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
Mable Barron Elementary School	39685696095210	10/11/2022	

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

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.

Goal 1: (English Language Arts) All students will show growth towards meeting or exceeding ELA standards. The actions and services in Goal 1 are focused on providing all students with foundational skills by strengthening instructional strategies within the core curriculum and professional learning. We will also continue to provide interventions for students who need extra time and support.

Goal 2: (Math) All students will show growth towards meeting or exceeding grade level standards in Mathematics. The actions and services in Goal 2 are focused on fluency and essential standards, with an emphasis on the data collection and analysis process and interventions for those who may need extra time and support. Professional learning will be included to strengthen and continuously develop instructional strategies.

Goal 3: Mable Barron will create equitable experiences to meet the needs of all students, and to provide a learning environment that is supportive, positive, and where all students and their families feel a sense of community. The actions in Goal 3 primarily focus on our continued work of having an environment where students feel safe and making sure our data in regard to chronic absenteeism and suspension rates reflect this.

Goal 4: Mable Barron will provide increased opportunities for engagement and participation of parents and families.

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).

Mable Barron conducts a parent survey at the end of each school year to determine strengths and areas of need.
A bullying survey is administered to the students each year to determine strengths and areas of need.

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

Classrooms are observed with regularity (as spelled out in LUTA contract) by site administration and colleagues/teaching peers
Peer observations are designed to enhance staff communication and to proliferate best practices
Administrative observations are designed to enhance staff communication and to proliferate best practices, and to determine areas of emphasis/need of staff members

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)

Administer curricular assessments (i.e. Wonders) to inform/drive instruction
Conduct ongoing progress monitoring in grades K-1 (DIBELS), 2-6 (I-Ready)
Administer CAASPP interim assessments in grades 3-8
Utilize small group instruction during ELA block based on skill level
Introduce and implement Daily 5 instructional strategies in grades K-3
Utilize Illuminate data storage and assessment administration system
ELD instruction in all grades
ELD elective in grades 7/8 for EL students bases on ELPAC scores

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

Conduct initial and ongoing progress monitoring in grades K-3 (DIBELS)
Provide Title 1 small group support for students scoring Intensive on DIBELS
Provide small group intervention within Tiers1 and 2
Train staff on use on assessment administration system

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

87% of our teachers are highly qualified, while 13% are intern teachers.

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

Ongoing district-provided/endorsed PD in ELA (SJCOE) and math (SVMI)

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

Ongoing district-provided/endorsed PD in ELA (SJCOE) and math (SVMI)

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

Ongoing district-provided/endorsed PD in ELA (SJCOE) and math (SVMI)
Continue foundational literacy PD in primary grades
Intervention personnel supports ELA in grades 1-5
Provide ELD professional development in grades K-8 (SJCOE)

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

Weekly staff collaboration built into district contract and site schedule
Weekly Daily 5 collaboration time for grades K-3 (built into site schedule)

Teaching and Learning

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

All curriculum is CDE/state-standards approved.

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

120 minutes of ELA per day grades K-6
75 minutes of math per day grades K-6
56 minutes of ELA and math per day in grades 7/8 (112 minutes for remedial ELA)

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

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

Standards-based instructional materials have been made available to all student groups.

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

Opportunity and Equal Educational Access

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

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula
Use curricular assessments to guide instruction
Utilize small group instruction during ELA block based on skill level
Provide ongoing professional development in ELA curriculum and instructional strategies
Continue foundational literacy PD in primary grades
Provide ELD professional development in grades K-8 (SJCOE)
Conduct ongoing progress monitoring in grades K-3 (Amplify)
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady
Continue use of Illuminate data storage and assessment administration system
Continue to embed ELD practices into daily master schedule in all grades
ELD elective course in grades 7/8
Provide after-school support in multiple grades (3-5 grade tutoring, 3-5 grade homework club, 7/8 ELA homework club - all based on availability of tutors and high school volunteers)

Evidence-based educational practices to raise student achievement

Parental Engagement

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

Focus Center outreach: Focus Center leader in conjunction with district's Community Liaison personnel, will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism.

Positive Behavior Intervention & Support (PBIS) program support: Mable Barron will continue the implementation of the Pioneer PBIS/Pioneer Prop system. The purpose of the Prop system, which has been in place for the past three years, is to explicitly teach students expected behaviors and positively reinforce them in order to generate observable and consistent positive behavior patterns (The Mable Barron Way = Try until we succeed, own our own actions, do the right thing even when no one is looking). Teachers will collaborate after-school to develop practices that embed the Mable Barron Way throughout campus routines. Mable Barron School also acknowledges students who exhibit monthly focused character traits. Parents are educated on these character traits and provided resources to use at home (i.e., video and articles) to assist them in teaching students character traits.

Counselor and Focus Center Fridays with middle schoolers: Our counselor and Focus Center leader meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates need for additional support.

Career Day: site counselor hosts Career Day for all students in grades 4-8. The purpose of Career day is to a) teach students value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future.

In order to address chronic absenteeism, a) during the spring of 2020, Student Attendance Review Team (SART) meetings have been held with families whose child/children have demonstrated truancy patterns, b) in the fall of 2020 principal, assistant principal and school safety officer visited homes of chronically truant student to provide school supplies and assistance in navigating transportation and child nutrition services, and c) principal and security officer will conduct home visits to students/families who are chronically truant to transport them to school (as needed). This practice will continue in the 2022-2023 school year.
The principal, AP, attendance clerk, counselor and Focus Center leader have identified chronically absent students and the Focus Center lead and counselor conduct regular and ongoing meetings with them to check on their grades, behavior and attendance.

