

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	Skyblue Mesa Elementary School
Address	28040 Hardesty Street Canyon Country, CA 91351
County-District-School (CDS) Code	19649986022727
Principal	Diana Vides
District Name	Saugus Union School District
SPSA Revision Date	5/18/22
Schoolsite Council (SSC) Approval Date	5/25/22
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

Skyblue Mesa's Mission Statement

The mission of Skyblue Mesa Elementary School is to provide a high quality and rigorous education in a safe learning environment that ensures the academic achievement and emotional growth of ALL students. We strive to prepare all students to be lifelong learners, and productive and responsible citizens.

At Skyblue Mesa Elementary School, we envision ourselves:

- * collaborating as a community of staff, students, and parents to maintain the expectation that ALL students can succeed.
- * building strong critical thinking and problem solving skills.
- * focusing on student achievement of rigorous academic standards.
- * implementing research-based instructional methods in all classrooms.
- * promoting a climate of mutual respect by modeling and teaching expected behaviors as identified on our PBIS Matrix and our school's Code of Conduct.
- * communicating with one another clearly and respectfully.

School Profile

Skyblue Mesa serves approximately 564 students in transitional kindergarten through sixth grade on an academic year calendar which begins in August and ends in June. There are three Special Day Classes on campus that serve approximately 40 Special Education Students.

Skyblue Mesa employs 22 fully credentialed teachers. We also have a school psychologist 80% of the time; a social worker 60% of the time and a full time and part time (3 days per week) Language and Speech Pathologist and Resource Teacher; several aides that provide support in the TK/K classrooms, intervention program with a full time TOSA and three intervention aides, an additional aide to support with supporting EL/at promise students as well as support with our special education classes.

Our school is privileged to have a significant level of parental involvement. Parents also serve on school and district committees such as SSC, ELAC, PAC and more. We also have a very active and cohesive Parent-Teacher Organization. Weekly school-wide newsletters, phone blasts and emails inform parents and students about educational information and important events.

In order to create a safe and positive learning environment for students to thrive in, we employ PBIS school wide. With this, school expectations for behavior are posted all over the school including the classrooms. These expectations are explicitly taught and positively rewarded. There is an emphasis on positive reinforcement and building positive relationships with students on our school campus.

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

Several opportunities were provided to stakeholders for meaningful input and review of the SPSA. Staff members were given specific opportunities to discuss and give input on the SPSA at staff meetings. Staff members and SSC have been reviewing school data since the beginning of the year to analyze school and student needs to inform the SPSA. There have been monthly meetings with parents since September and school data is shared with parents during those meetings for update and feedback. The data and goals were developed with the input from staff, ELAC and SSC members.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	103	102	59
Grade 1	63	76	63
Grade 2	71	71	50
Grade3	79	71	59
Grade 4	66	83	60
Grade 5	72	69	67
Grade 6	85	72	58
Total Enrollment	539	544	416

Conclusions based on this data:

1. Our overall school enrollment has increased each year.
2. Our minority population has increased each year with Hispanic/Latino students making up the majority of our school population.
3. Last year due to COVID we had a large population of our school enrolled in the Saugus Digital Learning Academy (SDLA).

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	65	61	46	12.1%	11.2%	11.1%
Fluent English Proficient (FEP)	21	31	20	3.9%	5.7%	4.8%
Reclassified Fluent English Proficient (RFEP)	2	14	1	3.1%	21.5%	1.6%

Conclusions based on this data:

1. The amount of English Language Learners at the school has been relatively stable over the past 3 years.
2. There has been a significant increase in the number of reclassified students between the years of 2018/19 and 2019/20 (3.1% vs. 21.5%).
3. The 20-21 school year had a low reclassification rate due to COVID.

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	57	80	60	54	79	0	54	79	0	94.7	98.8	0.0
Grade 4	67	64	65	65	63	0	65	63	0	97	98.4	0.0
Grade 5	82	72	62	81	70	0	81	70	0	98.8	97.2	0.0
Grade 6	73	84	63	72	84	0	72	84	0	98.6	100	0.0
All Grades	279	300	250	272	296	0	272	296	0	97.5	98.7	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	2395.	2408.		14.81	22.78		18.52	18.99		25.93	21.52		40.74	36.71	
Grade 4	2487.	2454.		33.85	12.70		21.54	33.33		26.15	20.63		18.46	33.33	
Grade 5	2507.	2521.		25.93	21.43		29.63	41.43		23.46	20.00		20.99	17.14	
Grade 6	2505.	2536.		20.83	19.05		20.83	41.67		22.22	20.24		36.11	19.05	
All Grades	N/A	N/A	N/A	24.26	19.26		23.16	33.78		24.26	20.61		28.31	26.35	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.81	26.58		46.30	41.77		38.89	31.65	
Grade 4	24.62	11.11		56.92	60.32		18.46	28.57	
Grade 5	28.40	37.14		53.09	48.57		18.52	14.29	
Grade 6	26.39	23.81		34.72	60.71		38.89	15.48	
All Grades	24.26	25.00		47.79	52.70		27.94	22.30	

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	9.43	15.38		52.83	46.15		37.74	38.46	
Grade 4	18.46	11.11		63.08	63.49		18.46	25.40	
Grade 5	33.33	18.57		40.74	61.43		25.93	20.00	
Grade 6	22.22	21.43		34.72	53.57		43.06	25.00	
All Grades	22.14	16.95		46.86	55.59		31.00	27.46	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.81	18.99		68.52	58.23		16.67	22.78	
Grade 4	27.69	17.46		64.62	66.67		7.69	15.87	
Grade 5	14.81	15.71		64.20	71.43		20.99	12.86	
Grade 6	15.28	20.24		59.72	64.29		25.00	15.48	
All Grades	18.01	18.24		63.97	64.86		18.01	16.89	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.81	17.72		48.15	45.57		37.04	36.71	
Grade 4	29.23	20.63		60.00	50.79		10.77	28.57	
Grade 5	32.10	34.29		48.15	52.86		19.75	12.86	
Grade 6	26.39	25.00		44.44	57.14		29.17	17.86	
All Grades	26.47	24.32		50.00	51.69		23.53	23.99	

2019-20 Data:

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Conclusions based on this data:

1. In 2019, approximately 53% of all students met or exceeded standards in English/Language Arts on the CAASSP, which is up 6% from the previous year.
2. We have a large population of students in the nearly met category. We need to target this group of kids to move them to the met or exceeds band.

