreed, and 46% of staff strongly agreed/agreed,

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Student, Staff, and Parent Survey	Based on the 2022 LCAP end the year survey, 55% of students, 41% of staff, and 63% of families see their culture presented in the school and the academic content taught.	By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents to at least 75% as measured by EOY survey data.

Planned Strategies/Activities

Strategy/Activity 1

Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful.

- *New diversity library books
- *Highlighting the calendar of ceremonies and observances
- *Awards Assemblies
- *Social Emotional Learning
- *Study Buddies
- *Teachers focus lessons on cultural awareness and highlight individuals and their contributions
- *Professional Development

Students to be Served by this Strategy/Activity

All Students

Timeline

2022-2023

Person(s) Responsible

Admin, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials/Awards Incentives
Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PDs-Extra Duty Extra Pay
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

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

Increase student engagement and connectedness to learning at school.
 Increase the number of students who respond positively to the LCAP Student Survey statement "I regularly look forward to coming to school. From 60.74% to at least 75%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 Chronic Absence Report California Dashboard	June 2022, we will decrease our student chronic absenteeism rate by at least 6% as measured by the California Dashboard.	As of May 2022 our chronic absenteeism rate is 11% and daily year to date attendance rate is 94.68%
2020-2021 LCAP Student Survey ("I regularly look forward to coming to school")	By June 2022, we will increase student engagement at least 75% or higher as measured by the end of the year attendance rates (95% or higher) and the end of year LCAP survey.	Based on the 2022 LCAP Student Survey 52% indicated that they strongly agree or agree that they look forward to coming to school.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS. <ul style="list-style-type: none"> PBIS team create action plans for specific students who are consisted chronically absent each month (tier 2 strategies) implement positive phone calls home each week SST setup smart goal meetings 	Partial implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS. <ul style="list-style-type: none"> PBIS team create action plans for specific students who are consisted chronically absent each month (tier 2 strategies) Not fully implemented parent workshops/trainings for kids who are chronically absent 	4000-4999: Books And Supplies LCFF - Supplemental 2,000.00 PD/Trainings/Sub Cost 1000-1999: Certificated Personnel Salaries Unrestricted 1000.00 Instructional Aides - Kindergarten/TK 2000-2999: Classified Personnel Salaries General Fund 3,064.00 None Specified None Specified None Specified None Specified None Specified None Specified	4000-4999: Books And Supplies LCFF - Supplemental 1,000.00 PD/Trainings/Sub Cost 1000-1999: Certificated Personnel Salaries Instructional Aides - Kindergarten/TK 2000-2999: Classified Personnel Salaries General Fund 3,064.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>with kids who are chronically absent mutually developed with student</p> <ul style="list-style-type: none"> parent workshops for kids who are chronically absent 			
<p>*Students earn red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior.</p>	<p>*Students earn red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior.</p>		
		<p>PBIS Incentives 4000-4999: Books And Supplies LCFF - Supplemental 2,500.00</p>	<p>PBIS Incentives 4000-4999: Books And Supplies LCFF - Supplemental 1,000.00</p>
<p>*Wonder Wednesdays STEAM</p>	<p>*Wonder Wednesdays STEAM</p>	<p>Wonder Wednesdays/STEM 2000-2999: Classified Personnel Salaries Unrestricted 2,687.00</p>	<p>Wonder Wednesdays/STEM 2000-2999: Classified Personnel Salaries Unrestricted 2,687.00</p>

Analysis

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

The PBIS team created action plans for specific students who are consisted chronically absent each month (tier 2 strategies) and worked with our social worker to reach out to families however, that was not fully implemented due to staffing.

Students earned red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior as well as encouraging daily attendance. We also provided students and families with attendance certificates. Students also received attendance tags for having good monthly attendance.

*Wonder Wednesdays STEAM

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

Due to the COVID pandemic, student illnesses, and COVID protocols it was difficult to determine if our actions were effective. Mid school year we started monitoring attendance on a weekly basis and since then we have seen for the most part an increase in positive attendance.

