School Year:     2022-23

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Brookside School | 39685696111462 | 10-12-22 | |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Non-Title I school

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals of this school plan focus on increasing the student achievement in the areas of Language Arts and Mathematics, while also addressing the needs of our English Learners in all content areas. In order for these things to happen, there will be a school wide focus on social emotional learning. These goals will be achieved by aligning with the District's goal of being committed to providing the highest learning standards in a safe and welcoming educational environment. In addition, the implementation of character education and social emotional learning, along with improved communication and other strategies to help build relationships between the staff, students, and families will have a direct impact on student success. We will strive to mirror the Lincoln Unified School District's focus by continuing to implement restorative practices to promote diversity, equity and inclusion in order to improve student engagement, so that student access to learning and classroom instruction is maximized. We will work to align our mission with the District to provide a quality education through a shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

The five goals detailed in the plan include:
Goal 1: The percentage of K-3 students able to read at grade level will increase from the previous year as measured by DIBELS (Amplify) and MAP (iReady).
The actions and services in Goal 1 are focused primarily on providing our primary students with language arts instruction that is differentiated to meet the needs of our students. This includes using classroom routines and structures that support meaningful small group instruction and foster student independence.

Goal 2: The percentage of 4th through 8th grade students able to read and write at grade level as measured by CAASPP and MAP (iReady) will increase from the previous year.

This goal focuses on improving the reading comprehension and writing skills in our 4th through 8th grade students.  This will be achieved by implementing writing routines in different content areas in each grade level.  In addition, teachers will continue to explicitly teach and model reading and writing routines.

Goal 3:  The percentage of English learners reading and writing at grade level will increase from the previous year as measured by CAASPP, ELPAC and MAP (iReady).
The actions and services in Goal 3 are focused on improving the achievement of our English learners in ELA by consistently providing integrated and designated ELD instruction from Kindergarten through 8th grade.

Goal 4:  The percentage of K-8th grade students meeting grade level standards in mathematics as measured by MAP (iReady)/CAASPP will increase from the previous year.
This goal focuses on improving the achievement in math for all of our students by providing them with quality math instruction that includes the use of strategic small group instruction, rigorous curriculum and an emphasis on problem solving and student engagement.

Goal 5:  There will be an increase in student engagement and achievement for middle school students.
The actions and services in Goal 5 are focused on improving the overall achievement and engagement of the middle school students.  This will be achieved by improving school culture and supporting the social emotional needs of the students.

# Comprehensive Needs Assessment Components

## Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, parents, and teachers were surveyed in February 2022 for the Youth Truth survey. Within this survey they were asked an array of different questions such as: school communication, staff/student/peer relationships, school culture, engagement, and school safety. These results were reviewed with SSC, ELAC, and staff in order to address areas where we need improvement and we'll implement these changes for the upcoming school year.

## Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occurred quarterly throughout the school year. Observations were scheduled, unscheduled, or in the form of walk-throughs that were conducted by both the Principal and Vice Principal. Most observations were followed up by a written observation covering the objectives, summary of the lesson,

## Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state assessments such as CAASPP, ELPAC, and the CST are administered once a year to track the yearly performance of our students in grades 3-8. District assessments were used throughout the year to monitor student achievement. Students were also MAP tested twice during the school year and K-3 students were given the DIBELS benchmark assessments. These assessments assisted in guiding the instruction for teachers and also provided them with information where small group instruction could be incorporated into the school day. Grade 5 also takes the MDTP in order to monitor students who are prepared for a more challenging math course when they enter 6th grade. This year we are transitioning to using iReady assessments that will take the place of MAP.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Assessments were used through adopted curriculum such as: Wonders, StudySync (ELA) and Eureka (Math). K-3 progress monitoring was on-going through the use of the DIBELS assessments, not only helping identify small groups for classroom teachers but also determining which students were identified as intensive and was given additional reading intervention supports through the use of our reading intervention teacher. Through the use of the Wonders in the K-5 curriculum, teachers were able to modify their instruction based on weekly and unit assessments by incorporating the different levels (approaching, on-level, beyond level, or English Learner) for small groups. 6-8 teachers use of StudySync incorporated the use of the different access handouts that are modified based on the individualized needs of each student. K-6 progress monitoring was also on-going throughout the year through the use of the online platform, Lexia. K-6 Teachers were able to review student data and differentiate instruction. K-8 used Eureka math exit tickets and mid-module assessments to plan for small group instruction as well as monitored student progress through Dreambox. This year, teachers will be able to use iReady to monitor the progress of their students.

# Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Brookside Staff met the requirements of a highly qualified staff.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Brookside met sufficiency of credentialed teachers for general education, special education, and intervention classes.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development for Brookside teachers was aligned to content standards and will continue to be aligned for this school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers were provided with ongoing opportunities that would support their instructional needs within the classroom through virtual PD's and trainings in the areas of ELA, Math, Science, and ELD. Trainings are offered either during school or after school hours where teachers are timesheeted for their personal time. Content experts are provided through the district by our district coordinator of curriculum.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are given time on early release days (Mondays) to work with their site grade level teams to collaborate, review data, set goals, and plan instruction throughout the school year. Once a month, teachers meet for district wide collaboration days where they have been focusing on Math instruction through our partnership with SVMI. During this time, teachers meet with other teachers within the district from their grade level to collaborate, review and analyze student work, and plan instruction. Teachers will continue to focus on Math for the upcoming school year during the district wide collaboration days.

# Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere and follow the recommended instructional minutes for ELA and Math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All classes have appropriate amounts of standards based instructional materials (ELA, Math, Science, and Social Studies) for each student on campus.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Each grade used the district adopted standards based curriculum for ELA, Math, Social Studies, and Science. ELA Intervention materials were used by our intervention teacher for grades K-3 and our Resource teacher used district provided intervention materials during Tier 3 support.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Brookside has a .5 intervention teacher that meets regularly with students who needed Tier II intervention support in ELA for grades K-3. Teachers in grades 4-8 frequently monitor the progress of below grade level students and provided small group instruction in ELA and Math.

Evidence-based educational practices to raise student achievement

Teachers used Dreambox and Lexia to track student progress in order to form small groups for instruction. Teachers used intervention materials from Wonders and StudySync in order to help raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

ParentSquare was used at district, site, and classroom levels throughout the year and was able to be translated into different languages in order to communicate with all of our families. VCCS services were provided to students who qualified for additional counseling along with our regular school-based counseling. Summer enrichment backpack were given to every student in grades K-8 in order for students to have different activities throughout the summer.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Three different parent groups PTSA, SSC, and ELAC provide input and feedback on our school plan. Leadership meetings are held regularly in order to discuss school plans, review data, address concerns and to bring back grade level decisions to our meetings. Student council and student Leadership meet regularly to address student needs and concerns.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Brookside has a .5 intervention teacher that meets regularly with students who needed Tier II intervention support in ELA for grades K-3. Brookside also has a primary language assistant two times a week for two hours a day.

Fiscal support (EPC)

Brookside is not a Title I school.