3. Overall based on the data, our students' ELA skills are better developed than their math skills. The area that had the most students in the above, at or near standard was Listening and the area with the least was Writing.

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	57	80	60	55	79	0	54	79	0	96.5	98.8	0.0
Grade 4	67	64	65	65	64	0	65	64	0	97	100	0.0
Grade 5	83	72	62	82	69	0	82	69	0	98.8	95.8	0.0
Grade 6	73	84	63	72	84	0	72	84	0	98.6	100	0.0
All Grades	280	300	250	274	296	0	273	296	0	97.9	98.7	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	2390.	2397.		9.26	10.13		18.52	24.05		31.48	24.05		40.74	41.77	
Grade 4	2464.	2469.		13.85	18.75		26.15	25.00		38.46	32.81		21.54	23.44	
Grade 5	2489.	2510.		10.98	20.29		24.39	20.29		35.37	33.33		29.27	26.09	
Grade 6	2507.	2528.		23.61	25.00		16.67	22.62		26.39	26.19		33.33	26.19	
All Grades	N/A	N/A	N/A	14.65	18.58		21.61	22.97		32.97	28.72		30.77	29.73	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.64	20.25		32.08	29.11		45.28	50.63	
Grade 4	21.54	31.25		40.00	26.56		38.46	42.19	
Grade 5	21.95	26.09		41.46	37.68		36.59	36.23	
Grade 6	36.11	38.10		26.39	33.33		37.50	28.57	
All Grades	25.74	29.05		35.29	31.76		38.97	39.19	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.96	20.25		50.00	36.71		37.04	43.04	
Grade 4	15.38	21.88		60.00	45.31		24.62	32.81	
Grade 5	10.98	20.29		53.66	47.83		35.37	31.88	
Grade 6	22.22	19.05		38.89	48.81		38.89	32.14	
All Grades	15.38	20.27		50.55	44.59		34.07	35.14	

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	9.43	15.19		49.06	39.24		41.51	45.57	
Grade 4	18.46	21.88		50.77	50.00		30.77	28.13	
Grade 5	12.20	23.19		56.10	49.28		31.71	27.54	
Grade 6	22.22	22.62		30.56	46.43		47.22	30.95	
All Grades	15.81	20.61		46.69	45.95		37.50	33.45	

2019-20 Data:

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Conclusions based on this data:

1. Overall, students' math skills appear weaker than their ELA skills. However, there was a 5% overall increase in math scores from 2018 and 2019.
2. Based on the data presented, a relative strength was noted in the area of Communicating Reasoning.
3. Based on the data presented, a relative weakness was noted in the area of Concepts and Procedures.

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	1446.1	1451.6	*	1449.9	1447.1	*	1437.4	1462.1	*	15	13	7
1	*	*	*	*	*	*	*	*	*	*	6	6
2	*	*	*	*	*	*	*	*	*	*	4	5
3	*	*	*	*	*	*	*	*	*	*	5	9
4	*	1483.2	*	*	1482.0	*	*	1484.1	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	6	4
6	*	*	*	*	*	*	*	*	*	*	6	9
All Grades										63	52	43

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	*	23.08	*	*	53.85	*	*	23.08	*	*	0.00	*	15	13	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	8.33	*	*	25.00	*		33.33	*		33.33	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	21.15	16.28	28.57	42.31	23.26	*	25.00	37.21	*	11.54	23.26	63	52	43

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	15.38	*	*	53.85	*	*	30.77	*	*	0.00	*	15	13	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	33.33	*		25.00	*		8.33	*		33.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.73	40.38	34.88	19.05	34.62	23.26	*	13.46	23.26	*	11.54	18.60	63	52	43

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	*	38.46	*	*	23.08	*	*	30.77	*	*	7.69	*	15	13	*
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	25.00	*	*	33.33	*		41.67	*	*	12	*
5		*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.75	9.62	6.98	20.63	32.69	23.26	25.40	32.69	34.88	22.22	25.00	34.88	63	52	43

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	73.33	30.77	*	*	69.23	*	*	0.00	*	15	13	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	16.67	*	*	41.67	*		41.67	*	*	12	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.56	36.54	20.93	30.16	50.00	62.79	*	13.46	16.28	63	52	43

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	*	23.08	*	*	53.85	*	*	23.08	*	15	13	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	33.33	*		41.67	*		25.00	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	65.08	36.54	37.21	25.40	48.08	41.86	*	15.38	20.93	63	52	43

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	*	15.38	*	*	84.62	*	*	0.00	*	15	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.92	9.62	11.63	38.10	57.69	37.21	26.98	32.69	51.16	63	52	43

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	*	61.54	*	*	23.08	*	*	15.38	*	15	13	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.75	17.31	20.93	55.56	65.38	44.19	*	17.31	34.88	63	52	43

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. Overall, our students' speaking skills (Speaking Domain) were better developed than any other skills assessed (writing, listening, reading).
2. Overall, the reading domain was our weakest domain showing the need for more intervention in this area.

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
416	38.5	11.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	11.1
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	160	38.5
Students with Disabilities	97	23.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.6
American Indian or Alaska Native	1	0.2
Asian	18	4.3
Filipino	33	7.9
Hispanic	209	50.2
Two or More Races	19	4.6
Native Hawaiian or Pacific Islander		
White	125	30.0

Conclusions based on this data:

1. Overall, approximately 1/3 of our population is socioeconomically disadvantaged.

2. Our school population is predominately White and Hispanic.
3. Our school enrollment has increased.





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  Green
Mathematics  Green		

Conclusions based on this data:

1. Our suspension rate is within the blue band and indicates a positive school culture, and effective behavior supports and interventions (PBIS).
2. Our academic engagement/attendance rate is in the orange band indicating a need for re-engagement strategies and a focus on improving attendance.
3. Overall, our Math and English Language Arts scores were both within the green band indicating academic growth and improvement in both academic areas.

