School Year: **2021-22**

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
Adelante Dual Language Academy	43-69369-0108167	May 12, 2020	June 25, 2020

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.

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).

2019-2020 and 2020-2021 school year- student, parent and teacher surveys on school climate and safety via Panorama in the Fall and Spring. The survey indicates that cultural awareness and action is an area that should be focused on in order to meet the needs of stakeholders.

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

Observation were conducted on a weekly basis to the classrooms. During the observation we addressed the following areas of improvement:
* Classroom goals and expectations set
* Designated ELD-use of recommended time to the program, SLD language support
* Differentiation to reach different types of learners and also ELL's, SLL and students with IEP's & 504 plans.

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)

We used data from SBAC assessments and preliminary results of the California Spanish Assessment. Shared the data with our ILT team .Our data analysis helped us to create our School Theory of Action (TOA). The TOA was shared with staff to refine the content around academic school goals and also shared with our SSC for feedback. SBAC data also helped us to plan our interventions during classroom time and also our after school interventions Data results are shared during the Café con la Directora and ELAC meetings. During distance learning we used local assessments at the beginning of the year, mid-year and end-of -year to determine the needs of our students.

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

Benchmark, Envision , Leveled screeners, Fastbridge, ESGI and IStation help us to monitor students progress and teachers plan adjustments to their lesson in order to support our students to reach their goals. This data is collected weekly/monthly/trimester by the teachers and analyzed in their grade level meeting. Reports are taken to the ILT meetings when not in distance learning, so the team can work on a plan to meet the goals of our TOA. There is also staff data analysis done in staff meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff is BCLAD (Spanish) credentialed. We have 3 teachers working on their credential program.

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

Support is provided to our teachers through the district Academic Services Department. It offers training in new curriculum to new teachers. C & I also offers PLC's to our teachers where they can be working in cohorts to plan and develop curriculum in different areas like NGSS , Math or ELD. Our school provides support to our staff with Professional Development in the staff meetings to support our teachers in different areas. PD is provided to support our staff with how to use best instructional practices in the classroom.

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

Our staff development is aligned to our SPSA goals. Our staff meetings are focusing in two goals strengthening of our dual immersion program with the goal of making it a robust one. One second goal is increasing the number of ELL's that pass the ELPAC test in by 30%. We are refining the focus of our meetings and focusing on our ELL's assessments and standards and planning staff meeting according to the students results and needs.

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

Academic Services coordinators and principals focus on working with our classroom teachers and having teachers engage in coaching cycles to improve teacher practice. Our coach work is oriented to support our students through building capacity in our teachers. Coaching is provided to our new teachers. Our principals and expert teachers are also supporting us with staff development activities and supporting and guiding teams during Data analysis

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

We have established collaboration time for our teachers. Teachers TK-5th grade have weekly grade level meetings on Thursdays to analyze data and discuss class progress, groups formation and strategies to use. 6th-8th grade also meet weekly one week per grade , one as a department and one week as a cohort 6th-8th. Furthermore, we do quarterly half-day release time and bi-annual full day release for instructional planning and data analysis when not in distance learning

Teaching and Learning

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

Adelante uses materials, state adopted curriculum and instruction adequate and aligned to content standards.

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

Our Dual immersion program adheres to the instructional minutes for reading/L.A and Math as recommended for our Dual Immersion Program, following the 90/10 model.

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

Our school follow the recommended lesson pacing calendar from our district. The school schedules 3 intervention cycles this year. 1st one focusing on literacy in grades k-8, the second focusing on improving overall performance of our English Learners, and the third focusing on communicating reasoning in math in grades 3-5th.

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

Our school is compliant with materials necessary per grade subject and class for 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)

Adelante is compliant with the use of SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

The following are services provided by the regular program that enable underperforming students to meet standard: Benchmark Adelante intervention program; The use of Striving Readers. Differentiated Online iStation lessons targeted for specific student need, small group instruction, and teacher intervention programs. These programs are used to help differentiate instruction for students who are unable to access current curriculum.