# Stakeholder Involvement

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

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

The input for the school plan was received at the following stakeholder meetings: School Site Council, English Learner Advisory Committee, Staff Meetings, Leadership team meetings and PTSA Board Meetings. At each meeting, the data analysis (student achievement) was presented and followed up by group discussion to gather feedback and input. Most meetings were held virtually throughout the year.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Students requiring intervention support in both math and language arts must have opportunities to access both.  This was challenging due to only having a .5% reading intervention teacher who worked mainly with grades K-3.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0.4% | 0.3% | 0.41% | 3 | 2 | 3 |
| African American | 7.74% | 7.9% | 7.35% | 58 | 59 | 54 |
| Asian | 22.83% | 21.9% | 21.09% | 171 | 165 | 155 |
| Filipino | 4.94% | 5.1% | 5.44% | 37 | 38 | 40 |
| Hispanic/Latino | 31.24% | 28.9% | 30.48% | 234 | 217 | 224 |
| Pacific Islander | 0.8% | 0.7% | 0.54% | 6 | 5 | 4 |
| White | 28.44% | 30.7% | 28.57% | 213 | 231 | 210 |
| Multiple/No Response | 3.34% | 4.3% | 5.44% | 25 | 32 | 40 |
| | | | Total Enrollment | 749 | 752 | 735 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 69 | 70 | 79 |
| Grade 1 | 72 | 71 | 68 |
| Grade 2 | 74 | 88 | 72 |
| Grade3 | 97 | 96 | 91 |
| Grade 4 | 96 | 91 | 87 |
| Grade 5 | 97 | 95 | 96 |
| Grade 6 | 95 | 97 | 92 |
| Grade 7 | 75 | 74 | 75 |
| Grade 8 | 74 | 70 | 75 |
| Grade 9 | | | |
| Grade 10 | | | |
| Grade 11 | | | |
| Grade 12 | | | |
| Total Enrollment | 749 | 752 | 735 |

**Conclusions based on this data:**

1. Over the past few years, our Asian population at Brookside has been declining.

**2.** Overall student enrollment has declined since the 20-21 school year.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **19-20** | **20-21** | **21-22** | **19-20** | **20-21** | **21-22** |
| **English Learners** | 78 | 59 | 63 | 10.4% | 7.80% | 8.6% |
| **Fluent English Proficient (FEP)** | 81 | 70 | 74 | 10.8% | 9.30% | 10.1% |
| **Reclassified Fluent English Proficient** | 18 | 11 | | 17.8% | 1.50% | |

**Conclusions based on this data:**

1. The number of students who qualified for RFEP has been declining since the 19-20 school year.

2. There was a decline of EL's in 20-21, but the number began to increase in 21-22.

# School and Student Performance Data

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

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 95 | 97 | | 91 | 87 | | 91 | 87 | | 95.8 | 89.7 | |
| Grade 4 | 105 | 91 | | 95 | 89 | | 95 | 89 | | 90.5 | 97.8 | |
| Grade 5 | 94 | 96 | | 92 | 89 | | 92 | 89 | | 97.9 | 92.7 | |
| Grade 6 | 96 | 96 | | 95 | 92 | | 95 | 92 | | 99 | 95.8 | |
| Grade 7 | 75 | 74 | | 74 | 74 | | 74 | 74 | | 98.7 | 100.0 | |
| Grade 8 | 74 | 72 | | 74 | 72 | | 74 | 72 | | 100 | 100.0 | |
| Grade 11 | | | | | | | | | | | | |
| All Grades | 539 | 526 | | 521 | 503 | | 521 | 503 | | 96.7 | 95.6 | |

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.

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 2479. | 2431. | | 42.86 | 27.59 | | 32.97 | 28.74 | | 19.78 | 18.39 | | 4.40 | 25.29 | |
| Grade 4 | 2498. | 2481. | | 34.74 | 33.71 | | 25.26 | 16.85 | | 20.00 | 24.72 | | 20.00 | 24.72 | |
| Grade 5 | 2543. | 2544. | | 39.13 | 38.20 | | 30.43 | 28.09 | | 18.48 | 17.98 | | 11.96 | 15.73 | |
| Grade 6 | 2582. | 2549. | | 38.95 | 27.17 | | 32.63 | 30.43 | | 22.11 | 26.09 | | 6.32 | 16.30 | |
| Grade 7 | 2611. | 2594. | | 39.19 | 29.73 | | 29.73 | 44.59 | | 22.97 | 13.51 | | 8.11 | 12.16 | |
| Grade 8 | 2588. | 2604. | | 18.92 | 33.33 | | 45.95 | 33.33 | | 27.03 | 19.44 | | 8.11 | 13.89 | |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 36.08 | 31.61 | | 32.44 | 29.82 | | 21.50 | 20.28 | | 9.98 | 18.29 | |

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

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 43.96 | 22.99 | | 49.45 | 59.77 | | 6.59 | 17.24 | |
| **Grade 4** | 29.47 | 28.09 | | 48.42 | 55.06 | | 22.11 | 16.85 | |
| **Grade 5** | 38.04 | 31.46 | | 46.74 | 56.18 | | 15.22 | 12.36 | |
| **Grade 6** | 41.05 | 28.89 | | 46.32 | 51.11 | | 12.63 | 20.00 | |
| **Grade 7** | 41.89 | 17.57 | | 40.54 | 71.62 | | 17.57 | 10.81 | |
| **Grade 8** | 24.32 | 26.39 | | 51.35 | 58.33 | | 24.32 | 15.28 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 36.66 | 26.15 | | 47.22 | 58.28 | | 16.12 | 15.57 | |

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<br>Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Grade 3** | 41.76 | 18.82 | | 50.55 | 61.18 | | 7.69 | 20.00 | |
| **Grade 4** | 41.05 | 25.00 | | 44.21 | 56.82 | | 14.74 | 18.18 | |
| **Grade 5** | 42.39 | 39.77 | | 43.48 | 44.32 | | 14.13 | 15.91 | |
| **Grade 6** | 40.00 | 26.37 | | 52.63 | 53.85 | | 7.37 | 19.78 | |
| **Grade 7** | 50.00 | 44.59 | | 41.89 | 44.59 | | 8.11 | 10.81 | |
| **Grade 8** | 32.43 | 34.72 | | 58.11 | 51.39 | | 9.46 | 13.89 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 41.27 | 31.12 | | 48.37 | 52.21 | | 10.36 | 16.67 | |

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<br>Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** |
| **Grade 3** | 37.36 | 12.79 | | 53.85 | 75.58 | | 8.79 | 11.63 | |
| **Grade 4** | 33.68 | 15.73 | | 56.84 | 71.91 | | 9.47 | 12.36 | |
| **Grade 5** | 31.52 | 15.73 | | 54.35 | 79.78 | | 14.13 | 4.49 | |
| **Grade 6** | 29.47 | 10.00 | | 63.16 | 76.67 | | 7.37 | 13.33 | |
| **Grade 7** | 27.03 | 13.51 | | 63.51 | 81.08 | | 9.46 | 5.41 | |
| **Grade 8** | 16.22 | 27.78 | | 70.27 | 61.11 | | 13.51 | 11.11 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 29.75 | 15.60 | | 59.88 | 74.60 | | 10.36 | 9.80 | |

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

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** |
| **Grade 3** | 45.05 | 21.84 | | 48.35 | 58.62 | | 6.59 | 19.54 | |
| **Grade 4** | 27.37 | 28.09 | | 58.95 | 58.43 | | 13.68 | 13.48 | |
| **Grade 5** | 43.48 | 30.34 | | 43.48 | 59.55 | | 13.04 | 10.11 | |
| **Grade 6** | 49.47 | 26.09 | | 40.00 | 65.22 | | 10.53 | 8.70 | |
| **Grade 7** | 47.30 | 39.19 | | 40.54 | 51.35 | | 12.16 | 9.46 | |
| **Grade 8** | 28.38 | 27.78 | | 59.46 | 58.33 | | 12.16 | 13.89 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 40.31 | 28.63 | | 48.37 | 58.85 | | 11.32 | 12.52 | |

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.** During the 20-21 school year there were 526 students enrolled at Brookside for grades 3-8, only 503 of those students participated in ELA CAASPP testing.

**2.** In 18-19, about 68% of students in grades 3-8 were meeting or exceeding grade level standards on the ELA CAASPP test.