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

We weren't able to get subs due to a sub storage this school year so proposed expenditures do not match the 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.

Giving all the constrains this year we were not able to fully implement our goals and activities and achieve our annual outcomes. We look forward to full implementation of these actions in 2022-2023.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

At least 80% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	By June 2022, 80% of EL students will show improvement in their English Language Development as measured by growth in their overall proficiency score in the Summative ELPAC assessment.	We do not have the ELPAC results at this time.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.	*Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.	Planning Hourly/Homework Haven 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,500.00	Planning Hourly/Homework Haven 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,500.00
		Instructional Materials 4000-4999: Books And Supplies Unrestricted 500.00	Instructional Materials 4000-4999: Books And Supplies Unrestricted 500.00
		Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC 1000-1999: Certificated Personnel Salaries Unrestricted 500.00	Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC 1000-1999: Certificated Personnel Salaries Unrestricted 500.00
		None Specified None Specified	
		None Specified None Specified	
Professional Development Language Instruction for staff	Professional Development Language Instruction for staff	Professional Development 1000-1999: Certificated Personnel Salaries	Professional Development 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		LCFF - Supplemental 3,000.00	LCFF - Supplemental 2,000.00
Parent Workshop for English Learner parents	Parent Workshop for English Learner parents	EL Coachers-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500.00	EL Coachers-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00

Analysis

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

Teachers developed SMART goals with LTELs in September focused on Road to Reclassification, checked in with them once a month, met with parents and student at both conference times
 *Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.
 Professional Development Language Instruction for staff
 Parent Workshop for English Learner parents

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

60% of the eligible students reclassified and we anticipate that number increasing with the results from the 2021-2022 summative ELPAC.

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

We weren't able to get subs due to a sub storage this school year so proposed expenditures do not match the 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.

Giving all the constrains this year we were not able to fully implement our goals and activities and achieve our annual outcomes. We look forward to full implementation of our actions in 2022-2023.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

To close the achievement gap between "Socioeconomically Disadvantaged" and "All Students" on the iReady Diagnostic in Reading and Math by decreasing the number of students scoring below two or more grade levels on the Comprehension Information Text and in Geometry.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021 2022 iReady Diagnostic #1	By June 2022 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the area of Comprehension Informational Text.	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the area of Comprehension Informational Text. As of the second diagnostic assessment student scoring two or more years behind was reduced by 6%.
2021-2022 iReady Diagnostic #1	By June 2022 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the areas of Comprehension Informational Text and in Geometry.	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the areas of Comprehension Informational Text and in Geometry. As of the second diagnostic assessment student scoring two or more years behind was reduced by 6%.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLCs -Provide additional lessons within the school day (targeted intervention based on iReady diagnostic and common formative assessments)	PLCs -Provide additional lessons within the school day (targeted intervention based on iReady diagnostic and common formative assessments)	Extra duty extra pay for grade level collaboration and leadership coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000.00	Extra duty extra pay for grade level collaboration and leadership coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00
Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic	Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic	Instructional assistant salaries -RTI, TK/Kinder support , Wonder Wednesdays (STEM) 2000-2999: Classified Personnel Salaries	Extra duty extra pay for grade level collaboration and leadership coaches 2000-2999: Classified Personnel Salaries LCFF - Base 3,500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and social emotional needs of all students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets. *Scholastic News	and social emotional needs of all students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets. *Scholastic News	LCFF - Supplemental 3,500.00	
		Instructional Materials 4000-4999: Books And Supplies LCFF - Supplemental 1,513.00	Instructional Materials 4000-4999: Books And Supplies LCFF - Supplemental 1,513.00
		None Specified None Specified	
Intervention TOSAs and Intervention Instructional Assistants		District Funded None Specified None Specified 0	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

PLCs -Provide additional lessons within the school day (targeted intervention based on iReady diagnostic and common formative assessments Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of all students and to better address the language needs of our EL students. This includes professional development and curriculum development activities around PLC tenets.
*Scholastic News

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

Data iReady mid year trends >>>>>>>>>>

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

We weren't able to get subs due to a sub storage this school year so proposed expenditures do not match the 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.