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)

School Site Council and English Learner Advisory Committee meet regularly where the goal is to seek parental/community and staff input.

Funding

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

Counselor and Focus Center Fridays with middle schoolers: Our counselor meets regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates need for additional support.

Fiscal support (EPC)

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

Mable Barron consulted with 1) School Site Council, which represents staff, parents, and community members 2) English Learner Advisory Committee (which represents parents of English Learners when reviewing, developing, and eventually recommending our SPSA for approval. This was done at monthly SSC and ELAC meetings.
We invite parents, teachers and community members to become involved with/members of School Site Council by announcing nominations school-wide via Parent Square.
Meetings are open to the public and agendas are publicly posted per district and state guidelines.

Resource Inequities

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

Mable Barron has identified the following resource inequities that impacted the school last academic year:

In 2021 and 2022, we have continued to struggle to build consistency in access to highly qualified teachers in grades 3 through 8. The effects of substitute teachers in long term positions at these grade levels has affected the same cohort of students across multiple years.
Grades 4 - 6 are also heavily impacted by pull out programs for special education, intervention, and enrichment (performance music). This affects the total number of instructional minutes and affects consistency within the instructional day.
Grades 7 - 8 students have limited access to elective courses due to a six period day.

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	0.28%	0.3%	%	2	2	
African American	11.94%	12.4%	12.4%	86	83	82
Asian	3.75%	4.9%	5.14%	27	33	34
Filipino	3.06%	3.3%	2.72%	22	22	18
Hispanic/Latino	50%	49.6%	53.02%	360	331	351
Pacific Islander	0.42%	0.3%	0.15%	3	2	1
White	24.31%	22.0%	19.34%	175	147	128
Multiple/No Response	6.25%	7.2%	6.95%	45	48	46
			Total Enrollment	720	668	662

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	87	73	74
Grade 1	86	67	71
Grade 2	79	74	72
Grade3	75	73	68
Grade 4	91	76	88
Grade 5	95	87	83
Grade 6	91	95	89
Grade 7	70	50	69
Grade 8	46	73	48
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	720	668	662

Student Enrollment by Grade Level

Conclusions based on this data:

1. The percentage of our African-American student population has remained consistent, from 2020-21 to 2021-22. It continues to be our third largest student group, comprising 12.4% of our our student body.

2. The percentage of our Hispanic/Latino student population has slightly increased, up 3%. It continues to be our largest student group, comprising 53% of our student body.

3. The percentage of our White student population is decreasing, down 2%. It continues to be our second largest student group, comprising 19% of our student body.

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	84	67	71	11.7%	10.00%	10.7%
Fluent English Proficient (FEP)	48	41	50	6.7%	6.10%	7.6%
Reclassified Fluent English Proficient	12	6	37	11.9%	0.90%	52%

Conclusions based on this data:

1. We have a significant population of students who are English Learners, representing roughly one of every ten students at our school (10%).

2. The percentage of our student population who are English Learners has slightly increased within the last year.

3. The percentage of our student population who have been reclassified as being Fluent English Proficient increased significantly from 20-21 to 21-22.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	73	75	73	70	72	72	70	72	72	95.9	96.0	98,6
Grade 4	93	76	90	93	75	89	93	75	89	100	98.7	98.8
Grade 5	87	90	89	86	84	87	86	83	87	98.9	93.3	97.7
Grade 6	93	98	89	93	85	82	93	84	82	100	86.7	92
Grade 7	51	49	72	49	37	71	49	36	71	96.1	75.5	98.6
Grade 8	75	73	51	74	63	48	74	62	48	98.7	86.3	94.1
Grade 11												
All Grades	472	461	464	465	416	449	465	412	449	98.5	90.2	96.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2424.	2372.	2407.	17.14	18.06	15.28	32.86	9.72	26.39	31.43	23.61	30.56	18.57	48.61	27.78
Grade 4	2468.	2411.	2441	30.11	5.33	19.10	23.66	18.67	19.10	18.28	32.00	20.22	27.96	44.00	41.57
Grade 5	2497.	2469.	2480.	15.12	13.25	11.49	36.05	20.48	22.99	24.42	31.33	35.63	24.42	34.94	29.89
Grade 6	2546.	2512.	2518.	19.35	8.33	15.85	40.86	38.10	32.93	24.73	29.76	28.05	15.05	23.81	23.17
Grade 7	2504.	2461.	2530.	6.12	0.00	5.63	30.61	16.67	36.62	24.49	27.78	30.99	38.78	55.56	26.76
Grade 8	2520.	2503.	2485.	4.05	3.23	0.00	27.03	22.58	16.67	36.49	35.48	35.42	32.43	38.71	47.92
Grade 11															
All Grades	N/A	N/A	N/A	16.56	8.98	12.25	32.04	21.84	26.06	26.24	30.10	29.62	25.16	39.08	32.07

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

Reading Demonstrating understanding of literary and non-fictional texts									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.57	12.68	18.06	54.29	47.89	56.94	27.14	39.44	25
Grade 4	23.66	6.67	14.61	51.61	65.33	69.66	24.73	28.00	15.73
Grade 5	23.26	6.02	11.49	47.67	68.67	71.26	29.07	25.30	17.24
Grade 6	17.20	4.76	20.73	61.29	66.67	53.66	21.51	28.57	25.61
Grade 7	10.20	2.86	16.9	42.86	57.14	61.97	46.94	40.00	21.13
Grade 8	8.11	3.23	4.17	48.65	58.06	45.83	43.24	38.71	50
Grade 11									
All Grades	17.63	6.34	14.92	51.83	61.46	61.25	30.54	32.20	23.83