Evidence-based educational practices to raise student achievement

Our school program uses the following researched-based strategies to support our students learning:
* Differentiation
* Frontloading
* GLAD strategies
* Blending learning
* Constructing Meaning
*Classroom/and after school intervention
*Small group instruction
*SLD aquisition strategies
*The Guiding Principals of Dual Language

Parental Engagement

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

The school provides opportunities of support. We work with a community liaison that supports our families with important social and community-based information. We also provide counseling services to our students who are underachieving socially and academically.
The school also supports underachieving students with a Student Study Team team that identifies student challenges and support students. We also hold 504 meetings to support our students with medical diagnoses' that could cause them to underachieve without support.

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)

Parents, community members, teachers and clerical staff are included in our Governance team. The Governance team leads school decision making and meets once a month to review important school elements such as: School Plan, School budget, SBAC scores, School Safety Plan, School Planning calendar

Funding

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

Morning and after school intervention to support our long term ELL's.

Fiscal support (EPC)

Title III

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The involvement processes for the SPSA involves data analysis, meeting with stakeholders, accepting suggestions and making adjustments. The School Site Council is the governing body that is made up of parents, teachers and staff. During the first SSC meeting of the school year, members are given school wide data on our subgroups from academic performance on state testing. This helps stakeholders understand where our problem of practice lies and what practices, resources and funding need to be allotted to support students. Next, the principal presented the SPSA and proposed a budget that aligns with supporting the needs of faculty and staff. Parents provided input and feedback, along with teachers and staff. Lastly, a final version is presented to the School Site Council which voted to approve the SPSA on May 11, 2021

Resource Inequities

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

ELA scores for Hispanic students and socioeconomically disadvantaged students fall in the below to approaching grade level based on our local assessments done through Fastbridge. Our English Learners are performing at the yellow range . SWD and low SES students are in the orange range via the Dashboard. This indicates a need for continued focus on developing effective supports and instructional practices to reach students in the lower performing groups. Funds will be targeted at two levels: first, to improve pedagogy and instructional practices and second, to offer individualized and targeted support for students.
Math scores, though higher overall, indicate a similar need across subgroups. Though our primary focus with site funds will be on ELA instruction and achievement for 2021-2022, we will also investigate school wide math instruction and supports.
25% of 8th grade students earned the Pathway to the Seal of Biliteracy. We have allotted for funding to research best practices through committee work to improve the overall percentage of students earning this.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.76%	0.77%	0.6%	4	4	3
Asian	0.95%	0.96%	0.6%	5	5	3
Filipino	0.38%	0.38%	0.4%	2	2	2
Hispanic/Latino	94.51%	94.83%	95.6%	499	495	499
Pacific Islander	%	0%	%		0	
White	2.27%	1.92%	1.7%	12	10	9
Multiple/No Response	%	0%	1.2%		6	6
			Total Enrollment	528	522	522

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	82	81	76
Grade 1	66	67	64
Grade 2	61	62	63
Grade3	54	58	61
Grade 4	60	49	59
Grade 5	64	59	42
Grade 6	52	57	58
Grade 7	44	48	51
Grade 8	45	41	48
Total Enrollment	528	522	522

Conclusions based on this data:

1. The dominant group for enrollment remains to be the Hispanic subgroup at 74%.
2. Student enrollment by grade levels in 4th, 5th, 6th have increased over 3 years, but other grade level enrollment has dropped.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	200	167	157	37.9%	32.0%	30.1%
Fluent English Proficient (FEP)	123	144	128	23.3%	27.6%	24.5%
Reclassified Fluent English Proficient (RFEP)	11	40	9	5.8%	20.0%	5.4%

Conclusions based on this data:

1. This data indicates that there has been a 3% decrease in the overall percentage of English learners in the past 3 years. This could be due to the number of students reclassifying or because a drop in enrollment. This is a significant subrgroup that needs to have continued integrated and designated ELD support during the instructional school day.
2. This data indicates that the amount of FEP students has remained between 23-26% of students. The numbers have remained consistent over the past 3 years.
3. This data indicates that the number of RFEP students has dropped by 12% over the past 3 years. This is because there are fewer overall English learners.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	60	53	66	60	53	66	60	53	98.5	100	100
Grade 4	51	66	59	50	66	59	50	66	59	98	100	100
Grade 5	52	48	63	52	47	63	52	47	63	100	97.9	100
Grade 6	50	46	51	49	46	51	49	46	51	98	100	100
Grade 7	49	47	43	48	46	43	48	46	43	98	97.9	100
Grade 8	51	50	45	51	49	45	51	49	45	100	98	100
All Grades	320	317	314	316	314	314	316	314	314	98.8	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2393.	2393.	2369.	18.18	11.67	11.32	13.64	25.00	11.32	27.27	18.33	30.19	40.91	45.00	47.17
Grade 4	2449.	2450.	2437.	16.00	16.67	13.56	22.00	19.70	22.03	36.00	24.24	22.03	26.00	39.39	42.37
Grade 5	2499.	2483.	2500.	23.08	10.64	19.05	26.92	27.66	25.40	28.85	34.04	25.40	21.15	27.66	30.16
Grade 6	2525.	2489.	2528.	12.24	6.52	7.84	40.82	30.43	35.29	24.49	28.26	45.10	22.45	34.78	11.76
Grade 7	2571.	2577.	2555.	14.58	19.57	13.95	47.92	47.83	41.86	22.92	21.74	27.91	14.58	10.87	16.28
Grade 8	2570.	2602.	2591.	9.80	24.49	20.00	47.06	44.90	40.00	29.41	18.37	33.33	13.73	12.24	6.67
All Grades	N/A	N/A	N/A	15.82	14.97	14.33	31.96	31.53	28.34	28.16	23.89	30.25	24.05	29.62	27.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.24	13.33	9.43	30.30	40.00	47.17	45.45	46.67	43.40
Grade 4	22.00	16.67	10.17	46.00	43.94	55.93	32.00	39.39	33.90
Grade 5	17.31	14.89	23.81	63.46	59.57	36.51	19.23	25.53	39.68
Grade 6	10.20	13.04	16.00	63.27	34.78	58.00	26.53	52.17	26.00
Grade 7	31.25	30.43	23.26	52.08	54.35	51.16	16.67	15.22	25.58
Grade 8	23.53	34.69	28.89	56.86	46.94	57.78	19.61	18.37	13.33
All Grades	21.52	20.06	18.21	50.95	46.18	50.48	27.53	33.76	31.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.64	15.00	3.77	36.36	38.33	45.28	50.00	46.67	50.94
Grade 4	20.00	15.38	6.78	50.00	50.77	59.32	30.00	33.85	33.90
Grade 5	30.77	21.74	31.75	48.08	50.00	39.68	21.15	28.26	28.57
Grade 6	24.49	9.52	24.00	48.98	52.38	70.00	26.53	38.10	6.00
Grade 7	43.75	32.61	30.23	37.50	56.52	51.16	18.75	10.87	18.60
Grade 8	21.57	38.78	26.67	58.82	46.94	62.22	19.61	14.29	11.11
All Grades	25.00	21.75	20.13	46.20	48.70	53.99	28.80	29.55	25.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.06	6.67	11.32	74.24	76.67	67.92	19.70	16.67	20.75
Grade 4	8.00	12.12	8.47	68.00	68.18	72.88	24.00	19.70	18.64
Grade 5	19.23	10.64	23.81	61.54	65.96	60.32	19.23	23.40	15.87
Grade 6	10.20	10.87	10.00	75.51	60.87	72.00	14.29	28.26	18.00
Grade 7	16.67	21.74	16.28	68.75	71.74	65.12	14.58	6.52	18.60
Grade 8	11.76	22.45	11.11	72.55	67.35	82.22	15.69	10.20	6.67
All Grades	11.71	13.69	13.74	70.25	68.79	69.65	18.04	17.52	16.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.15	11.67	9.43	45.45	53.33	37.74	39.39	35.00	52.83
Grade 4	12.00	24.24	11.86	70.00	53.03	59.32	18.00	22.73	28.81
Grade 5	25.00	23.40	22.22	50.00	46.81	49.21	25.00	29.79	28.57
Grade 6	20.41	17.39	26.00	55.10	56.52	58.00	24.49	26.09	16.00
Grade 7	29.17	32.61	37.21	60.42	67.39	46.51	10.42	0.00	16.28
Grade 8	39.22	34.69	37.78	47.06	55.10	46.67	13.73	10.20	15.56
All Grades	23.10	23.57	23.00	54.11	55.10	49.84	22.78	21.34	27.16