School and Student Performance Data

Academic Performance English Language Arts

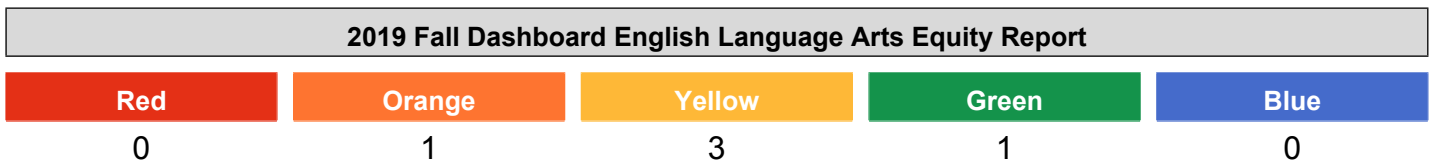
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 2.7 points below standard Increased ++4.9 points 289	<p>English Learners</p> Yellow 40.7 points below standard Increased ++8.7 points 46	<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 6	<p>Socioeconomically Disadvantaged</p> Yellow 28.3 points below standard Increased ++13.6 points 109	<p>Students with Disabilities</p> Orange 78.7 points below standard Increased Significantly ++26.6 points 64

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 32.4 points above standard 13	 No Performance Color 38.9 points above standard Declined Significantly -17 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.1 points below standard Increased ++8.8 points 136	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Green 7.3 points above standard Increased ++11.9 points 101

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
97.7 points below standard Increased ++5.9 points 27	40.4 points above standard Declined -15 points 19	4.4 points above standard Increased ++6.2 points 238

Conclusions based on this data:

1. Our reclassified students showed an increase in their English Language Arts skills by 30 points and out performed our English Only students.
2. Our Hispanic population students showed the biggest decline in their ELA performance by 13.2 points. Our White population of students maintained their ELA performance from the previous year.

School and Student Performance Data

Academic Performance Mathematics

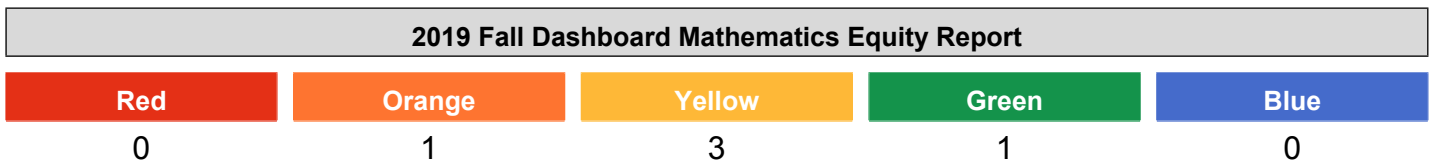
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>23.7 points below standard</p> <p>Increased ++13.2 points</p> <p>288</p>	<p>English Learners</p> <p>Yellow</p> <p>61 points below standard</p> <p>Increased Significantly ++17.3 points</p> <p>46</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>50.4 points below standard</p> <p>Increased ++14.3 points</p> <p>108</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>103.2 points below standard</p> <p>Increased Significantly ++12.6 points</p> <p>63</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 14.8 points above standard 13	 No Performance Color 25.4 points above standard Maintained -1.7 points 22
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.9 points below standard Increased ++12.2 points 136	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander	 Green 9.1 points below standard Increased Significantly ++22.1 points 100

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
109.6 points below standard Increased Significantly ++19.6 points 27	8.1 points above standard Declined -11.7 points 19	17.1 points below standard Increased ++13.1 points 237

Conclusions based on this data:

1. Based on this report, there was a decrease in progress in the area of math for students overall from the 2016/17 school year to the 2017/18 school year.
2. Our Reclassified students showed an increase in their math performance by approximately 26 points and outperformed our English Only students.
3. Our Hispanic students showed the largest decline and are the farthest below standard.

School and Student Performance Data

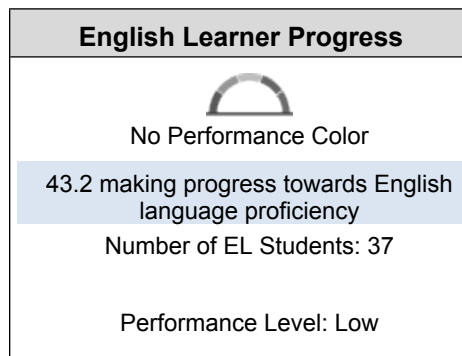
Academic Performance English Learner Progress

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
10.8	45.9	8.1	35.1

Conclusions based on this data:

- Overall approximately 43.2% of our ELL population are making progress toward English language proficiency indicating a need to focus support in this area and helping our EL students grow in this area.
- Approximately 55% of EL students showed no growth or diminished improvement on the ELPAC assessment showing we need to provide more support to our EL students both with Integrated ELD and Designated ELD.

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. NA

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Orange 10.2 Increased +2 558	Green 6.1 Declined -4.1 66	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 58.3 12	Orange 15.2 Increased +1.6 178	Yellow 13.3 Declined -2.3 105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.7 Increased +7.7 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 4.2 Maintained +0.3 24	 Green 1.9 Increased +1.9 52
Hispanic	Two or More Races	Pacific Islander	White
 Red 13 Increased Significantly +4.8 262	 No Performance Color 5.3 Declined -2.4 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 10.2 Declined -0.8 186

Conclusions based on this data:

- Overall, our attendance rate is fair (only 10.2% chronically absent); however that is up 2% from the previous year showing a negative trend in attendance and engagement.
- Certain sub groups such as our English Language Learners and Students with Disabilities have decreased levels of absenteeism.
- Our Socio-economically Disadvantaged, Hispanic, African American, and Filipino students showed an increase in absenteeism and a need to focus on these subgroups.