**3.** In 20-21, about 60% of students in grades 3-8 were meeting or exceeding grade level standards on the ELE CAASPP test.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students Tested | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Overall Participation for All Students** | | | | | | | | | | | | |
| **Grade 3** | 95 | 97 | | 91 | 84 | | 91 | 84 | | 95.8 | 86.6 | |
| **Grade 4** | 106 | 91 | | 96 | 87 | | 96 | 87 | | 90.6 | 95.6 | |
| **Grade 5** | 94 | 96 | | 92 | 88 | | 92 | 88 | | 97.9 | 91.7 | |
| **Grade 6** | 96 | 96 | | 96 | 87 | | 96 | 85 | | 100 | 90.6 | |
| **Grade 7** | 75 | 74 | | 73 | 74 | | 73 | 74 | | 97.3 | 100.0 | |
| **Grade 8** | 74 | 72 | | 74 | 72 | | 74 | 72 | | 100 | 100.0 | |
| **Grade 11** | | | | | | | | | | | | |
| **All Grades** | 540 | 526 | | 522 | 492 | | 522 | 490 | | 96.7 | 93.5 | |

\* 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.

| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| **Overall Achievement for All Students** | | | | | | | | | | | | | | | |
| **Grade 3** | 2500. | 2447. | | 57.14 | 26.19 | | 25.27 | 35.71 | | 9.89 | 19.05 | | 7.69 | 19.05 | |
| **Grade 4** | 2508. | 2487. | | 31.25 | 28.74 | | 33.33 | 22.99 | | 23.96 | 27.59 | | 11.46 | 20.69 | |
| **Grade 5** | 2555. | 2543. | | 43.48 | 35.23 | | 25.00 | 21.59 | | 18.48 | 25.00 | | 13.04 | 18.18 | |
| **Grade 6** | 2592. | 2558. | | 48.96 | 29.41 | | 18.75 | 18.82 | | 19.79 | 32.94 | | 12.50 | 18.82 | |
| **Grade 7** | 2592. | 2589. | | 34.25 | 39.19 | | 30.14 | 18.92 | | 19.18 | 21.62 | | 16.44 | 20.27 | |
| **Grade 8** | 2590. | 2612. | | 33.78 | 43.06 | | 14.86 | 22.22 | | 22.97 | 16.67 | | 28.38 | 18.06 | |
| **Grade 11** | | | | | | | | | | | | | | | |
| **All Grades** | N/A | N/A | N/A | 41.95 | 33.27 | | 24.71 | 23.47 | | 18.97 | 24.08 | | 14.37 | 19.18 | |

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

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** |
| **Grade 3** | 71.43 | 29.76 | | 17.58 | 48.81 | | 10.99 | 21.43 | |
| **Grade 4** | 47.92 | 33.33 | | 32.29 | 45.98 | | 19.79 | 20.69 | |
| **Grade 5** | 47.83 | 36.36 | | 35.87 | 45.45 | | 16.30 | 18.18 | |
| **Grade 6** | 52.63 | 31.76 | | 27.37 | 44.71 | | 20.00 | 23.53 | |
| **Grade 7** | 43.84 | 41.89 | | 31.51 | 41.89 | | 24.66 | 16.22 | |
| **Grade 8** | 37.84 | 38.89 | | 29.73 | 44.44 | | 32.43 | 16.67 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 50.86 | 35.10 | | 28.98 | 45.31 | | 20.15 | 19.59 | |

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

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** |
| **Grade 3** | 57.14 | 36.90 | | 34.07 | 47.62 | | 8.79 | 15.48 | |
| **Grade 4** | 39.58 | 32.18 | | 41.67 | 43.68 | | 18.75 | 24.14 | |
| **Grade 5** | 43.48 | 32.95 | | 36.96 | 51.14 | | 19.57 | 15.91 | |
| **Grade 6** | 45.83 | 24.71 | | 37.50 | 51.76 | | 16.67 | 23.53 | |
| **Grade 7** | 36.99 | 36.49 | | 38.36 | 45.95 | | 24.66 | 17.57 | |
| **Grade 8** | 37.84 | 37.50 | | 36.49 | 41.67 | | 25.68 | 20.83 | |
| **Grade 11** | | | | | | | | | |
| **All Grades** | 43.87 | 33.27 | | 37.55 | 47.14 | | 18.58 | 19.59 | |

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** | | |
| | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** | **18-19** | **20-21** | **21-22** |
| Grade 3 | 63.74 | 25.00 | | 28.57 | 60.71 | | 7.69 | 14.29 | |
| Grade 4 | 35.42 | 26.44 | | 47.92 | 49.43 | | 16.67 | 24.14 | |
| Grade 5 | 31.52 | 28.41 | | 51.09 | 57.95 | | 17.39 | 13.64 | |
| Grade 6 | 46.88 | 22.35 | | 37.50 | 63.53 | | 15.63 | 14.12 | |
| Grade 7 | 38.36 | 33.78 | | 45.21 | 55.41 | | 16.44 | 10.81 | |
| Grade 8 | 28.38 | 33.33 | | 51.35 | 55.56 | | 20.27 | 11.11 | |
| Grade 11 | | | | | | | | | |
| **All Grades** | 41.19 | 27.96 | | 43.30 | 57.14 | | 15.52 | 14.90 | |

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

**Conclusions based on this data:**

**1.** In 18-19, about 65% of students in grades 3-8 were meeting or exceeding standards on the CAASPP.

**2.** In 20-21, about 55% of students in grades 3-8 were meeting or exceeding standards on the CAASPP.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | 10 | 6 | |
| 1 | * | * | | * | * | | * | * | | 7 | 8 | |
| 2 | * | * | | * | * | | * | * | | 9 | 6 | |
| 3 | 1493.9 | * | | 1491.0 | * | | 1496.4 | * | | 11 | 6 | |
| 4 | 1519.8 | * | | 1520.4 | * | | 1518.9 | * | | 16 | 7 | |
| 5 | * | * | | * | * | | * | * | | 10 | 9 | |
| 6 | * | * | | * | * | | * | * | | 7 | 8 | |
| 7 | * | * | | * | * | | * | * | | 9 | * | |
| 8 | * | * | | * | * | | * | * | | 9 | * | |
| All Grades | | | | | | | | | | 88 | 53 | |

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<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | 9.09 | * | | 63.64 | * | | 9.09 | * | | 18.18 | * | | 11 | * | |
| 4 | 31.25 | * | | 31.25 | * | | 25.00 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 30.68 | 33.96 | | 37.50 | 41.51 | | 23.86 | 20.75 | | 7.95 | 3.77 | | 88 | 53 | |

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.

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | 45.45 | * | | 36.36 | * | | 0.00 | * | | 18.18 | * | | 11 | * | |
| 4 | 37.50 | * | | 43.75 | * | | 6.25 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 35.23 | 45.28 | | 39.77 | 37.74 | | 19.32 | 15.09 | | 5.68 | 1.89 | | 88 | 53 | |

**Oral Language**
**Percentage of Students at Each Performance Level for All Students**

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.

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 3 | 9.09 | * | | 27.27 | * | | 45.45 | * | | 18.18 | * | | 11 | * | |
| 4 | 12.50 | * | | 25.00 | * | | 50.00 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | | * | * | |
| All Grades | 20.45 | 16.98 | | 35.23 | 47.17 | | 32.95 | 26.42 | | 11.36 | 9.43 | | 88 | 53 | |

**Written Language**
**Percentage of Students at Each Performance Level for All Students**

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.

| Grade Level | Listening Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | 27.27 | * | | 54.55 | * | | 18.18 | * | | 11 | * | |
| 4 | 43.75 | * | | 43.75 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 34.09 | 37.74 | | 56.82 | 60.38 | | 9.09 | 1.89 | | 88 | 53 | |

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.

| Grade Level | Speaking Domain — Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | 72.73 | * | | 9.09 | * | | 18.18 | * | | 11 | * | |
| 4 | 37.50 | * | | 50.00 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | |
| All Grades | 40.91 | 54.72 | | 52.27 | 39.62 | | 6.82 | 5.66 | | 88 | 53 | |

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** | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | 9.09 | * | | 54.55 | * | | 36.36 | * | | 11 | * | |
| 4 | 6.25 | * | | 75.00 | * | | 18.75 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | |
| **All Grades** | 19.32 | 22.64 | | 61.36 | 54.72 | | 19.32 | 22.64 | | 88 | 53 | |

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** | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | * | * | | * | * | | * | * | | * | * | |
| 1 | * | * | | * | * | | * | * | | * | * | |
| 2 | * | * | | * | * | | * | * | | * | * | |
| 3 | 9.09 | * | | 81.82 | * | | 9.09 | * | | 11 | * | |
| 4 | 6.25 | * | | 81.25 | * | | 12.50 | * | | 16 | * | |
| 5 | * | * | | * | * | | * | * | | * | * | |
| 6 | * | * | | * | * | | * | * | | * | * | |
| 7 | * | * | | * | * | | * | * | | * | * | |
| 8 | * | * | | * | * | | * | * | | * | * | |
| **All Grades** | 22.73 | 24.53 | | 69.32 | 67.92 | | 7.95 | 7.55 | | 88 | 53 | |

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.** In 18-19, the number of EL's testing on the ELPAC were at 88 and in 20-21 we had 53 students testing on the ELPAC.