Conclusions based on this data:

1. Based on overall achievement the data indicates that while 43% percent of students are performing at or near standard, there is a 57 percent of students performing below standard. This indicates that student performance is not meeting a consistently high standard. Over the three years of data, there has been a drop of proficiency from the initial 16-17 school year. There is room fro growth in targeting instruction in ELA for students to meet proficiency levels.

2. Based on overall student performance in language arts approximately 70 percent of all students are performing below proficiency in the area of reading. Based on this data it is evident that there needs to be a school wide focus on improving student reading achievement through small group instruction and guided reading in all grade levels. If students are able to read at grade level, it will ensure stronger academic success in all other content areas.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	60	53	67	60	53	67	60	53	100	100	100
Grade 4	51	66	59	50	65	59	50	65	59	98	98.5	100
Grade 5	52	48	63	52	48	63	52	48	63	100	100	100
Grade 6	50	46	51	49	46	51	49	46	51	98	100	100
Grade 7	49	47	43	48	46	43	48	46	43	98	97.9	100
Grade 8	51	50	45	51	50	45	51	50	45	100	100	100
All Grades	320	317	314	317	315	314	317	315	314	99.1	99.4	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2429.	2414.	2428.	14.93	10.00	15.09	34.33	30.00	32.08	22.39	40.00	26.42	28.36	20.00	26.42
Grade 4	2469.	2473.	2475.	12.00	20.00	11.86	34.00	26.15	28.81	34.00	23.08	47.46	20.00	30.77	11.86
Grade 5	2471.	2454.	2497.	7.69	8.33	23.81	17.31	6.25	19.05	38.46	35.42	23.81	36.54	50.00	33.33
Grade 6	2510.	2526.	2553.	10.20	23.91	29.41	22.45	21.74	23.53	34.69	17.39	31.37	32.65	36.96	15.69
Grade 7	2593.	2586.	2592.	33.33	32.61	37.21	33.33	30.43	20.93	20.83	23.91	23.26	12.50	13.04	18.60
Grade 8	2581.	2549.	2565.	23.53	20.00	22.22	25.49	16.00	11.11	29.41	34.00	42.22	21.57	30.00	24.44
All Grades	N/A	N/A	N/A	16.72	18.73	22.61	28.08	22.22	22.93	29.65	29.21	32.48	25.55	29.84	21.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.82	25.00	32.08	28.36	38.33	39.62	35.82	36.67	28.30
Grade 4	20.00	32.31	28.81	38.00	29.23	45.76	42.00	38.46	25.42
Grade 5	13.46	10.42	25.81	32.69	16.67	35.48	53.85	72.92	38.71
Grade 6	16.33	26.09	34.00	36.73	36.96	48.00	46.94	36.96	18.00
Grade 7	47.92	41.30	46.51	35.42	39.13	20.93	16.67	19.57	32.56
Grade 8	31.37	22.00	22.22	37.25	38.00	33.33	31.37	40.00	44.44
All Grades	27.76	26.35	31.09	34.38	33.02	37.82	37.85	40.63	31.09

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.88	13.33	22.64	53.73	48.33	54.72	22.39	38.33	22.64
Grade 4	18.00	21.54	16.95	50.00	44.62	59.32	32.00	33.85	23.73
Grade 5	9.62	6.25	24.19	48.08	47.92	41.94	42.31	45.83	33.87
Grade 6	14.29	28.26	27.45	57.14	30.43	49.02	28.57	41.30	23.53
Grade 7	33.33	34.78	39.53	50.00	45.65	41.86	16.67	19.57	18.60
Grade 8	31.37	24.00	22.22	41.18	50.00	51.11	27.45	26.00	26.67
All Grades	21.77	20.95	24.92	50.16	44.76	49.84	28.08	34.29	25.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.90	15.00	16.98	49.25	65.00	56.60	29.85	20.00	26.42
Grade 4	16.00	24.62	16.95	54.00	44.62	59.32	30.00	30.77	23.73
Grade 5	11.54	6.25	24.19	53.85	52.08	37.10	34.62	41.67	38.71
Grade 6	8.16	21.74	25.49	57.14	39.13	52.94	34.69	39.13	21.57
Grade 7	39.58	32.61	41.86	50.00	63.04	46.51	10.42	4.35	11.63
Grade 8	19.61	22.00	17.78	68.63	54.00	60.00	11.76	24.00	22.22
All Grades	19.24	20.32	23.32	55.21	53.02	51.76	25.55	26.67	24.92