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. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

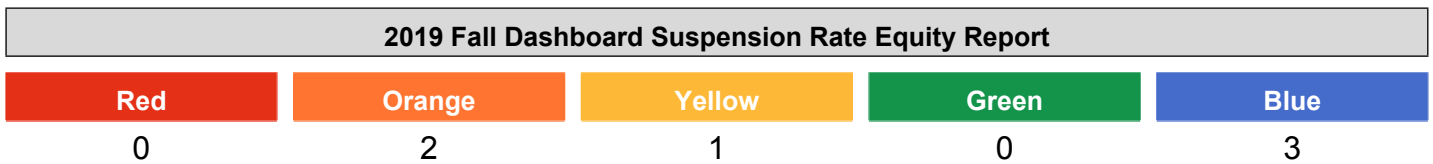
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.4</p> <p>Increased +0.4</p> <p>567</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>69</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.1</p> <p>Increased +1.1</p> <p>182</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.9</p> <p>Increased +1.9</p> <p>106</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 15	 No Performance Color Less than 11 Students - Data 2	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 24	 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 52
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #ccccff; padding: 5px; text-align: center;">0.7</div> Increased +0.7 268	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 19	No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 187	 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center;">0</div> Maintained 0 187

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.4

Conclusions based on this data:

1. Our suspension rate is within the green band and indicates a positive school culture, and effective behavior supports and interventions (PBIS).
2. There was a slight increase in behavior infractions with Hispanic students /Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Increase student achievement

Goal Statement

Improve student achievement in the areas of Language Arts & Math -

- By June 2023, 5% of students in grades 3rd – 6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP.
- By June 2023, 5% of students in grades 3rd – 6th will show growth with a score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP.
- By June 2023, 65% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment. The remaining 35% will show growth within their band or move to the next band (ie. red to yellow).
- By June 2023, 57% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment. The remaining 43% will show growth within their band or move to the next band (ie. red to yellow).

LCAP Goal

Increase Student Achievement in Language Arts and Math

Basis for this Goal

Identified need to improve student English Language Arts and Math skills as identified by state test results (CAASPP/Dashboard) and current district benchmark data per iReady initial and mid year scores.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data 2022 - Math, ELA IAB Data iReady End of Year Assessment	<ul style="list-style-type: none">• 53% ELA met or exceeded in CAASPP (2018)• 42% Math met or exceeded in CAASPP (2018)• 2022 iReady EOY Reading 62% overall - K - 76% Proficient, 1st - 60% Proficient, 2nd - 59% Proficient, 3rd - 72% Proficient, 4th - 66% Proficient, 5th - 63% Proficient, and 6th - 44% Proficient.• 2022 iReady EOY Math - 57% Overall - K - 61% Proficient, 1st - 49% Proficient, 2nd - 47% Proficient, 3rd - 55% Proficient, 4th - 70%	<p>There will be a 5% growth for students in grades 3rd-6th grades in CAASPP in the standards met (Level 3) or exceeds standard (Level 4) in English Language Arts.</p> <p>There will be a 5% growth for students in grades 3rd-6th grades in CAASPP in the standards met (Level 3) or exceeds standard (Level 4) in Mathematics.</p> <ul style="list-style-type: none">• 65% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment in ELA. The remaining 35% will show growth within their band or move to the next band (ie. red to yellow).

Metric/Indicator	Baseline	Expected Outcome
	Proficient, 5th - 69% Proficient, and 6th - 49% Proficient.	<ul style="list-style-type: none"> 57% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment. The remaining 43% will show growth within their band or move to the next band (ie. red to yellow).

Planned Strategies/Activities

Strategy/Activity 1

ENGLISH LANGUAGE ARTS & MATH:

Train staff and fully implement PLC process; including creating common assessments, delivering high quality instruction from a viable curriculum, identifying and focusing on promise standards, analyzing data, observing and analyzing instruction, planning strategic lessons, and developing a comprehensive intervention plan.

Students to be Served by this Strategy/Activity

All students but specifically low income students, ELL, and minority population.

Timeline

By June 2023 and ongoing, staff will be continually trained on the tenets of PLC and will shape their collaborative time to focus on the 4 critical questions (what do we want them to know, how will we know if they have learned it, what will we do if they do not learn it, and what will we do if they have learned it). The PLC leadership team will continue to support their grade level in the implementation of PLC cycles. The work will be done during the instructional day with substitute coverage as well as after hours.

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	PLC Training material
Amount	2340
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC PD Support
Amount	2000

Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes

Strategy/Activity 2

INTERVENTION:
 Under the supervision of the classroom teacher Title 1 Instructional Assistants/Intervention Aides provide small group instruction and push-in classroom support to low income students, ELLs, and minority students. In addition, classroom teachers will provide intervention/tutoring support to high needs students in their grade level as identified by district and state benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered through common formative assessments via the PLC process.

Students to be Served by this Strategy/Activity

Low Income, ELL, Minorities, Identified At Risk Students

Timeline

By June 2023

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	48,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention Aides
Amount	6,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay

Strategy/Activity 3

Tutoring support to provide additional assistance to students in grades 2nd through 6th

Students to be Served by this Strategy/Activity

Low Income, English Language Learners, Minority students, Identified at risk students

Timeline

June 2023

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tutoring for students at risk

Strategy/Activity 4

English Language Arts and Math Support:
Purchase supplemental ELA and math programs/material (technology, books, programs) to build students fluency/numeracy and comprehension.

Students to be Served by this Strategy/Activity

Low Income, English Language Learners, Minority students, Identified at risk students

Timeline

June 2023

Person(s) Responsible

Principal, Teachers, Intervention Aides

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Math, Science and ELA material
Amount	10000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff will be compensated for participating in PD to support programs/materials.
Amount	10500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Training

Strategy/Activity 5

Increase variety and volume of books available to students to improve fluency and comprehension.