Giving all the constrains this year we were not able to fully implement our goals and activities and achieve our annual outcomes. We look forward to full implementation of our actions in 2022-2023.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school. Why- This goal allows us to create a culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Student, Staff, and Parent Survey	By June 2022, we will increase cultural awareness and feelings of inclusion of staff, students, and parents to at least 75% as measured by EOY survey data.	Based on the 2022 LCAP end the year survey, 55% of students, 41% of staff, and 63% of families see their culture presented in the school and the academic content taught.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful.</p> <ul style="list-style-type: none"> *New diversity library books *Highlighting the calendar of ceremonies and observances *Admin ASCA Equity Academy *Awards Assemblies *Social Emotional Learning- Stanford Harmony Lessons *Study Buddies *Teachers focus lessons on cultural awareness and highlight individuals and their contributions *Professional Development 	<p>Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful.</p> <ul style="list-style-type: none"> *New diversity library books *Highlighting the calendar of ceremonies and observances *Awards Assemblies *Social Emotional Learning- Stanford Harmony Lessons *Teachers focus lessons on cultural awareness and highlight individuals and their contributions *Professional Development 	<p>Instructional Materials/Awards Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500.00</p> <p>PDs-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000.00</p> <p>None Specified None Specified</p>	<p>Instructional Materials/Awards Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500.00</p> <p>PDs-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful.

- *New diversity library books
- *Highlighting the calendar of ceremonies and observances
- *Awards Assemblies
- *Social Emotional Learning- Stanford Harmony Lessons
- *Study Buddies
- *Teachers focus lessons on cultural awareness and highlight individuals and their contributions
- *Professional Development

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

The LCAP survey showed that we didn't met our expected outcome. We were not able to fully implement these actions.

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

We weren't able to get subs due to a sub storage this school year so proposed expenditures do not match the 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.

Giving all the constrains this year we were not able to fully implement our goals and activities and achieve our annual outcomes. We look forward to full implementation of our actions in 2022-2023.

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	28,264.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Fund	4000	936.00
Lottery: Instructional Materials	18000	18,000.00
School and Library Improvement Program Block	30358	30,358.00
Unrestricted	15000	10,313.00
LCFF-EL	18425	18,425.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	3,064.00
LCFF - Supplemental	20,513.00
Unrestricted	4,687.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,500.00
2000-2999: Classified Personnel Salaries	10,751.00
4000-4999: Books And Supplies	7,013.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	General Fund	3,064.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,513.00
1000-1999: Certificated Personnel Salaries	Unrestricted	1,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	2,687.00
4000-4999: Books And Supplies	Unrestricted	500.00

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
Apyrl Levine	Parent or Community Member
Mary Weekes	Parent or Community Member
Andrew McConnell	Parent or Community Member
Amanda Stieff	Parent or Community Member
Natalie Kahmann	Parent or Community Member
Lisa Barton	Other School Staff
Tiffany Enciso-Williams	Classroom Teacher
Scott Cusack	Classroom Teacher
Wendy Katona	Classroom Teacher
Rose Villanueva	Principal

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 May 23, 2022.

Attested:

Principal, Rose Villanueva on 05/23/2022

SSC Chairperson, Apryl Levine on 5/23/2022

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
<i>MRP 5-25-22</i>	English Learner Advisory Committee <i>Maria Rosapineda</i>

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 May 23, 2022.

Attested:

<i>[Signature]</i> <i>5/23/22</i>	Principal, Rose Villanueva on 05/23/2022
<i>Apryl</i> <i>5/26/2022</i>	SSC Chairperson, Apryl Levine on 5/23/2022 <i>Apryl Levine</i>