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

Writing Producing clear and purposeful writing									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.86	11.59	7.04	62.86	43.48	54.93	24.29	44.93	38.03
Grade 4	27.96	4.11	10.47	46.24	56.16	54.65	25.81	39.73	34.88
Grade 5	26.74	20.48	16.09	48.84	39.76	51.72	24.42	39.76	32.18
Grade 6	20.43	15.48	13.41	66.67	57.14	57.32	12.90	27.38	29.27
Grade 7	10.20	2.86	15.49	55.10	37.14	53.52	34.69	60.00	30.99
Grade 8	12.16	8.06	2.08	51.35	53.23	56.25	36.49	38.71	41.67
Grade 11									
All Grades	19.57	11.58	11.46	55.05	48.77	54.61	25.38	39.66	33.93

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

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	24.29	7.04	12.5	61.43	60.56	83.33	14.29	32.39	4.17
Grade 4	20.43	8.00	8.99	62.37	76.00	70.79	17.20	16.00	20.22
Grade 5	10.47	9.64	16.09	77.91	67.47	77.01	11.63	22.89	6.9
Grade 6	16.13	11.90	13.41	72.04	73.81	78.05	11.83	14.29	8.54
Grade 7	6.12	5.71	11.27	65.31	65.71	77.46	28.57	28.57	11.27
Grade 8	4.05	9.68	8.33	72.97	72.58	62.5	22.97	17.74	29.17
Grade 11									
All Grades	14.19	9.02	12.03	69.03	69.76	75.5	16.77	21.22	12.47

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	20.00	9.72	11.11	62.86	58.33	69.44	17.14	31.94	19.44
Grade 4	23.66	5.33	12.36	49.46	73.33	66.29	26.88	21.33	21.35
Grade 5	19.77	14.46	9.2	62.79	63.86	66.67	17.44	21.69	24.14
Grade 6	38.71	17.86	10.98	47.31	69.05	74.39	13.98	13.10	14.63
Grade 7	14.29	8.33	8.45	44.90	55.56	70.42	40.82	36.11	21.13
Grade 8	10.81	9.68	2.08	54.05	51.61	60.42	35.14	38.71	37.5
Grade 11									
All Grades	22.37	11.41	9.58	53.76	63.11	68.37	23.87	25.49	22.05

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. The percentage of students who met or exceeded standards increased when looking at the percentage for all grades combined.

2. The percentage of students who exceeded standards in reading and listening increased, while scores in writing decreased slightly.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	73	75	73	70	72	70	70	72	70	95.9	96.0	95.8
Grade 4	93	76	90	93	75	89	93	75	89	100	98.7	98.8
Grade 5	87	90	89	85	83	87	85	83	87	97.7	92.2	97.7
Grade 6	93	98	89	93	84	83	93	83	83	100	85.7	97.2
Grade 7	51	49	72	50	37	70	49	35	70	98	75.5	97.2
Grade 8	75	73	51	74	59	48	74	59	47	98.7	80.8	94
Grade 11												
All Grades	472	461	464	465	410	447	464	407	446	98.5	88.9	96.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

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

Overall Achievement for All Students																
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2428.	2393.	2414.	21.43	9.72	7.14	28.57	20.83	35.71	20.00	30.56	31.43	30.00	38.89	25.71
Grade 4	2476.	2419.	2435.	17.20	2.67	13.48	31.18	13.33	15.73	34.41	34.67	35.96	17.20	49.33	34.83
Grade 5	2494.	2454.	2464.	16.47	10.84	6.90	21.18	10.84	18.39	30.59	28.92	26.44	31.76	49.40	48.28
Grade 6	2524.	2499.	2489.	18.28	7.23	9.64	24.73	27.71	15.66	33.33	26.51	31.33	23.66	38.55	43.37
Grade 7	2508.	2451.	2477.	10.20	5.71	4.29	16.33	5.71	11.43	38.78	25.71	31.43	34.69	62.86	52.86
Grade 8	2491.	2485.	2434.	4.05	6.78	0.00	8.11	10.17	4.26	36.49	27.12	19.15	51.35	55.93	76.60
Grade 11															
All Grades	N/A	N/A	N/A	15.09	7.37	7.62	22.41	15.97	17.49	32.11	29.24	30.04	30.39	47.42	44.84

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	34.29	12.50	10.00	32.86	45.83	68.57	32.86	41.67	21.43
Grade 4	31.18	5.33	15.73	30.11	42.67	47.19	38.71	52.00	37.08
Grade 5	22.35	6.02	10.34	30.59	34.94	40.23	47.06	59.04	49.43
Grade 6	21.51	8.54	13.25	41.94	48.78	40.96	36.56	42.68	45.78
Grade 7	10.20	5.71	5.71	38.78	31.43	40.00	51.02	62.86	54.29
Grade 8	5.41	5.08	0.00	40.54	44.07	29.79	54.05	50.85	70.21
Grade 11									
All Grades	21.77	7.39	10.09	35.56	42.12	45.07	42.67	50.49	44.84

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	22.86	5.56	17.14	57.14	55.56	52.86	20.00	38.89	30.00
Grade 4	31.18	5.33	10.11	41.94	50.67	51.69	26.88	44.00	38.20
Grade 5	15.29	10.84	6.90	52.94	48.19	50.57	31.76	40.96	42.53
Grade 6	19.35	10.84	9.64	50.54	56.63	55.42	30.11	32.53	34.94
Grade 7	10.20	2.86	2.86	53.06	60.00	60.00	36.73	37.14	37.14
Grade 8	5.41	8.47	2.13	44.59	49.15	51.06	50.00	42.37	46.81
Grade 11									
All Grades	18.32	7.86	8.52	49.57	52.83	53.59	32.11	39.31	37.89