Students to be Served by this Strategy/Activity

Low Income, English Language Learners, Minority students, Identified at risk students

Timeline

August 2022

Person(s) Responsible

Principal/Teachers/Media Specialist

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Books to stock library and classrooms

Strategy/Activity 6

Title 1 Summer School to address learning gaps for low Income, English Language Learners, Minority students, Identified at risk students

Students to be Served by this Strategy/Activity

Low Income, English Language Learners, Minority students, Identified at risk students

Timeline

June 2022- July 2023

Person(s) Responsible

Principal, District, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries for teachers
Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Supplies to support summer school program

Strategy/Activity 7

Support TK/K students with early literacy and math numeracy in a small group setting.

Students to be Served by this Strategy/Activity

Kinder

Timeline

June 2023

Person(s) Responsible

Teachers, Principal

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Supplement Kinder Aide Support

Strategy/Activity 8

INTERVENTION:
Under the supervision of the principal and/or teachers Title 1 Instructional Assistants will provide support with homework to low income students, ELLs, and minority students in an afterschool setting.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	2000-2999: Classified Personnel Salaries
Description	After school support

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Engagement

Goal Statement

Parent Involvement and Engagement Goal:

By June 2023, the amount of parents that feel welcome at school will increase from 91% to 94% as measured on the EOY LCAP survey data (question #12).

LCAP Goal

Increase meaningful parent engagement.

Basis for this Goal

Parental involvement and parent engagement are paramount to increased student achievement. Research shows that the more parents are involved and feel included in their child's education, the better the child does.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance sheets from ELAC, Site Council, Title 1 meetings, parent trainings, PTO meetings. Student and parent surveys.	LCAP EOY survey shows 91% of parents feel welcome at Skyblue.	Increase LCAP EOY survey to 94%.

Planned Strategies/Activities

Strategy/Activity 1

Parent training/ meetings

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Principal, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	1915
Source	Title I Part A: Parent Involvement
Description	Materials/ books/ resources for parents to support trainings
Amount	5500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Programs to support parents in supporting their children at home.
Amount	1,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Training for parents by our teachers.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Student Wellness, Social Emotional Learning and Attendance

Goal Statement

- By June 2023 we will implement PBIS Tier 2 at the school site with fidelity as measured by obtaining a score of 60% or higher on the School wide PBIS Tiered Fidelity Inventory.
- By June 2023, will increase student engagement (work completion, attendance, participation) by 20% as measured by student survey and daily attendance.

By June 2023, Increase average daily attendance by 1% (currently on average 93%)

LCAP Goal

Increase students' and teachers' sense of safety and school connectedness.

Basis for this Goal

In order for students to grow optimally, they need to feel safe and accepted in their learning environment. School culture and fostering positive student to teacher, and student to student relationships is critical.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
TFI PBIS Inventory Student Engagement Survey Attendance rates recorded in Infinite Campus. Monthly attendance reports provided by office manager	TFI PBIS Inventory for Tier 2 at 60% Student Engagement Survey - 45% Q15 Current attendance rate at average of 95%	TFI PBIS Inventory Tier 2 increase be 5% Student Engagement - 55% per survey Q15 Increase Attendance Average to 96%

Planned Strategies/Activities

Strategy/Activity 1

Implement PBIS Tier 1 and 2 Strategies school wide to improve school culture and student engagement.

Students to be Served by this Strategy/Activity

All students

Timeline

June 2023

Person(s) Responsible

District, Principal, PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Material to support teachers in implementation of program

Strategy/Activity 2

Teachers will implement weekly social emotional lessons.

Students to be Served by this Strategy/Activity

All Students

Timeline

June 2023

Person(s) Responsible

Principal, Teachers, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support implementation of SEL program with students

Strategy/Activity 3

Tracking, monitoring, and intervening with low engaged students. SEL Lessons based on SEL competancies for all students.

Students to be Served by this Strategy/Activity

All students

Timeline

By June 2023

Person(s) Responsible

teachers/staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	None Specified

Strategy/Activity 4

Playworks will be utilized to create more engaging play areas on the playground. Staff will be working with yard supervisors and teachers to support a more engaging, safe, structured play.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Yard supervisors, PE TOSA, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Time allotted to learn Playworks.

Amount	1,300
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff will learn and utilize Playworks to improve our playground,

Strategy/Activity 5

Provide recognition for excellent/improved attendance.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Principal, teacher, counselors.

Proposed Expenditures for this Strategy/Activity

Amount	2,000
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Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials for awards
Amount	2,000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Assemblies

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

English Language Learner Achievement

Goal Statement

By 2023, 85% of all ELL students will increase one proficiency band as measured by performance on ELPAC Summative.

By 2023, we will increase the number of reclassified students by 10% from the previous year.

LCAP Goal

Ensure the academic achievement of EL students. (Goal #3)

Basis for this Goal

Our EL Students require additional support and supplemental materials in order to continue to make gains in their acquisition of the English Language. We have several students new to the country and beginning English Learners.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Summative Reclassification Numbers ELD Lesson Access	in 2018 42% of our ELL are making progress in the English Language Acquisition according to the ELPAC/State Dashboard. We do not have 2022 ELPAC results as of yet. In 2022, we reclassified 9 students.	85% of ELL will show improved performance on the 2023 ELPAC. Increase Re-classification by 10% from previous year.

Planned Strategies/Activities

Strategy/Activity 1

English Language Development (ELD):

Continue to implement and refine and use of Responsive ELD that embeds EL strategies and Grade level content program for all English Learners. Training for staff on designated ELD and integrated ELD strategies across the core curriculum.

Students to be Served by this Strategy/Activity

ELL Students

Timeline

Current to June 2023

Person(s) Responsible

Principal, ELD Coordinator, ELD Coach

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support ELL

Strategy/Activity 2

ELPAC bootcamp

Students to be Served by this Strategy/Activity

ELL Students

Timeline

July 2023

Person(s) Responsible

Principal, District, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Material to support ELL students
Amount	3000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Staff salaries for ELPAC bootcamp

Strategy/Activity 3

Intervention/tutoring support for ELL Students to build vocabulary and reading fluency.