Conclusions based on this data:

1. Overall 25 percent of students in 3-8th grade are performing below standard in mathematics. 75% of students are performing near, at or exceeding grade level in math. This shows that there has been in improvement over the last three years in overall math performance on the SBAC.
2. Based on overall student performance in the area of math, most students are performing below grade level in the area of communicating reasoning. We feel their is a direct correlation between not having the skills to read and therefore, not being able to communicate higher level reasoning for math problem solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1449.8	1432.3	1463.6	1448.8	1417.1	1393.4	48	40
Grade 1	1474.7	1454.6	1500.4	1467.6	1448.5	1441.0	35	34
Grade 2	1468.7	1456.4	1476.8	1483.9	1459.9	1428.2	20	18
Grade 3	1507.0	1470.7	1505.0	1476.9	1508.7	1464.2	23	13
Grade 4	1524.2	1515.4	1527.9	1520.6	1520.0	1510.0	25	16
Grade 5	1542.1	1538.8	1550.4	1545.8	1533.3	1531.2	13	20
Grade 6	*	*	*	*	*	*	*	10
Grade 7	*	*	*	*	*	*	*	6
Grade 8	*	*	*	*	*	*	*	*
All Grades							183	160

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	43.75	7.50	27.08	60.00	*	27.50	*	5.00	48	40
1	42.86	5.88	40.00	41.18	*	41.18		11.76	35	34
2	*	0.00	60.00	11.11	*	83.33	*	5.56	20	18
3	*	0.00	*	15.38	*	61.54	*	23.08	23	13
4	*	6.25	56.00	68.75	*	25.00		0.00	25	16
5	*	30.00	*	50.00	*	15.00		5.00	13	20
6		*	*	*	*	*	*	*	*	*
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*		*	*	*	*	*
All Grades	36.07	9.38	40.98	46.25	16.94	37.50	6.01	6.88	183	160

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.33	25.00	*	52.50	*	15.00	*	7.50	48	40
1	77.14	29.41	*	38.24	*	20.59		11.76	35	34
2	55.00	27.78	*	55.56	*	16.67	*	0.00	20	18
3	47.83	23.08	*	38.46	*	23.08	*	15.38	23	13
4	60.00	50.00	*	37.50	*	12.50	*	0.00	25	16
5	*	65.00	*	30.00	*	0.00		5.00	13	20
6		*	*	*	*	*		*	*	*
7	*	*		*		*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	61.20	35.63	21.31	43.13	10.93	15.00	6.56	6.25	183	160

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	39.58	2.50	*	30.00	37.50	52.50	*	15.00	48	40
1	*	2.94	40.00	17.65	*	50.00	*	29.41	35	34
2	*	0.00	*	0.00	*	22.22	*	77.78	20	18
3	*	0.00	*	0.00	*	53.85	*	46.15	23	13
4	*	0.00	*	18.75	*	75.00	*	6.25	25	16
5	*	15.00	*	30.00	*	50.00	*	5.00	13	20
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*		*	*	*
8	*	*	*	*		*	*	*	*	*
All Grades	24.04	3.75	31.69	21.88	26.23	49.38	18.03	25.00	183	160

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.75	10.00	*	82.50	*	7.50	48	40
1	82.86	61.76	*	29.41	*	8.82	35	34
2	65.00	22.22	*	77.78		0.00	20	18
3	*	7.69	52.17	69.23	*	23.08	23	13
4	*	25.00	60.00	68.75	*	6.25	25	16
5	*	20.00	*	70.00		10.00	13	20
All Grades	54.64	25.00	37.16	65.63	8.20	9.38	183	160