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	% Above Standard			% At or Near Standard			% Below Standard		
Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.43	15.28	15.71	57.14	65.28	`62.86	21.43	19.44	21.43
Grade 4	26.88	5.33	9.20	47.31	48.00	65.52	25.81	46.67	25.29
Grade 5	15.29	8.43	7.23	51.76	63.86	60.24	32.94	27.71	32.53
Grade 6	22.58	10.84	7.14	54.84	66.27	58.57	22.58	22.89	34.94
Grade 7	10.20	2.86	2.86	55.10	57.14	60.00	34.69	40.00	34.14
Grade 8	4.05	5.08	2.13	52.70	66.10	51.06	43.24	28.81	46.81
Grade 11									
All Grades	17.67	8.60	8.52	52.80	61.43	53.59	29.53	29.98	37.89

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. The percentage of students who met or exceeded standards increased sightly when looking at the percentage for all grades combined.

2. The percentage of students who met or exceeded standards in Concepts and Procedures, and Problem Solving and Data Analysis increased while scores in the Communicating Reasoning declined.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	*		*	*		*	*		8	10	
1	1453.2	*		1464.4	*		1441.5	*		11	8	
2	*	*		*	*		*	*		6	8	
3	*	*		*	*		*	*		6	8	
4	1517.7	*		1509.3	*		1525.4	*		15	5	
5	1540.4	*		1540.1	*		1540.2	*		13	7	
6	*	*		*	*		*	*		9	10	
7	*	*		*	*		*	*		6	8	
8	1572.9	*		1553.4	*		1592.0	*		16	6	
All Grades										90	70	

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

	Overall Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	9.09	*		36.36	*		36.36	*		18.18	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	33.33	*		26.67	*		33.33	*		6.67	*		15	*	
5	38.46	*		46.15	*		15.38	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	43.75	*		25.00	*		25.00	*		6.25	*		16	*	
All Grades	26.67	18.57		38.89	44.29		24.44	28.57		10.00	8.57		90	70	

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

	Oral Language Percentage of Students at Each Performance Level for All Students																
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	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	27.27	*		36.36	*		18.18	*		18.18	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	33.33	*		46.67	*		13.33	*		6.67	*		15	*	
5	53.85	*		46.15	*		0.00	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	37.50	*		25.00	*		25.00	*		12.50	*		16	*	
All Grades	35.56	20.00		38.89	57.14		15.56	18.57		10.00	4.29		90	70	

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

	Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	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	9.09	*		18.18	*		54.55	*		18.18	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	33.33	*		13.33	*		26.67	*		26.67	*		15	*	
5	0.00	*		30.77	*		69.23	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	50.00	*		18.75	*		25.00	*		6.25	*		16	*	
All Grades	20.00	12.86		27.78	27.14		41.11	40.00		11.11	20.00		90	70	

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	45.45	*		45.45	*		9.09	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	33.33	*		53.33	*		13.33	*		15	*	
5	7.69	*		92.31	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	18.75	*		56.25	*		25.00	*		16	*	
All Grades	27.78	27.14		60.00	64.29		12.22	8.57		90	70	

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	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	27.27	*		54.55	*		18.18	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	46.67	*		46.67	*		6.67	*		15	*	
5	84.62	*		15.38	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	37.50	*		62.50	*		0.00	*		16	*	
All Grades	41.11	31.43		48.89	62.86		10.00	5.71		90	70	

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	18.18	*		36.36	*		45.45	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	26.67	*		46.67	*		26.67	*		15	*	
5	15.38	*		84.62	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	56.25	*		18.75	*		25.00	*		16	*	
All Grades	24.44	17.14		48.89	54.29		26.67	28.57		90	70	

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	0.00	*		81.82	*		18.18	*		11	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	13.33	*		73.33	*		13.33	*		15	*	
5	7.69	*		92.31	*		0.00	*		13	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	6.25	*		93.75	*		0.00	*		16	*	
All Grades	12.22	18.57		80.00	68.57		7.78	12.86		90	70	

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. Though the data in this section is scarce, the numbers present indicate that the students are faring well on the speaking component.

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**
668	**56.1**	**10.0**	**1.0**
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	67	10.0
Foster Youth	7	1.0
Homeless	8	1.2
Socioeconomically Disadvantaged	375	56.1
Students with Disabilities	91	13.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	83	12.4
American Indian or Alaska Native	2	0.3
Asian	33	4.9
Filipino	22	3.3
Hispanic	331	49.6
Two or More Races	48	7.2
Native Hawaiian or Pacific Islander	2	0.3
White	147	22.0

Conclusions based on this data:

1. Socioeconomically disadvantaged students make up 60.1 percent of the student population which equates to over half of the student body.

2. Students with Disabilities make up 15 percent of the student population, which means that roughly 1 in every 6 students are in this subgroup.