Students to be Served by this Strategy/Activity

ELL Students

Timeline

Present to June 2023

Person(s) Responsible

Principal, ELD Coordinator/Coach

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional support from staff to build English Language Skills
Amount	0
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Meet with LTEL to set goals-create action plans
Amount	1,500
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide Intervention to LTEL
Amount	1000
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Social Worker/Teachers support Parents of LTEL

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Increasing Cultural Awareness

Goal Statement

By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents as measured by EOY survey data (currently parents - 75%, students - 69%, staff - 82%) .

LCAP Goal

Goal #5 Increase the feeling of inclusion for all diverse groups in our district.

Basis for this Goal

We have a diverse district and it is important that all groups feel represented, valued and respected for their contributions as a part of our learning environment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SK LCAP Survey Data	Question #11/12 Representation of Culture: Parent-69% Students48% Staff-78%	Increase the percentage of parents that feel culturally represented in LCAP survey question #11 by 10%.

Planned Strategies/Activities

Strategy/Activity 1

Purchase literature to reflect diverse groups.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1350
Source	Title I Part A: Basic Grants Low-Income and Neglected
Budget Reference	4000-4999: Books And Supplies
Description	Purchase Cultural Books for classrooms
Amount	350
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Purchase cultural books and supplies

Strategy/Activity 2

Teachers work collaboratively to develop lessons that celebrate multiculturalism.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers create lessons around diversity to teach in the classroom.

Strategy/Activity 3

Social Worker work on increasing inclusivity of diverse groups in our community.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Social Worker/Teachers/principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 4

Celebrate the variety of National Celebrations for Diverse group members via parent newsletters, marquis and events.

Students to be Served by this Strategy/Activity

All

Timeline

June 2023

Person(s) Responsible

Principal, teacher, students, counselor

Proposed Expenditures for this Strategy/Activity

Amount

500

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Amount

500

Source

LCFF - Supplemental

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Compensation for organizing/supporting events.

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

Improve student achievement in the areas of Language Arts & Math -

- By June 2022, 60% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP. The remaining 40% of students will show growth within their previous band or move to the next band.
- By June 2022, 52% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP. The remaining 48% of students will show growth within their previous band or move to the next band.
- By June 2022, 75% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment. The remaining 25% will show growth within their band or move to the next band (ie. red to yellow).
- By June 2022, 60% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment. The remaining 40% will show growth within their band or move to the next band (ie. red to yellow).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Data 2018 - Math, ELA IAB Data iReady End of Year Assessment Tutoring Pre-Post Data	<ul style="list-style-type: none">• 60% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in English Language Arts on the CAASPP. The remaining 40% of students will show growth within their previous band or move to the next band.• 52% of students in grades 3rd – 6th will score at standard met (Level 3) or exceeds standard (Level 4) in Math on the CAASPP. The remaining 48% of students will show growth within their previous band or move to the next band.• 75% of students in grades K - 2nd will score at grade level on the iReady Reading end of year assessment in ELA. The remaining 25% will show growth within their band or move to the next band (ie. red to yellow).• 60% of students in grades K - 2nd will score at grade level on the iReady Math end of year assessment.	<ul style="list-style-type: none">• 2022 iReady EOY Reading 62% overall - K - 76% Proficient, 1st - 60% Proficient, 2nd - 59% Proficient, 3rd - 72% Proficient, 4th - 66% Proficient, 5th - 63% Proficient, and 6th - 44% Proficient.• 2022 iReady EOY Math - 57% Overall - K - 61% Proficient, 1st - 49% Proficient, 2nd - 47% Proficient, 3rd - 55% Proficient, 4th - 70% Proficient, 5th - 69% Proficient, and 6th - 49% Proficient. <p>We do not have 2022 CAASPP results at this time.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	The remaining 40% will show growth within their band or move to the next band (ie. red to yellow).	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ENGLISH LANGUAGE ARTS & MATH:</p> <p>Train staff and fully implement PLC process; including creating common assessments, delivering high quality instruction from a viable curriculum, identifying and focusing on promise standards, analyzing data, observing and analyzing instruction, planning strategic lessons, and developing a comprehensive intervention plan.</p>	<p>We did not move forward with most of these expenditures. We did not purchase any materials. The only expense for this goal was the use of subs to attend the CAPS training. We also utilized subs to release teachers to meet with their grade level teams.</p>	<p>PLC Training material 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1500</p> <p>PLC PD Support 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 13340</p>	<p>PLC Support 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 6,000</p>
<p>INTERVENTION:</p> <p>Under the supervision of the classroom teacher Title 1 Instructional Assistants/Intervention Aides provide small group instruction and push-in classroom support to low income students, ELLs, and minority students. In addition, classroom teachers will provide intervention/tutoring support to high needs students in their grade level as identified by district and state benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered through common formative assessments via the PLC process.</p>	<p>We were able to hire intervention aides to support in several academic areas.</p>	<p>Intervention Aides 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 30,000</p> <p>Aide 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 8,000</p>	<p>Intervention Aides 2000-2999: Classified Personnel Salaries Title I Part A: Targeted Assistance Program 30,000</p> <p>LCFF - Supplemental 10,500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tutoring support to provide additional assistance to students in grades 2nd through 6th	We were not able to provide tutoring due to the extended day. We did not expend these funds.	Tutoring for students at risk 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 6000	
English Language Arts and Math Support: Purchase supplemental ELA and math programs/material (technology, books, programs) to build students fluency/numeracy and comprehension.	We did not purchase any materials	Math, Science and ELA material 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 10000	Attend training 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 12500
		Staff will be compensated for participating in PD to support programs/materials. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 10000	Staff will be compensated for participating in PD to support programs/materials. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,000
Increase variety and volume of books available to students to improve fluency and comprehension.	We did not purchase any materials this year.	Books to stock library and classrooms 4000-4999: Books And Supplies LCFF - Supplemental 1,000	0
Title 1 Summer School to address learning gaps for low Income, English Language Learners, Minority students, Identified at risk students	We did not need to hold our own summer school. The district organized a summer steam program for our students.	Salaries for teachers 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000	0
		Supplies to support summer school program 4000-4999: Books And Supplies LCFF - Supplemental 1000	
Support TK/K students with early literacy and math numeracy in a small group setting.	We paid kinder aides additional hours to support our Kinder/TK students.	Hire an extra kinder aide. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 12,000	Kinder Aides 2000-2999: Classified Personnel Salaries 12,000
INTERVENTION:	Because it was difficult to provide most of our	After school intervention 1000-1999: Certificated	technology 60,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Under the supervision of the classroom teacher Title 1 Instructional Assistants/Intervention Aides provide small group instruction and push-in classroom support to low income students, ELLs, and minority students. In addition, classroom teachers will provide intervention/tutoring support to high needs students in their grade level as identified by district and state benchmark assessments (ie. iReady, IABs, BPST) as well as data gathered through common formative assessments via the PLC process.</p>	<p>proposed expenditures, we purchased chromebooks for students. These will serve to provide technology for students who do not have a device at home.</p>	<p>Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 5,300</p>	