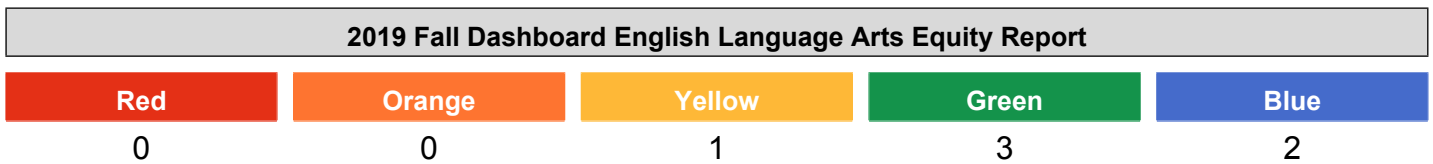# School and Student Performance Data

## 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** |
| **752** | **33.4** | **7.8** | **0.1** |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 59 | 7.8 |
| **Foster Youth** | 1 | 0.1 |
| **Homeless** | 1 | 0.1 |
| **Socioeconomically Disadvantaged** | 251 | 33.4 |
| **Students with Disabilities** | 47 | 6.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 59 | 7.8 |
| **American Indian or Alaska Native** | 2 | 0.3 |
| **Asian** | 165 | 21.9 |
| **Filipino** | 38 | 5.1 |
| **Hispanic** | 217 | 28.9 |
| **Two or More Races** | 32 | 4.3 |
| **Native Hawaiian or Pacific Islander** | 5 | 0.7 |
| **White** | 231 | 30.7 |

**Conclusions based on this data:**

**1.**

# 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**<br>Green | **Graduation Rate** | **Suspension Rate**<br>Green |
| **Mathematics**<br>Green | **Chronic Absenteeism**<br>Yellow | |
| **English Learner Progress** | | |
| **College/Career** | | |

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance
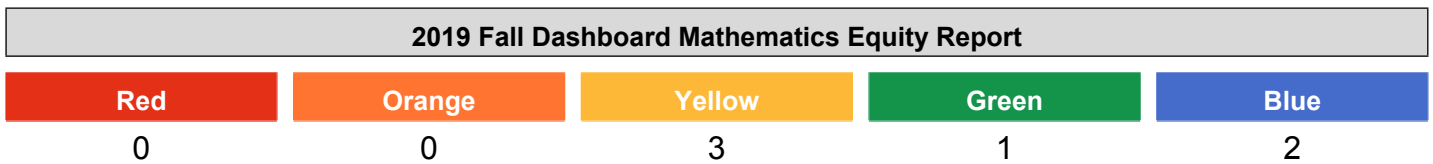## English Language Arts

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 1 | 3 | 2 |

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 | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | No Performance Color |
| 42.8 points above standard | 27.5 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++5.6 points | Increased ++14.2 points | 2 |
| 507 | 100 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | No Performance Color |
| 0 Students | 4.3 points below standard | 71.6 points below standard |
| | Maintained -2.3 points | Declined Significantly -20.7 points |
| | 156 | 36 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Green | No Performance Color | Blue | No Performance Color |
| 16 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 88.9 points above standard | 61.1 points above standard |
| Maintained ++2 points | 2 | Increased ++5.9 points | Increased Significantly ++29.6 points |
| 46 | | 114 | 25 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Blue |
| 7.8 points above standard | 12.6 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 53.4 points above standard |
| Increased ++3.7 points | Declined Significantly -17.5 points | 5 | Increased ++5 points |
| 162 | 13 | | 140 |

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** |
| 23.5 points below standard | 84.8 points above standard | 41.4 points above standard |
| Declined -8.4 points | Declined -6.2 points | Increased ++4.1 points |
| 53 | 47 | 377 |

**Conclusions based on this data:**
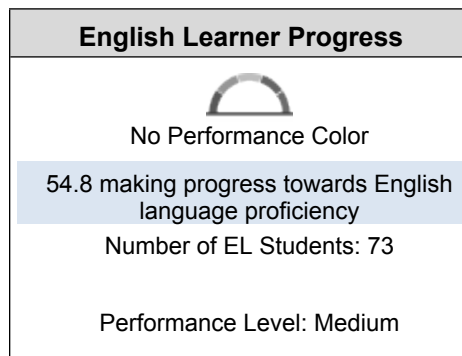
**1.**

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 3 | 1 | 2 |

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 | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | No Performance Color |
| 33.5 points above standard | 11.8 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++5.4 points | Increased ++5.7 points | |
| | | 2 |
| 507 | 100 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Yellow | No Performance Color |
| | 21.9 points below standard | 106.4 points below standard |
| | Declined -8.9 points | Declined Significantly -37.5 points |
| | 156 | 36 |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | Blue | No Performance Color |
| 8.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 98.3 points above standard | 56.7 points above standard |
| Declined -13.6 points | 2 | Increased Significantly ++17 points | Increased ++4.2 points |
| 46 | | 114 | 25 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Blue |
| 19 points below standard | 12.3 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 52.4 points above standard |
| Declined -8.7 points | Maintained -2.3 points | 5 | Increased Significantly ++17.1 points |
| 163 | 13 | | 139 |

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** |
| 41.9 points below standard | 72.1 points above standard | 32.6 points above standard |
| Declined Significantly -15.9 points | Declined Significantly -21.4 points | Increased ++3.8 points |
| 53 | 47 | 377 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
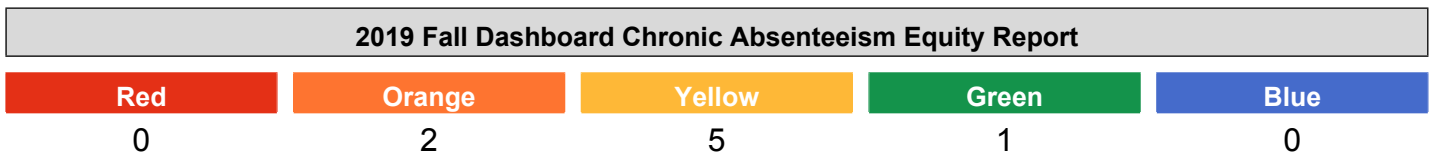## English Learner Progress

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 |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 54.8 making progress towards English language proficiency |
| Number of EL Students: 73 |
| Performance Level: Medium |

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 |
| 12.3 | 32.8 | 8.2 | 46.5 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
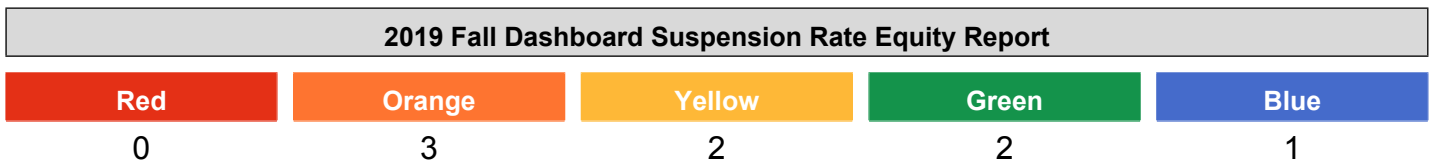## Chronic Absenteeism