3. English learners make up 11.7 percent of the student population making it the third largest subgroup.

School and Student Performance Data
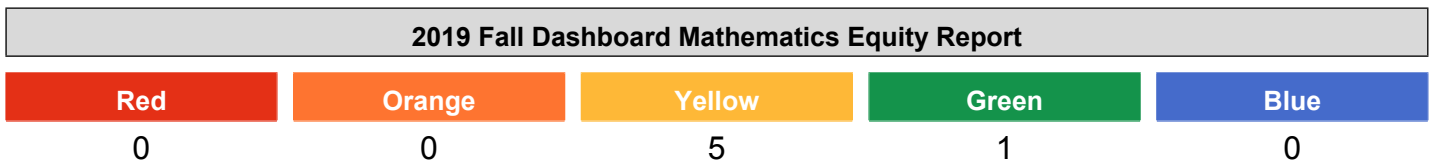
Overall Performance

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 Orange	**Graduation Rate**	**Suspension Rate** Yellow
Mathematics Yellow	**Chronic Absenteeism** Orange	
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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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**
Orange	Yellow	No Performance Color
9.8 points below standard	25.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.6 points	Increased Significantly ++17.2 points	2
440	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	25.5 points below standard	72.8 points below standard
5	Maintained ++0.7 points	Increased ++4.7 points
	282	74

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
41.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	24.1 points above standard	34.3 points above standard
Increased ++3.2 points	3	Declined -4.2 points	Declined -9.2 points
52		17	15

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
18.1 points below standard	13.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	11.4 points above standard
Increased ++8 points	Increased Significantly ++17.1 points	2	Maintained -1.3 points
223	18		110

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
48.8 points below standard	49.4 points above standard	8.4 points below standard
Maintained ++1.8 points	19	Maintained ++0.6 points
62		341

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	5	1	0

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**
Yellow	Yellow	No Performance Color
33.6 points below standard	54.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.5 points	Increased ++9.6 points	
		2
439	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	45.4 points below standard	93.2 points below standard
	Increased ++7.7 points	Increased ++7.3 points
5		
	281	73

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
62.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	15.1 points above standard	4.5 points above standard
Increased ++12.5 points		Increased ++4.2 points	Declined Significantly -19 points
51	3	17	15

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
46.5 points below standard	38.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	6.4 points below standard
Increased ++4.7 points	Increased Significantly ++18.6 points		Increased ++11.1 points
223	18	2	110

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**
74.9 points below standard	12.7 points above standard	30.9 points below standard
Declined -7.2 points	19	Increased ++5.4 points
62		340

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
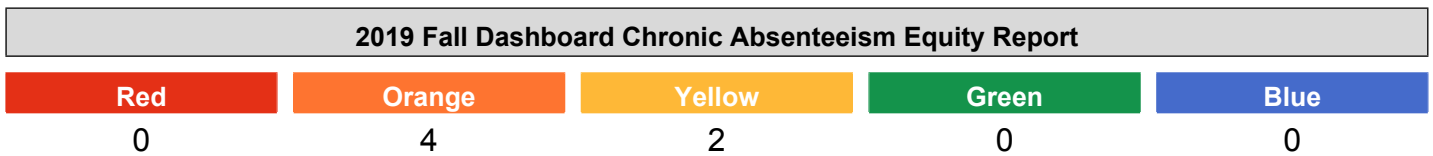## English Learner Progress

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
49.4 making progress towards English language proficiency
Number of EL Students: 81
Performance Level: Medium
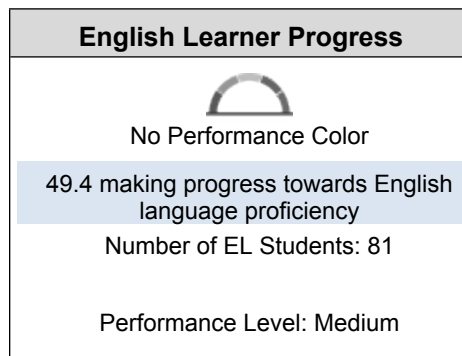
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
25.9	24.6	9.8	39.5

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
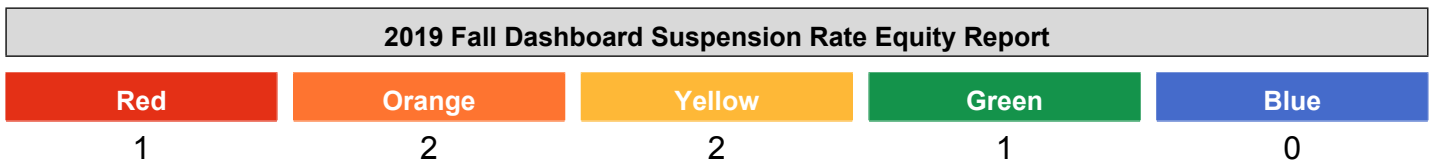## Chronic Absenteeism

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	2	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.8	10.2	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.5	Increased +1.9	10
755	108	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.7	16.3
10	Increased +2.2	Increased +1.2
	485	135

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	No Performance Color	No Performance Color
19.3	Less than 11 Students - Data Not Displayed for Privacy	10.7	9.1
Declined -6	4	Increased +10.7	Increased +1.4
109		28	22

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
13.4	5.7	Less than 11 Students - Data Not Displayed for Privacy	5
Increased +2	Increased +1.9	3	Increased +1.1
373	35		181

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	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	1	0

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
Yellow	Green	No Performance Color
4.4	2.8	0
Declined Significantly -1.2	Declined -3.8	12
766	108	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not	6.1	7.4
10	Declined -0.8	Declined -4.2
	492	136

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
10.6	Less than 11 Students - Data 4	0	4.3
Maintained 0		Declined -3.7	Increased +4.3
113		28	23

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
3.7	0	Less than 11 Students - Data 3	3.3
Declined Significantly -2	Declined -3.8		Declined Significantly -1
376	35		184

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	5.6	4.4

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: LUSD will promote student achievement through effective implementation of state standards and innovative instructional practices.

Goal 1

Goal 1: All students will show growth towards meeting or exceeding standards in ELA.