Analysis

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

We were able to hire intervention aides, TK/K aides, establish a homework club and send teachers to Orton Gillingham training during the year.

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

Our intervention aides, TK/K aides, homework club made an impact and we were able to meet this established goal based on the EOY iReady scores. We are still waiting to see how the students in grades 3-6 did on the CAASPP.

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

It was difficult to provide some of the proposed expenditures because we already had a longer day this year. With the longer day, we were not able to provide tutoring or intervention after school for students. We also were not able to hire the proposed staff due to a hiring shortage due to the pandemic. Instead, we utilized funds to purchase chromebooks to support our students. We also opened up a homework club at the end of the day to support students after the school day.

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

We will try and implement our proposed goals next year to include the intervention aides, tutoring, materials, etc.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Parent Involvement and Engagement Goal:

By June 2022, the amount of parents that feel welcome at school will increase from 94% to 95% as measured on the EOY LCAP survey data (question #12).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance sheets from ELAC, Site Council, Title 1 meetings, parent trainings, PTO meetings. Student and parent surveys.	Increase LCAP EOY survey to 95%.	LCAP survey showed 92% of parents feel connected.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent training/ meetings	We were able to provide Project to Inspire for Parents.	Materials/ books/ resources for parents to support trainings Title I Part A: Parent Involvement 1915	0
		Programs to support parents in supporting their children at home. 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 10000	Project To Inspire 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Basic Grants Low-Income and Neglected 5500
		Training for parents by our teachers. 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3,000	3rd Grade Reading Workshop 0
			None Specified

Analysis

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

We conducted CAFE project to Inspire a 12 week course for parents on how to support their child in the school system. We also conducted a 4 session third grade reading workshop that was very well attended with over 25 participants for each of the 4 sessions. We were not able to conduct most of the family engagement opportunities we had proposed due to COVID. Parents were not allowed on campus which limited our opportunities to engage parents. We were able to bring back volunteers to support our classrooms for the second semester. Volunteers supported events like the Spring fling, Ancient Olympic and field day at the end of the year.

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

Due to limited opportunities for parent engagement activities, our percentage of parents that felt connected in campus declined.

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

We did not get to do many of the proposed expenditures, instead we added the CAFE project to Inspire course. We had limited attendance but the attendees were constant. We also had a third grade reading workshop that was very well attended with over 25 participants for each of the 4 sessions.

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

Next year we will implement proposed actions.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

- By June 2022 we will implement PBIS Tier 2 at the school site with fidelity as measured by obtaining a score of 60% or higher on the School wide PBIS Tiered Fidelity Inventory.
- By June 2022, will increase student engagement (work completion, attendance, participation) by 20% as measured by student survey and daily attendance.

By June 2022, Increase average daily attendance by 1% (currently on average 93%)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
TFI PBIS Inventory Student Engagement Survey Attendance rates recorded in Infinite Campus. Monthly attendance reports provided by office manager	TFI PBIS Inventory Tier 2 at 70% Student Engagement - 80% per survey Increase Attendance Average to 94%	TFI PBIS Inventory for Tier 2 at 60% Student Engagement Survey - 45% Q15 Current attendance rate at average of 95%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implement PBIS Tier 1 and 2 Strategies school wide to improve school culture and student engagement.	Fully implemented	Material to support teachers in implementation of program 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1000	PBIS Team regularly 2000-2999: Classified Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1000
Teachers will implement weekly social emotional lessons.	Implemented.	Materials to support implementation of SEL program with students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500	
Individual and group counseling sessions with school counselor. Lunch Bunch for targeted group of students who struggle	Implemented with the exception of lunch bunch.	None Specified Title I Part A: Basic Grants Low-Income and Neglected 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>with socialization. Referred students will participate in a re-engagement/skill based groups led by the counselor. Tracking, monitoring, and intervening with low engaged students. SEL Lessons based on SEL competancies for all students.</p>			
<p>Playworks will be utilized to create more engaging play areas on the playground. Staff will be working with yard supevisors and teachers to support a more engaging, safe, structured play.</p>	<p>Implemented on a small scale.</p>	<p>Time allotted to learn Playworks. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,000</p> <p>Staff will learn and utilize Playworks to improve our playground, 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1,300</p>	<p>Playworks training 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500</p>
<p>Provide recognition for excellent/improved attendance. Provide incentives with the best attendance the previous week.</p>	<p>Fully implemented</p>	<p>Materials for awards 4000-4999: Books And Supplies LCFF - Supplemental 2,000</p> <p>Assemblies to reward behavior/attendance 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Assemblies to reward behavior/attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF - Supplemental 1700</p>	<p>Materials for awards 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>