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

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 2 | 5 | 1 | 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** |
| Yellow | Yellow | No Performance Color |
| 5.7 | 4.2 | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained 0 | Increased +0.7 | 3 |
| 774 | 118 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Orange | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 10.7 | 16.7 |
| 0 | Increased +1 | Increased +6.1 |
| | 253 | 66 |

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Yellow | No Performance Color | Yellow | Yellow |
| 11.4 | Less than 11 Students - Data Not Displayed for Privacy | 4 | 2.9 |
| Declined -0.7 | 5 | Increased +1 | Increased +2.9 |
| 70 | | 175 | 34 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Green | No Performance Color | No Performance Color | Yellow |
| 6.8 | 6.7 | Less than 11 Students - Data Not Displayed for Privacy | 3.7 |
| Declined -2.5 | Increased +6.7 | 6 | Increased +1 |
| 237 | 30 | | 217 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate Additional Report

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

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

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 2 | 2 | 1 |

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 | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Orange | No Performance Color |
| 2 | 3.4 | Less than 11 Students - Data Not |
| Declined Significantly -1 | Maintained -0.2 | 3 |
| 783 | 118 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| | Yellow | Green |
| | 3.5 | 3 |
| | Declined -0.9 | Declined -7.3 |
| | 259 | 67 |

## 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Green | No Performance Color | Blue | Orange |
| 1.4 | Less than 11 Students - Data 6 | 0 | 2.9 |
| Declined -5.2 | | Declined Significantly -3 | Increased +2.9 |
| 70 | | 175 | 34 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | Orange |
| 3.7 | 6.7 | Less than 11 Students - Data 6 | 1.4 |
| Declined Significantly -1.4 | Increased +6.7 | | Increased +0.9 |
| 242 | 30 | | 220 |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|---|---|---|
| | 3 | 2 |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 1:  Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

# Goal 1

Goal 1:  The percentage of K-2 students able to read at grade level will increase from the previous year.

## Identified Need

The measures used to determine if students are reading at grade level (DIBELS and CAASPP) indicate that approximately half or less of our students are reading at grade level by the end of the year in grades K-3.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percentage of grade 3 students meeting or exceeding standards CAASPP ELA | 2021 CAASPP data:<br>2022 CAASPP data:<br>Grade 3 - 57%<br>Grade 3:  59% | 2023 CAASPP:<br>Grade 3:  65% |
| Percentage of K-3 Students at or above benchmark - DIBELS | Fall 2022:<br>Kindergarten: 87% (DIBELS Spring 2022) **will assess in Winter 2023<br>Grade 1:  48%<br>Grade 2:  59%<br>Grade 3:  58% | Fall 2023:<br>Kindergarten:<br>Grade 1:  55%<br>Grade 2:  65%<br>Grade 3:  65% |
| Lexia:  Percentage of students using Lexia in grades K-3 | Fall of 2022:<br>Kindergarten - 61%<br>Grade 1 - 82%<br>Grade 2 - 47%<br>Grade 3 -  66% | Fall of 2023:<br>Kindergarten:  70%<br>1st grade:  90%<br>2nd grade:  55%<br>3rd grade:  70% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students in K-3

Strategy/Activity

1.1  All K-3 teachers will continue to provide high quality instruction that includes the five fundamental components of reading into daily lessons to help build reading skills using the Wonders curriculum.
This includes using classroom routines (Daily 5) to build in opportunities for strategic small group work and ELD time.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                   Source(s)

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students in K-3

Strategy/Activity

1.2  Teachers will utilize effective instructional practices to differentiate instruction for all reading levels.  Teachers will have the opportunity to collaborate with grade level colleagues to improve their practice and to analyze data to determine how to best support the students.  Teachers will use more inclusive literature that includes the perspectives of diverse authors/characters.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                   Source(s)

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

1st and 2nd grade students reading below grade level

Strategy/Activity

1.3  These students will receive additional small group instruction in addition to the support given during ELA time by the classroom teacher and reading intervention teacher.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                               Source(s)

**Strategy/Activity 4**
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students in K-3

Strategy/Activity

1.4  Students will use Lexia daily.  Teachers will monitor student progress and access individualized student lessons in order to provide additional literacy support at individualized levels.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                               Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It took longer to implement classroom routines returning back from a year where students were mostly on distance-learning.  For Goal #1, teachers noticed that students entered this year with more reading gaps than before.  K-3 teachers emphasized a stronger focus on the five foundational reading skills:  phonemic awareness, phonics, fluency, vocabulary, and comprehension.  The teachers continued to use the Daily 5 which fosters behaviors of independence, helps creates a classroom of highly engaged readers and writers while providing the teacher with time and structure to meet diverse student needs by implementing differentiated small groups and providing designated ELD instruction to EL's into a daily routine.  Goals #2 and #3 were a success due to teachers working in grade level teams to review their data, differentiate lesson plans, and place students in appropriate leveled groupings for Reading.  Teachers used beginning of the year DIBELS data to ensure students were placed in appropriate small groups.  First and Second grade students who were showing areas of gaps in foundational reading skills were also given additional support time through the use of our intervention teacher.  K-3 teachers worked with the intervention teacher to consistently progress monitor their students as well as review the data to ensure students were placed in appropriate flexible groupings and were moving as needed.  Goal #4 proved to be a success due to teachers incorporating Lexia into their daily routines and having a stronger understanding of the benefits of the program due to the numerous trainings offered throughout the year.  Teachers also used Lexia as an additional support to compliment classroom

literacy and provide even more individualized instruction through a menu of activities and learning games for students to work through.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During distance learning it was a challenge to provide small group instruction and effectively monitor the rest of the class. This was highly noticeable upon the return to school at the beginning of the 21-22 school year. The staff noticed students needing more review of what a structured day is and what routines are within the classrooms. Implementing the small reading groups and effectively running them took more time than expected, but teachers recognized the importance of consistently progress monitoring their students and running their small reading groups.

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.

All activities will remain the same. Teachers will use effective whole group and small group instruction in ELA using the five fundamentals of reading. Progress monitoring will occur using DIBELS. Some teachers will consistently use Lexia to monitor student progress and plan small group instruction accordingly. Meanwhile other teachers will use data from iReady diagnostic results to identify where students strengths and areas for improvement are for individual students by identifying the correct resources to best support students when planning differentiated instruction.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

# Goal 2

Goal 2. The percentage of 3rd through 8th grade students able to read and write at grade level across content areas as measured by CAASPP and MAP/iReady will increase from the previous year.

## Identified Need

In 2021, there was a decline in the percentage of students that met or exceeded standards on the CAASPP ELA.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| iReady (Reading) - the percentage of students scoring at on-grade level or above grade level on iReady | Fall 2022:<br>3rd grade:  55%<br>4th grade:  34%<br>5th grade:  52%<br>6th grade:  39%<br>7th grade:  51%<br>8th grade:  56% | Fall 2023:<br>3rd grade:  60%<br>4th grade:  40%<br>5th grade:  60%<br>6th grade:  45%<br>7th grade:  55%<br>8th grade:  60% |
| CAASPP ELA - percentage of students that met or exceeded standards | Spring 2022<br>3rd grade:  59%<br>4th grade:  72%<br>5th grade:  46%<br>6th grade:  78%<br>7th grade:  78%<br>8th grade:  53% | Spring 2023<br>3rd grade:  70%<br>4th grade:  80%<br>5th grade:  60%<br>6th grade:  85%<br>7th grade:  85%<br>8th grade:  65% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All 3rd through 8th grade students

Strategy/Activity

2.1  All 3rd-8th grade teachers will implement strategic reading routines in Language Arts, Social Science, and Science lessons to help all students improve their abilities to access expository text.