Identified Need

CAASPP scores for students in grades 3-8 showed a decline and the need to focus on academic performance for all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percentage of Grade 3-8 Students Meeting or Exceeding Standards	Grade 3 - 43% Grade 4 - 29% Grade 5 - 25% Grade 6 - 25% Grade 7 - 15.72 Grade 8 - 4% 2022	Grade 3 - 60% Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60% 2023
Percentage of Grades 2-8 students Proficient/Above iReady ELA (Data reflects the number of students who were actually assessed, not total number of students enrolled in each grade level in the average, high average, and high percentage ranges.)	Grade 2 - 17% Grade 3 - 33% Grade 4 - 22% Grade 5 - 32% Grade 6 - 39% Grade 7 - 39% Grade 8 - 30% Fall 2022 iReady	Grade 2 - 60% Grade 3 - 60% Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60% Winter 2023
ELPAC - Percentage of students in grades K-8 earning a score of a 4	Grade K - 20 % (10 students) Grade 1 - 0% (6 student) Grade 2 - 8% (12 students) Grade 3 - 0% (7 students) Grade 4 - 12% (8 students) Grade 5 - 50% (6 students) Grade 6 - 20% (5 students) Grade 7 - 14% (7 students) Grade 8 - 0% (3 students)	ELs Earning a 4 on ELPAC - 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10 (or 15%) of students out of 64 scored an overall score of 4 Spring 2022 ELPAC	

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

1.1 Continue implementation of Wonders (K-5) and Study Sync (6-8) curricula. Utilize technology to enhance ELA experience (Wonders online resources, Study Sync online resources, Lexia, Renaissance Place, etc.). Utilize small group instruction during ELA block based on skill level. Administer CAASPP interim assessments in grades 3-8. Purchase supplemental materials and supplies to engage students in ELA in grades TK-8. Provide updated reading materials for students for practice at their instructional levels, and literacy based activities that can be done remotely such as literature circles for comprehension and repeated reading for fluency practice (novels, Readers Theater, etc.)

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)
7,000.00	Title I Part A: Allocation

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

1.2 Provide ongoing professional development (through in-person, webinars, articles, and book studies) in ELA curriculum and instructional strategies. Provide professional development that will enhance teachers' ability to produce and execute effective lesson plans, monitor student progress, and establish and maintain positive relationships with students and their families. Provide time for academic and goal-setting conferencing.

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)
10,000.00	Title I Part A: Allocation

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

Students reading below grade level

Strategy/Activity

1.3 Provide Tier 2 and Tier 3 intervention support, small group support for students identified as needing intensive support to offset potential expansion of learning gaps exacerbated by distance learning. Conduct ongoing progress monitoring using iReady, DIBELS, Lexia, and other measures. Provide primary language support and intervention support using supplemental materials and corresponding materials in native language as needed. Interventions and support will be provided by Title I teacher, Intervention teacher, and Classroom 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)
43,462	Title I Part A: Allocation
38,301	Title I Part A: Allocation

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

Update classroom libraries with literature that meets student's interests and reading 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)
3,500	Title I Part A: Allocation

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

EL Students

Strategy/Activity

Continue to embed ELD practices into daily master schedule in all grades and provide tutoring catered to students 'specific needs surrounding ELD standards (as analyzed on iReady and other classroom assessments), as well as, purchase supplemental instructional materials to support language acquisition.

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)
20,000	Title I Part A: Allocation

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

Use common formative assessments (CFA) to monitor progress on standards throughout the year. CFAs will be determined, analyzing the effectiveness of the assessments to show what students know and are able to do. Standards will drive instruction and common formative assessments throughout the year. Teachers will use collaboration time to determine assessments, analyze grade level data, focusing on at-risk student populations, and present to Academic Study Team once monthly.   Teachers will evaluate progress towards team and individual SMART goals established throughout the year. Additional time outside of the regular school day will be provided to collaborate and monitor progress through a professional learning community (PLC) process. Teachers will participate in district and other staff development opportunities to support their PLC work. (i.e. SVMI, Lexia, Dreambox, iReady, etc.)

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)

All Students

Strategy/Activity

Supplemental resources and materials to supplement core learning to be purchased throughout the year based on needs assessment. Renew technological applications such as, Vocabulary A-Z, Spelling A-Z, and Renaissance Place (AR) to support reading comprehension and motivation.

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)
3,000	Title I Part A: Allocation

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an emphasis on English Learners

Strategy/Activity

Provide enrichment opportunities surrounding English Language Development.

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 implementation of the strategies and activities of the 2021-22 school year were impacted by the excessive amount of COVID-related absences. Most students returned fully to in-person learning while others received instruction via independent study. Students in grades 5-8 realized an increase in Reading and Language Arts school based assessment while students in grade 4 realized a slight decrease. CAASPP data declined significantly across all grade level when comparing the last reported date from 2018-19 to 2021-22.

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

Professional development opportunities were mostly offered through the district. COVID related absences and teacher substitute shortage deterred site-level funded professional development. Site-level funded professional development will be offered in the 2022-23 school year.

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.

A defined tutoring program has been added to activity 5 to further meet the needs of students who will benefit from additional support surrounding Reading and Language Arts proficiency as catered to their specific needs.