Analysis

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

We were able to continue on with our PBIS implementation. The PBIS team met regularly to review behavior data and implement needed strategies. We also applied for Gold recognition which we received the previous years. We implemented the 2X10 to support students in need of a connection. We also had weekly prizes to support students earning superstar tickets. We utilized oopsie cards to track negative behavior and had Monday morning assemblies to review behavioral expectations. We began programs like our Kindess initiative and Be a Superstar challenge to motivate students to show positive behavior. There were weekly, short term and long term rewards that were granted as part of the reward system. Our counselors and staff implemented social emotional lessons. They also conducted individual counseling sessions as needed. We had the Playworks staff come and evaluate our processes and give feedback and give some suggestions for next year. Classified staff attended some training on Playworks but not certificated. We were able to establish processes to support attendance such as classroom rewards, a task force and Monday tournaments for students as a means to improve attendance. The administrator and social worker worked with families who were struggling with attendance.

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

We were able to meet our attendance goal. We need to increase student percentage of students that feel connected based on EOY LCAP survey.

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

Counselors were not able to implement the lunch bunch due to COVID. All the actions we implemented did not involve an expenditure except for the limited training we did for Playworks and some extra duty pay for the PBIS team.

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.

Continue with the established actions with this goal which supported our students and staff.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By 2022, 80% of all ELL students will increase one proficiency band as measured by performance on ELPAC Summative.

By 2022, We will increase the number of reclassified students by 10% from the previous year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative Reclassification Numbers ELD Lesson Access	55% of ELL will show improved performance on the 2021 ELPAC. Increase Re-classification by 10% from previous year.	We do not have our latest ELPAC scores. We cannot measure if we met our goal. We do not have data for reclassification for 2021 due to COVID. (2020=22 students, 2022=9 students)

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
English Language Development (ELD): Continue to implement and refine and use of Responsive ELD that embeds EL strategies and Grade level content program for all English Learners. Training for staff on designated ELD and integrated ELD strategies across the core curriculum.		Materials to support ELL 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1000	
ELPAC bootcamp		Material to support ELL students 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 500 Staff salaries for ELPAC bootcamp 1000-1999:	ELPAC bootcamp 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3000	Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 0
Intervention/tutoring support for ELL Students to build vocabulary and reading fluency.		Additional support from staff to build English Language Skills 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 4000	
		Meet with LTEL to set goals-create action plans 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1000	
		Provide Intervention to LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 3,500	
		Social Worker/Teachers support Parents of LTEL 1000-1999: Certificated Personnel Salaries Title I Part A: Basic Grants Low-Income and Neglected 1000	

Analysis

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

We were able to conduct our ELPAC Bootcamp with students in preparation for ELPAC.

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

We did not reclassify as many students this year because our ELPAC scores were not received by the end of the school year.

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

The EL Bootcamp was proposed to be conducted after school, due to COVID the sessions were conducted by an intervention aide during school time so there was no additional expenditure. We did not purchase any materials for this goal. No after school intervention was delivered due to COVID.

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.

Continue with actions for next year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

By June 2022, we will increase cultural awareness and feelings of inclusion of staff, students, and parents by 10% as measured by EOY survey data (currently parents - 57%, students - 69%, staff - 81%) .

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SK LCAP Survey Data 20/21	Increase the percentage of parents that feel culturally represented in LCAP survey question #11 by 10%. (from 57%)	Survey results show increase to 70%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase literature to reflect diverse groups.	None were purchased.	Purchase Cultural Books for classrooms 4000-4999: Books And Supplies Title I Part A: Basic Grants Low-Income and Neglected 1350	
		Purchase cultural books and supplies 4000-4999: Books And Supplies LCFF - Supplemental 350	
Teachers work collaboratively to develop lessons that celebrate multiculturalism.	This did not happen.	Teachers create lessons around diversity to teach in the classroom. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 800	
Social Worker work on increasing inclusivity of diverse groups in our community.	This support was utilized throughout the year.		
Celebrate the variety of National Celebrations for Diverse group members via parent newsletters, marquis and events.	This was carried out throughout the year.	4000-4999: Books And Supplies LCFF - Supplemental 500	
		Compensation for organizing/supporting	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		events. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	

Analysis

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

We worked hard this year on emphasizing culture as part of our program. We celebrated the cultural groups according to the national recognition that has been established. We created actions as teacher for how we would celebrate cultures as part of our program. We also had a cultural parade to feature the variety of cultures SK is composed of. We featured these events and projects in the principals weekly bulletins, teacher weekly messages and newsletters and our Marquis.

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

The various actions proved successful in our emphasis on culture for our parents.

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

We did not expend any funds for the actions that were implemented.

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.

Move forward with proposed actions for next year.

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	111,266.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	143,055.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	26,150.00
Title I Part A: Basic Grants Low-Income and Neglected	114,990.00
Title I Part A: Parent Involvement	1,915.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,940.00
2000-2999: Classified Personnel Salaries	74,000.00
4000-4999: Books And Supplies	12,200.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,350.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	35,140.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	56,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	5,850.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	16,000.00
None Specified	Title I Part A: Basic Grants Low-Income and Neglected	0.00
	Title I Part A: Parent Involvement	1,915.00

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
Diana Vides	Principal
Jassik Vartanian	Other School Staff
Michele Joseph	Classroom Teacher
Laura Ruiz	Parent or Community Member
Sara Munoz	Parent or Community Member
Virginia Terracciano	Classroom Teacher
Monica Reese	Parent or Community Member
Melissa Dickerson	Classroom Teacher
Kris Kelso	Parent or Community Member
Kathy Hodges	Parent or Community Member

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

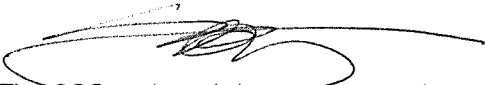
Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/25/22.

Attested:

	Principal, Diana Vides on 5/25/22
	SSC Chairperson, Kris Kelso on 5/25/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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