This includes a focus on reading fundamentals, close reading strategies, and some reading apprenticeship routines. Students will be provided regular opportunities to read relevant and rigorous text.  This includes an update of library materials that are more inclusive.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                            Source(s)

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All 3rd through 8th grade students

Strategy/Activity

2.2  All 3rd through 8th grade teachers will implement writing routines in Language Arts, Social Science, and Science Lessons to help all students produce clear and coherent writing that includes rich, academic vocabulary and is appropriate to task, purpose and audience.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                            Source(s)

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Students below grade level in reading in grades 3rd through 8th grades.

Strategy/Activity

2.3  Daily use of Lexia and/or iReady (3rd through 6th grades) and Study Sync intervention materials (7th and 8th grades).  3rd-6th grade teachers will also have district provided opportunities to attend virtual Lexia and iReady trainings throughout the year that will help them understand how to provide individualized instruction to those students who are performing below in grade level.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                            Source(s)

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All 3rd through 8th grade students

Strategy/Activity

2.4  Professional Development in writing across content areas will be provided to teachers - Teachers will be presented with opportunities to attend both district and county offered professional development that focus on writing strategies.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                    Source(s)

# Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

Progress has been made on the four goals through the development of key strategies and activities.  Teachers worked strategically and purposefully to provide rich, engaging reading and writing instruction to students across all content areas.  For Goal #1, teachers provided students with a variety of reading strategies that were implemented through ELA, Social Science, and Science curriculum.  The 3-5 Wonders and 6-8 StudySync curriculum also presented teachers with opportunities to incorporate Social Science and Science topics already embedded within the rigorous ELA text.  Strong strides were made in Goal #2 by classroom observations of teachers modeling different forms of writing across the curriculum.  3-8 grade teachers worked on modeling writing lessons that prepared students for more academic writing by presenting them with opportunities to respond to texts by comparing sources in order to synthesize information.  For Goal #3, 3-6 grade teachers used Lexia as an additional support for students who were performing below grade level by monitoring student progress and providing small group and individualized instruction based on the data.  7-8 grade teachers used intervention materials embedded within the StudySync curriculum to assist students who were below grade level.  These resources were scaffolded for students yet continued to provide the students opportunities to engage with the rigorous text.  Goal #4 proved to be our most challenging goal to meet due to many of the professional development opportunities being offered at times when teachers could not attend due to the limited amount of available substitutes or the trainings were offered at times when teachers were not interested in attending.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the major differences is when these goals were originally written, MAP data was consistently being used throughout our district.  We have now switched over to using iReady assessments for both Reading and Math, so this will now be our new source of data points in these two areas.  We recognize that our CAASPP scores, for the most part, have increased in many grade levels.  However, there are a few grade levels where there continues to be a decrease in scores.

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 continue with this goal implementing reading routines to help students comprehend text.  In addition, we will continue to work on improving the instructional practices in writing which includes providing feedback during the writing process and continue to write across all subject areas.  We will also spend time focusing on grade levels where we are not seeing growth by spending our grade level meetings reviewing data to inform instruction, discuss the importance of small group instruction, and comparing writing samples to create student friendly rubrics to guide student based writing.  The district has transitioned from MAP to the use of iReady assessments for ELA benchmarks and to track student progress.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 2: Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Student with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

# Goal 3

Goal 3:  The percentage of English learners reading and writing at grade level will increase from the previous year as measured by CAASPP and MAP.

## Identified Need

The achievement of our English learners has declined in both the areas of math and language arts as measured by CAASPP.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| MAP/iReady - The percentage of EL students at grade level. | Winter 2022 MAP:<br>Fall 2022 iReady:<br>40.0 %/14.0<br>27% | Fall 2023 iReady:<br>35% |
| CAASPP - Percentage of EL students meeting or exceeding standards in Math/ELA | Spring 2021 CAASPP results:<br>Spring 2022 CAASPP results:<br>ELA<br>ELA<br>3rd grade:  44 % (9 students)<br>3rd grade:  20% (5 students)<br>4th grade:  20% (10 students)<br>4th grade:  20% (5 students)<br>5th grade:  9%  (11 students)<br>5th grade:  9% (11 students)<br>6th grade:  25% (8 students)<br>6th grade:  30% (10 students)<br>7th grade:  100% (2 students)<br>7th grade:  33% (3 students)<br>8th grade:  0% (1 student)<br>8th grade:  0% (1 student)<br><br>Math<br>Math<br>3rd grade:  50 % (8 students)<br>3rd grade:  60 % (5 students) | Spring 2023 CAASPP results:<br>ELA<br>3rd grade:  25%<br>4th grade:  25%<br>5th grade:  15%<br>6th grade:  35%<br>7th grade:  40%<br>8th grade:  15%<br><br>Math:<br>3rd grade:  65%<br>4th grade:  65%<br>5th grade:  25%<br>6th grade:  35%<br>7th grade:  15%<br>8th grade:  15% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 4th grade: 33% (9 students)<br>4th grade: 60% (5 students)<br>5th grade: 10% (10 students)<br>5th grade: 18% (11 students)<br>6th grade: 14% (7 students)<br>6th grade: 27% (11 students)<br>7th grade: 100% (2 students)<br>7th grade: 0% (3 students)<br>8th grade: 0% (1 student)<br>8th grade: 0% (1 student) | |
| ELPAC - Percentage of students scoring at a level 3 or 4 | ELPAC 2021:<br>ELPAC 2022:<br>3rd grade: 34%/22%   3rd grade: 38%/13%<br>4th grade: 55%/27%   4th grade: 60%/20%<br>5th grade: 55%/18%   5th grade: 55%/27%<br>6th grade: 25%/38%   6th grade: 37%/27%<br>7th grade: 0%/100%   7th grade: 0%/67%<br>8th grade: 100%/0%   8th grade: 0%/0% | ELPAC 2023:<br>3rd grade: 43%/18%<br>4th grade: 65%/25%<br>5th grade: 60%/32%<br>6th grade: 42%/32%<br>7th grade: 15%/72%<br>8th grade: 15%/15% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.1  All teachers will provide designated and integrated ELD instruction daily. Effective instructional practices will be utilized during designated and integrated ELD time. This includes the use of the California ELD standards as a guide and district adopted ELA curriculum such as:   Wonders ELD companion workbooks.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                              Source(s)

## Strategy/Activity 2

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

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

3.2  There will be a middle school elective that has an emphasis on ELD instruction.  This will be taught by the Language Arts teacher.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                                    Source(s)

# Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

Providing effective designated ELD instruction was definitely a challenge when students were off campus during distance learning.  Due to this, Goal #1 offered many obstacles for teachers and students to overcome as we returned to campus.  We realized our teachers needed to provide EL students with ample opportunities to participate in rich, academic discourse across all subject areas throughout the day during integrated ELD times.  Students needed to listen to rich language as well as have the chance to use it by participating in different EL strategies such as:  pair share, turn and talk, heads together, and co-constructed charts and paragraphs.  Teachers had improved engagement during their designated ELD times with their students and were able to make better use of the Wonders ELD companion and the access handouts that StudySync provides for our 6-8 grade students.  Goal # 2 proved to still be a challenge for our middle school students throughout the year.  A middle school elective that has an emphasis on ELD instruction was difficult to implement.  The 7-8 grade teachers realized ELD instruction must be integrated through all subjects and a designated ELD time could take place during the ELA period or during study skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were observed with the exception that consistent designated ELD time for our EL students continues to be an area requiring improved implementation.  Teachers need to be more familiar with the different level of EL students within their classrooms and to make sure they are implementing strong EL teaching strategies like GLAD strategies across subject areas, teacher

modeling, and the use of the different ELD materials that are embedded in Wonders and StudySync.