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

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 2

Goal 2: All students will show growth towards meeting or exceeding standards in Mathematics

Identified Need

CAASPP scores from the following student groups indicate lower performance levels than other student groups: African-American students, socio-economically disadvantaged students, students with disabilities, Hispanic students, English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - Percentage of Grade 3-8 students meeting or exceeding standards. (Unavailable by Demographic groups)	Grade 3 - 43% Grade 4 - 29% Grade 5 - 24% Grade 6 - 25% Grade 7 - 15% Grade 8 - 4% 2022	Grade 3 -60% Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60% 2023
Percentage of Grade 4-8 students Proficient/Above iReady Math (Percentages reflect the number of students who were actually assessed, not enrolled and scored in the average, High Average, and High ranges)	Grade 2 - 5% Grade 3 - 3% Grade 4 - 12% Grade 5 - 17% Grade 6 - 15% Grade 7 - 13% Grade 8 - 9% Fall 2022	Grade 4 - 60% Grade 5 - 60% Grade 6 - 60% Grade 7 - 60% Grade 8 - 60% Winter 2023

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

2.1 Use curricular assessments to guide instruction. Differentiate instruction/grouping according to skill level (grades 5-8). Administer CAASPP interim assessments in grades 5-8. Purchase supplemental materials and supplies to engage students in math (which may include individual sets of manipulatives)

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)
3,000.00	Title I Part A: Allocation

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

2.2 Continue professional learning in the areas of mathematics at site level and through district offerings (i.e. Silicon Valley Mathematics Initiative: SVMI). Primarily focused on the expansion of teacher knowledge of programs and software that will enhance their ability to produce and execute effective lesson plans, monitor student progress, and establish and maintain positive relationships with students and their families.

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)
2,510	Title I Part A: Allocation

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

2.3 Provide after-school math tutoring and support in multiple grades to groups of struggling students catered to their specific needs as diagnosed in needs assessments such as iReady, classroom assessments, etc.   Offer STEM-related tutoring and activities to promote student interest and engagement in mathematics.

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)
20,000.00	Title I Part A: Allocation

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 analysis of overall implementation was impacted by COVID-related absences of both students and teachers.   Students in grades 4, 5, and 7 realized an increase in Math school-based assessment while students in grades 6 and 8 realized a slight decrease. CAASPP data for all grade levels noticed a decrease when comparing data from the last reported CAASPP scores of 2018-19 to 2021-22 scores.

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

We could not fully realize our results of implementation due to the impact of COVID-related absences of both students and teachers, as well as, intensive social emotional needs of students. While students did engage academically upon return to school, much of the experiences were based on social emotional learning and building relationships during the beginning of the school year.   Because tutoring opportunities were offered to teachers later in the year, there was minimal teacher participation. In the future, tutoring opportunities will be presented earlier on during the school year to teachers and students alike.

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.

To promote an interest in math and math support through tutoring, activity 3 will include the addition of STEM-related activities to engage students and retain student participation in tutoring.
Additional funds for supplemental math programs was removed as the iReady math supplemental program is now being piloted for 2022-2023 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

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

Goal 3

Goal 3: To understand and meet the needs of all students, and to provide a learning environment that is supportive, rigorous and appropriate for all students and their families. To engage families in learning how to support their students during in-person learning.

Identified Need

To decrease chronic absenteeism and to increase attendance rates for all students, specifically Hispanic, ELs, African-American students, SWD; to decrease suspension rates both school-wide and within certain subgroups (Els, SWD, SED, African-American students)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-22 California School Dashboard - suspension rates, both whole-school and within specific subgroups (Els, SWD, SED, African-American students)	2021-22 Suspension Rate: School-Wide = 83 out of 756 (11%) African-American students = No Data English Learners = No Data Hispanic = No Data Socio-Economically Disadvantaged students (SED) = No Data Students with Disabilities (SWD) = No Data	Dashboard suspension rates will decline by 50%
2021-22 Attendance Rates	2021-22 Chronic Absenteeism Rate: (Chronic: Absent at least 10% of the total days in enrolled in school) Schoolwide: K-6 - 196 out of 620 students (31.6%) (68.4% total students in grades K-6 without chronic absenteeism)	Chronic Absenteeism rates will decline by 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7-8 - 51 out of 136 students (37.5%) (62.5 % total students in grades 7-8 without chronic absenteeism) Subgroups: African-American - 33 out of 92 (37.1%) Asian 16 out of 58 (27.8%) Hispanic - 152 out of 410 (37.1) White 31 out of 138 (22.5%) EL - 26 out of 76 (34.2%) Socio-Economically Disadvantaged Students (SED) - 140 out of 378 (37%) Students with Disabilities - 31 out of 99 (31.3%)	

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

3.1 Positive Behavior Intervention & Support (PBIS) program support: continue the implementation of the Pioneer PBIS system. The purpose of the PBIS system is to explicitly teach students expected behaviors and positively reinforce them (through the use if incentives, verbal praise, and special activities) in order to generate observable and consistent positive behavior patterns and a positive school climate and culture.
The core values or Mable Barron Way was changed to (The Mable Barron Way = Try until we succeed, Own our own actions, Do the right thing even when no one is looking). Teachers will collaborate after-school to develop practices that embed the Mable Barron Way throughout campus routines.

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)

3,000.00

Source(s)

Title I Part A: Allocation

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

3.2 Truancy Outreach: Site administrators, site counselor and Focus Center leader, in conjunction with district's Community Liaison personnel, will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism by using the District's tiered Attendance Intervention Plan. The principal, AP, attendance clerk, counselor and Focus Center lead (if available) will identify chronically absent students. Site administrators and teachers continue to identify chronically absent students and conduct regular attendance and ongoing meetings (phone calls, SART, SARB, etc.)

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)

5,000.00

Source(s)

Title I Part A: Allocation

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

3.3 Career Day: site counselor hosts Career Day for all students in grades 4-8. The purpose of Career day is to a) teach students value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future. Pre-Career Day preparation sessions are conducted by counselor and Focus Center lead with all individual classes/students to teach/reinforce interview strategies, professional etiquette, and general business engagement techniques.

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)

2,000.00

Source(s)

Title I Part A: Allocation

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

3.4 Staff professional development on cultural proficiency, with an emphasis on adverse childhood experiences, poverty and language barriers, will continue. Emphasis will be placed on engaging families, especially those with children with unique needs (foster youth, homelessness, English learners, special needs), in learning how to support their students in the in-person learning environment . Staff will participate in a retreat in summer 2023 (if health guidelines allow) to examine our practices as they relate to the needs of our students and families .

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)
25,000.00	Title I Part A: Allocation

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

3.5 Focus Center Fridays with middle schoolers: Throughout the year, our counselor, school administrators, and Focus Center leader meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Phone calls are made to the parents of at-risk students, and individual parent conferences, SSTs, and/or SARTs are held.

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)
1,000.00	Title I Part A: Allocation

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

In order to engage students and their families, regular communication will include Parent Square communication (posts and newsletters), website announcements, emails, and individual phone calls to families (in both English and Spanish).

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)
1,000.00	Title I Part A: Allocation

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

All students

Strategy/Activity

Purchase materials and supplies for parent and family engagement events, including STEAM. Families will register for events and be able to pick up materials in advance for virtual and in-person events.

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)
2,000.00	Title I Part A: Allocation

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase multi-cultural literature to promote diversity and inclusion.

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)
4,850	Title I Part A: Allocation

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ongoing social emotional learning for students to increase self-awareness, social interactions, and positive behaviors in the classroom. Counselors will engage with individual students, as well as, in the classroom, and in small group settings. SEL activities and resources will be purchased to assist teachers in embedding SEL throughout lessons and professional development will be available to teachers as well. SEL PD will be made available to lead teachers who will present to colleagues.

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)
7,000	Title I Part A: Allocation

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.

Suspension rates for all subgroups were at an all time low in the 2020-21 school year, as students attended school virtually and later in person for the last two months. Although data for 2021-22 suspension and attendance are not yet available, it is highly anticipated that suspensions will be reflected to have increased dramatically. Due to the effects of COVID, absences will have increased dramatically as well.

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

SEL was taught to students by school counselor in classroom circles and small groups. Because of the high SEL needs amongst students, it was a challenge for all student needs to be met in this area. There was also no consistent SEL curriculum available for teachers. Because of that, some teachers used their time to pull resources from the Internet.

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.

Ongoing SEL professional development and the purchase of SEL curriculum which can be found in strategy 9 will meet this goal as well. "Virtual" events were removed from activity 3.7, as family events will be in person during the 2022-23 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

LCAP Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 4

Goal 4: Provide increased opportunities for engagement and participation of parents and families.

Identified Need

Research shows students have more success when families are involved in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets at Parent Events	We were unable to collect data in this field for 2021-22 due to COVID-19 guidelines for the majority of the year	Track parent involvement at school functions to create a baseline for the 2022-23 school year
Parents Conference Data	During the 2021-2022 school year: 85% of K-6 families attended virtual conferences during distance learning. 30% of 7-8 families attended virtual conferences during distance learning.	Increase attendance at parent conferences by 5% for the 2022-2023 school year.
Demographics Data of SSC and PTSA Participants	During the 2021-22 school year, our SSC represented White, Hispanic, and Asian while our PTSA represents Hispanic, White, African American and Special Education	Participants will reflect the demographics of the school.

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

Involve parents in planning, review and involvement of programs (ELAC, PTSA, SSC meetings, posted agendas, newsletters, Principal's Cafe, surveys, etc.) Work with parents to amend the home-to-school impact each year, describing responsibilities of parents, the school, and students during parent conferences.

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)
	None Specified

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

Administration and teachers will make a concerted effort to ensure that information surrounding school events and other happenings is sent/provided to parents in a format/language that parents understand via in person or virtually. Throughout the year as needed, interpreters will be provided for school events and parent nights, and documents will be translated. Use of audio devices will be used to support translation services.

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)
1,000	Title I Part A: Parent Involvement

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

English Learners

Strategy/Activity

Provide bilingual assistance to translate content for English Learners who speak limited English and to translate pertinent information to parents.

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

Survey parents annually regarding programs, safety, and satisfaction. Survey linked to newsletter, completed during Winter Conferences (for better rate of return) and sent out electronically. (i.e. Youth Truth Survey)

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)
	None Specified

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

Provide parents with timely information about curriculum, assessments, and expected proficiency levels for student achievement as well as materials, resources, and training to help parents fully participate in the education of their child. Provide consistent Communication via ELAC meetings, PTSA meetings, SSC meetings, Principal's Cafe, parent conferences, SSTs, IEPs, and weekly school update via Parent Square. Purchase materials and supplies to engage parents in supporting their child's 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)
1,371	Title I Part A: Parent Involvement

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 implementation of the strategies set to achieve this goal were impacted by COVID-19 guidelines. Parent participation in parent-teacher conferences decreased and interest in serving on the SSC and ELAC decreased as well.

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

We could not fully realize the results of implementation due to COVID-19 district and/or state guidelines for most of the year.

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.

Primary language assistants were removed altogether.

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 5

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 6
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)
	None Specified

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

Goal 8

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)

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	$121,492.00
Total Carryover Funds	82,502.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,994.00

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 ($)
Title I Part A: Allocation	$201,623.00
Title I Part A: Parent Involvement	$2,371.00

Subtotal of additional federal funds included for this school: $203,994.00

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: $203,994.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Karen Ridley	Principal
Kerry Midura	Classroom Teacher
	Parent or Community Member
	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Marisol J. A	English Learner Advisory Committee
(signature)	Other: Teacher

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 10/11/22.

Attested:

Karen Ridley	Principal, Karen Ridley on 10/11/22
	SSC Chairperson, Cliff Howard Maddox (Signature on File on 10/11/22

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/

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