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 continue with this goal as written.  Teachers will be able to provide more effective integrated ELD instruction during whole group instruction by utilizing strong, ELD strategies. Teachers will become more familiar with the different ELD materials in both Wonders and StudySync by incorporating more EL strategies (GLAD) during integrated ELD time and provide individualized targeted instruction to their EL students during designated ELD time.  During grade level meetings, teachers will collaborate on the progress of their EL students and make connections with them throughout the school year by frequent check-ins.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

# Goal 4

Goal 4:  The percentage of K-8th grade students meeting grade level standards in Mathematics as measured by MAP and CAASPP

## Identified Need

There was an overall decrease in the percentage of students that met or exceeded standards on the CAASPP in Math.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| MAP/iReady - Percentage of students scoring at or above the Norm Grade Level Mean RIT on the MAP in math and scoring at mid/above grade level or on grade level on iReady | Winter 2022  (MAP)<br>Fall 2022 iReady Math:<br>3rd Grade (new) - 68.1<br>3rd grade:  11%<br>4th Grade - 56.5%/73.6%<br>4th grade:  34%<br>5th Grade - 51.6/82.1<br>5th grade:  38%<br>6th Grade - 73.6/69.5<br>6th grade:  37%<br>7th Grade - 67.1/77.0<br>7th grade:  59%<br>8th Grade - 84.2/66.7<br>8th grade:  30% | Fall 2023 iReady Math:<br>3rd grade:  20%<br>4th grade:  40%<br>5th grade:  45%<br>6th grade:  45%<br>7th grade:  65%<br>8th grade:  35% |
| CAASPP -  Percentage of students meeting or exceeding standards in math. | Spring 2021 -<br>Spring 2022:<br>3rd grade - 57 %<br>3rd grade - 69 %<br>4th grade - 50 %<br>4th grade - 58 %<br>5th grade - 54 %<br>5th grade - 46 %<br>6th grade -  56 %<br>6th grade - 64 %<br>7th grade - 58 %<br>7th grade - 78 % | Spring 2023:<br>3rd grade:  75%<br>4th grade:  65%<br>5th grade:  50%<br>6th grade:  70%<br>7th grade:  85%<br>8th grade:  60% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | 8th grade - 65 %<br>8th grade - 53 % | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.1  All teachers will emphasize academic vocabulary and reading strategies for problem solving during math instruction.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                                Source(s)

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.2  All K-8th grade teachers will use effective instructional strategies to differentiate for all math levels.
This includes:
The continued use of district-adopted materials in all math classes differentiating instruction to meet the needs of individual students. (Engage NY, Number Talks, Homework Helpers)
Use of co-constructed math charts displayed around the room providing students a resource for academic vocabulary as well as math reminders to guide with independent practice.
Implementing small group instruction in the area of mathematics as needed.
Students who demonstrate mastery of grade level curriculum may qualify to take math in an above grade level setting.
Teachers will work with small groups to review the current lesson and/or math skills needed for the current lesson.
An 8th grade math support period has been developed as an elective to provide additional support to 8th grade students struggling in math.
Implement daily math lessons in which students are providing justification in problem solving and student engagement.
Teachers will utilize additional curriculum to support the needs of students in math who are above or below grade level.  This includes DreamBox, Khan Academy, and iReady.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

# Strategy/Activity 3

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.3 Teachers and administrators will continue to participate in ongoing professional development in the area of math.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

# Strategy/Activity 4

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

4.4  Grade level teachers will be provided time during grade level meetings to review math assessments/rubrics as they plan units.  The focus of DWCD is improving math instruction through the use of SVMI strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

The overall indication for the effectiveness of Goal #1 proved that during distance learning, teachers modeled how to use reading strategies to break down a math problem but inconsistent student engagement affected the implementation of these strategies.  In person learning allowed teachers to review the strategies with students on how to effectively break down math problems by providing them with a foundation of academic math vocabulary and modeling.  Goal #2 was a success in many different areas.  Teachers used district adopted curriculum and reviewed on-going data from daily exit tickets to mid-module assessments to create small groups for instruction. Students who were performing above grade level based on the MDTP or MAP scores were given the opportunity to take an advanced math course that will challenge them with above grade level curriculum.  In 7-8 grades, students who were struggling with Math were placed in a Math elective to provide them with extra support within the general Math class.   Teachers worked on implementing more problem solving strategies within their classrooms and allowed for students to have the opportunities to share the different ways they strategized to solve problems.  Through the use of Dreambox, K-6 teachers were able to provide supports to students working at their individualized levels.  Some teachers also used the "flipped classroom" method where students had the opportunities to independently pre-learn the new content and then spend class time practicing, asking questions, and doing activities with teacher support.  Goals #3 and #4 continued throughout the year with both administrators and teachers participating in on-going Math PD through a partnership with SVMI in order to focus on increasing Math scores.  During these PD's and/or grade level meetings, teachers were given different tasks to try during Math instruction and then collaborated with others on reflections and results.  Through collaboration, teachers also reviewed Eureka math assessments and planned instruction accordingly to key standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students returned to full in-person learning with gaps in foundational math skills.  Teachers found themselves having to scaffold lessons more in order to address some of these foundational skills before being able to teach the actual math lesson.  Due to not being a Title I school, we do not have the budget to timesheet teachers for after school tutoring opportunities, however several teachers opened their classrooms during lunch time or after school in order to offer additional supports to students that were in need.

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.

This goal will continue.  The  partnership with SVMI will provide more district led opportunities for grade level teachers to collaborate about best practices for math instruction.  Teachers will have opportunities to work alongside with other grade level teachers in order to strengthen math instruction through the use of different SVMI strategies by planning lessons, co-teaching, and reflecting and restructuring lessons that will best benefit our students.  This year we are no longer using MAP as an assessment and will now be using iReady.  All teachers have gone to the district provided iReady trainings and are piloting the new program within their classrooms.  Several teachers are also using the individualized instructional piece which is an adaptive program that is

helping students fill in skills that they are struggling with and also allows teachers to organize small groups for individualized instruction.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

LCAP Goal 3: All students will have a safe and supportive school environment to promote academic achievement and physical and emotional health.

# Goal 5

Goal 5: There will be an increase in student engagement and achievement for middle school students.

## Identified Need

In the analysis of Youth Truth data, there was a significant decline in positive responses in the areas of engagement, relationships, and peer collaboration from elementary to middle school.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Youth Truth Survey - Percentage of Positive Responses | February 2021. February 2022:<br><br>Student Responses<br>Student Responses:<br>Engagement<br>Engagement:<br>Elementary - 93%<br>Elementary:  94%<br>Middle School - 52%<br>Middle School:  62%<br>Relationships<br>Relationships:<br>Elementary - 88%<br>Elementary:  80%<br>Middle School - 57%<br>Middle School:  59%<br>Belonging & Peer Collaboration<br>Belonging & Peer Collaboration:<br>Elementary - 60%<br>Elementary:  52%<br>Middle School - 52%<br>Middle School:  65%<br><br>Family Responses:<br>Family Responses:<br>Engagement:  66%<br>Engagement -  68%<br>Relationships:  90% | Percentage of students and families with positive responses will increase.<br><br>Student Responses:<br>Family Responses:<br>Engagement:<br>Engagement:  70%<br>Elementary:  97%<br>Relationships:  95%<br>Middle School:  70%<br>Communication & Feedback: 85%<br>Relationships:<br>Resources:  85%<br>Elementary:  85%<br>School Safety:  75%<br>Middle School:  65%<br>Belonging & Peer Collaboration:<br>Elementary:  60%<br>Middle School:  70% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Relationships - 85%<br>Communication & Feedback: 81%<br>Communication & Feedback - 80%          Resources: 79%<br>Resources - 79%<br>School Safety:  73%<br>School Safety - 70% | |
| Percentage of Grade 7-8 students with 1 or more D/F grades - Aeries | 2020-2021<br>2021-2022:<br>7th grade<br>7th grade:<br>1st quarter - 16.0 %/24 %<br>1st quarter:  15%/7%<br>2nd quarter - 16.2 %/31 %<br>2nd quarter:  7%/8%<br>3rd quarter - 21.9 %/20 %<br>3rd quarter:  20%/7%<br>4th quarter - 17.5 %/23 %<br>4th quarter:  15%/5%<br><br>8th grade<br>8th grade:<br>1st quarter - 22.6 %/21 %<br>1st quarter:  22%/11%<br>2nd quarter - 26.6 %/22 %<br>2nd quarter:  15%/7%<br>3rd quarter - 21.3 %/18 %<br>3rd quarter:  20%/7%<br>4th quarter - 16.2 %/25 %<br>4th quarter:  16%/1% | Percentage of students with D's and F's will decrease from the previous year. (2022-2023)<br><br>7th grade:<br>8th grade:<br>1st quarter:  10%/3%<br>1st quarter:  15%/5%<br>2nd quarter:  2%/3%<br>2nd quarter:  10%/5%<br>3rd quarter:  15%/3%<br>3rd quarter:  15%/3%<br>4th quarter:  10%/3%<br>4th quarter:  10%/0% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.1  A safe and secure environment will be maintained at Brookside School by following the school wide behavior plan.
This includes the following:

Monthly flag salute serves as a school-wide celebration recognizing student success and reinforcing school spirit. Each month a student is honored that exhibits that specific character.
Expand the "Caught You Being Good" program to recognize good behavior and citizenship.
Maintain a school climate in which bullying is not tolerated (school assemblies, classroom presentation, guided restorative circles, peer mediators, mediation sessions)
Using school-based counseling services for students in need
Outsourcing with VCCS when our AST team notices a student referral needs to be made
School wide activities for Unity Day and Kindness Week are planned. This includes cross grade level activities.
Rules assemblies are held to clearly communicate behavioral expectations for K-8th grade students.
Red Ribbon Week activities are planned.
Peer Mediators are available to help their peers resolve conflict.
The Safety Officer on campus will participate in activities that build relationships with the students through classroom presentations and making connections with students and their families.
Quarterly Awards Ceremonies honoring perfect attendance, Mathletes, super readers and perseverance are scheduled.
The Reflections award ceremony recognizes the participants of the PTSA contest.
The leadership class has increased the amount of spirit days and communication with the classes about student activities.
Lunch Commissioners assist kindergarten through third grade classes during virtual lunch clubs.
Classroom meetings/circles happen weekly.
College/Career month includes classroom presentations, spirit days and culminates in a career fair that includes approximately 65 professionals who will speak with the 5th through 8th grade students.
8th graders have the opportunity to practice the interview process. In addition, professionals in the community will present in kindergarten through 4th grade classrooms.
Field Trips - each grade level will attend 1-2 academically aligned field trips to support learning.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                             Source(s)

# Strategy/Activity 2
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

K-8th grade students

Strategy/Activity

5.2  Monthly grade level student meetings will be held to communicate school wide expectations and character education.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

6-8 Grade Students

Strategy/Activity

5.3 Monthly grade level meetings will be held to communicate school wide expectations and other topics relevant to adolescence.  (avoiding social media pressures, anti-drugs, anti-bullying etc.) This will include a bimonthly advisory for students that will focus on executive functioning skills and the social emotional needs of the students.  6-8 grade students will also have frequent grade checks with teachers, school counselor, Assistant Principal, Safety Officer, or Principal.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.4  The staff will implement social emotional lessons using the In Focus curriculum. 2-3 times per week for K-6, 1-2 times per week for 7th and 8th grades.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                           Source(s)

## Strategy/Activity 5
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.5  The staff will continue the work we began last year in an equity series that included reading articles, listening to podcasts, watching documentaries and having collaborative discussions and creating an action plan to create a more inclusive environment at school.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                                    Source(s)

## Strategy/Activity 6
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

5.6 The Bobcat DEN is a deescalation space for students and staff.  It will include alternative seating, fidgets and other resources to help support students and staff with calming strategies.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                                    Source(s)

## Strategy/Activity 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

K-8 students that may require additional behavioral support.

Strategy/Activity

A team of staff members will check in with the students daily to provide encouragement at the beginning and end of the school day.  Check-in's will be documented through AERIES and staff will monitor the progress and success of the check-in's at our AST meetings.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)                                                    Source(s)

# Annual Review

**SPSA Year Reviewed: 2021-22**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

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

With the students back on site, the staff worked diligently to provide a variety of resources for the students to access as needed.  Students were exposed to the In-Focus curriculum that was either presented to them by their classroom teacher or by the school counselor.    Students reacclimated themselves to the school environment with the staff working hard to provide opportunities for daily routines, classroom meetings, and restorative practices.  Many student engaging activities were reintroduced to the students such as:  monthly flag salutes, "caught you being good" tickets, student store,  and character awards.  Different extracurricular activities were also brought back for students to participate in person such as:  Science Olympiad, Reflections, and the Pokemon Club. 7-8 grade students were able to participate in intramural sports during lunch times which were organized by  Leadership.  These were student organized tournaments that were ran mostly by Leadership and a teacher was there to supervise.  This helped boost 7-8 grade engagement and also encouraged students to work together as teams.  All of these opportunities encouraged student morale and engagement throughout the year.  School wide activities such as Red Ribbon Week, Unity Day and Kindness Week were also provided to encourage a safe and supportive school environment.   The communication between the school and families increased dramatically with the use of ParentSquare by the individual classroom teachers, school Principal, and the District Office.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Struggles with students coming back to a school environment presented the staff with different challenges.  Students returned with more mental health concerns and we saw our school counselor being accessed more than in the past.  There was a higher need to use VCCS for outsourced therapy for several students.  Students had a higher need for social emotional learning and the implementation of the In-Focus curriculum helped to address some of their needs however the staff noticed students needing to be resocialized with their peers.  Students were no longer familiar with many of the strategies they had used in the past such as: Kelso's choices, Komochi Feelings, or restorative practices.  This caused behaviors to escalate when students were in more unstructured environments like recess and lunch times.  The use of the Bobcat Den was implemented yet the site struggled to keep a permanent person in this position for it to be used effectively.  Monthly grade level meetings attended by the school Principal and/or Assistant Principal are important to continue in order for students to be familiar with the consistent, school-wide expectations.

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

This goal will remain the same.  Many teachers are excited to continue using the In-Focus curriculum to incorporate social emotional learning lessons throughout the year and also reinforce strategies that can be embedded into restorative circles.  Our school is thrilled to continue with all of our incentive programs, extracurricular activities, flag salutes and character traits throughout the year.  There was a definite boost in many of the areas of the Youth Truth survey and feel confident

the percentages will continue to increase now that many of our activities can return to normal for the upcoming school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

<br>

# Goal 8

<br>

## Identified Need

<br>

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Carryover Funds | |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $ |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $

# 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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

| Name of Members | Role |
|---|---|
| Jennifer Irwin | Principal |
| Isabel Lopez | Other School Staff |
| Julie Glennon | Classroom Teacher |
| Amy Tenaza | Classroom Teacher |
| Indu Menon | Parent or Community Member |
| Jeanne Guillory | Parent or Community Member |
| Heather Crum | Parent or Community Member |
| Samuel Cheun | 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 |
|---|---|
|  | State Compensatory Education Advisory Committee |
|  | 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 October 12, 2022.

Attested:

| | |
|---|---|
|  | Principal, Jennifer Irwin on 10/12/2022 |
|  | SSC Chairperson, Indu Menon on 10/12/2022 |

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## 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 make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

# 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.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

# Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

# 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. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## 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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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 children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      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.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. 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).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. 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).

F. 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

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. 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.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019