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	30.00	31.25	57.50	*	12.50	48	40
1	68.57	20.59	31.43	64.71		14.71	35	34
2	55.00	22.22	*	77.78	*	0.00	20	18
3	60.87	46.15	*	46.15	*	7.69	23	13
4	72.00	75.00	*	25.00	*	0.00	25	16
5	84.62	90.00	*	5.00		5.00	13	20
7	*	*	*	*	*	*	*	*
All Grades	63.93	43.75	28.96	48.75	7.10	7.50	183	160

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.92	2.50	68.75	90.00	*	7.50	48	40
1	34.29	14.71	57.14	55.88	*	29.41	35	34
2	*	0.00	*	50.00	*	50.00	20	18
3	*	0.00	69.57	30.77	*	69.23	23	13
4	*	0.00	48.00	93.75	*	6.25	25	16
5	*	30.00	*	60.00	*	10.00	13	20
6	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	26.78	10.00	54.64	65.00	18.58	25.00	183	160

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.08	30.00	33.33	50.00	*	20.00	48	40
1	*	2.94	57.14	64.71	31.43	32.35	35	34
2	*	0.00	60.00	11.11	*	88.89	20	18
3	*	7.69	47.83	61.54	*	30.77	23	13
4	*	0.00	72.00	87.50	*	12.50	25	16
5	*	25.00	*	70.00		5.00	13	20
All Grades	26.78	14.38	55.19	59.38	18.03	26.25	183	160

Conclusions based on this data:

1. 87% of EL's fall within level 3 of overall proficiency on the ELPAC. Students in this category will benefit from classroom instruction that focuses on designating support to level 3 students in ELD to support their transition to becoming RFEP. Also, integrated ELD support needs to be offered during writing and reading for those classes that offer ELA in English.
2. Students will benefit from substantial listening and speaking opportunities during ELD class time. Teachers should reference the ELD Standards to support planning in this area.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
522	**58.8**	**32.0**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	167	32.0
Homeless	1	0.2
Socioeconomically Disadvantaged	307	58.8
Students with Disabilities	32	6.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
Asian	5	1.0
Filipino	2	0.4
Hispanic	495	94.8
Two or More Races	6	1.1
White	10	1.9

Conclusions based on this data:

1. 61.4% of students represent our largest subgroup (socioeconomic disadvantage) of learners not related to race. The school could benefit from planning workshops and parent engagement activities to help parents who did not graduate high school understand the importance, and give them tools to help their child be successful in school.
2. 94.2% of students are Hispanic. This is our largest group of enrollment by race. The school will benefit from incorporating culturally relevant practices to support this group of students.
3. Students with disabilities represent a significant subgroup of learners. Teachers will work with students who have IEP's and/or 504 plans to ensure all accommodations and modifications are in place.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Green		

Conclusions based on this data:

1. Academic performance is in ELA is in the orange band indicating there is a need to improve instruction in language arts.
2. Academic performance is in the yellow band indicating that there is room for growth in the area of mathematics.
3. Under conditions and climate, Adelante's suspension rate is low since the band is in green.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	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
14 points below standard	31.3 points below standard	0 Students
Maintained -2.3 points	Increased ++6.7 points	
314	158	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
0 Students	22.9 points below standard	85.5 points below standard
	Maintained ++1.8 points	Declined Significantly -20.9 points
	193	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 13.5 points below standard Maintained -1 points 299	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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**
86.7 points below standard Declined -9.6 points 67	9.6 points above standard Increased ++10.8 points 91	17.5 points below standard Declined -11.8 points 116

Conclusions based on this data:

1. Fall dashboard indicates that while overall ELA scores are in the orange band along with EL's, El's are farther away from reaching at grade level than their non-EL counterparts. This shows that there needs to be more academic support in language arts using EL scaffolds to support students accessing grade level content.
2. EL's are farther behind than their socioeconmically challenged counterparts in ELA .This shows that there needs to be more academic support in language arts using EL scaffolds to support students accessing grade level content.
3. Fall Dashboard indicates that current English Learners are 77.1 points below the expected standard. Growth over time shows that we have maintained this without dropping, however there is still need for improvement overall to move students away from the orange band. This shows that there needs to be more academic support in language arts using EL scaffolds to support students accessing grade level content.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	1	2	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
Green	Yellow	
8.5 points below standard	28.9 points below standard	
Increased Significantly ++15.6 points	Increased Significantly ++18.3 points	
314	158	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	No Performance Color
	20.7 points below standard	93.6 points below standard
	Increased ++14.6 points	Increased ++4.4 points
	193	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 7.8 points below standard Increased Significantly ++15.8 points 299	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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**
76.9 points below standard Increased ++9.9 points 67	6.5 points above standard Increased Significantly ++17.5 points 91	3.1 points below standard Increased ++13 points 116

Conclusions based on this data:

1. Mathematics shows a seven point decline from last year's scores. The school overall is in the yellow band. There needs to be more academic support in scaffolding instruction in the content area of mathematics in order to support EL's adn SEC students.
2. EL's and Socioeconomically challenged students are farther behind than their EO classmates. This shows that here needs to be more academic support in scaffolding instruction in the content area of mathematics in order to support EL's adn SEC students.
3. Reclassified EL's perform better than EO's and EL's in mathematics. This shows that students who are reclassified are able to make gains academically once they are no longer designated as English learners.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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
35.6 making progress towards English language proficiency
Number of EL Students: 118
Performance Level: Low

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
37.2	27.1	5.9	29.6

Conclusions based on this data:

1. ELPAC reporting indicates that 77% of EL's progess is in the well-developed or moderately developed stages. These students will benefit from continued scaffolded instruction in designated ELD to support the domains tested on the ELPAC.
2. ELPAC reporting indicates that 23% of EL's progress is somewhat developed or at the beginning stages of development. This indicates that students need differentiated support for English Acquisition through designated ELD time in the classroom.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Green	No Performance Color
5.8	4	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Declined -2.7	1
533	202	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	7.8	16.7
1	Increased +0.7	Increased +6.1
	319	36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	0	5	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained +0.3	6	0	Declined -16.7
504			12

Conclusions based on this data:

1. Chronically absent students need to be identified and followed up with to find out why they are chronically absent. This may require students to be placed on an attendance contract.
2. There has been a decline in the number of chronically absent students from the hispanic subgroup. This is a positive sign since over 94% of students at Adelante are within this group.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	3	0	0	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
		
Orange	Orange	No Performance Color
2.4	2	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.7	Increased +0.9	1
536	204	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	4	2.8
1	Increased Significantly +2.2	Increased +2.8
	321	36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 2.6 Increased +0.8 507	 No Performance Color Less than 11 Students - Data 6		 No Performance Color 0 Maintained 0 12

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.7	2.4

Conclusions based on this data:

1. Suspension rates are low at Adelante. This shows that restorative justice practices and socio-emotional support from our counselors is helping.

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

Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century

Goal 1

K-2nd students based on the 21/22 mid year Benchmark level Screener results will show that 65% of students are at challenge or at benchmark in reading in Spanish.
3-5th.Based on the 21/22 Fastbridge results students will improve from 48% of students approaching or meeting in reading to 60% of students .i-Station will be used to meet reading in Spanish.
6th-8th.based on the 21/22 Fastbridge results student results will improve from 48% of students approaching or meeting in reading to 60% of students.i-Station interim assessments will be used to measure reading in Spanish.
3-5th.Based on the 21/22 Fastbridge data results students will improve from 52% of students approaching or meeting in math to 65% of students.
6th-8th Based on the 21/22 Fastbridge data results students will improve from 63% of students approaching or meeting standards in math to 75% of students.
50% of 5th and 8th grade students will earn the Pathway to the Seal of Biliteracy.

Identified Need

Identified need for goal 1 shows that K-2 grade students are reading below grade level at . In addition, 3-5th grade students have 52% of students reading below grade level. all other grade levels have approximately half of students needing to improve in their overall reading domain scores based on Language Arts. The various activities and strategies are to support all students in their academic growth in reading within language arts.
Furthermore a small percentage of students in 5th and 8th grade are earning the Pathway to the Seal of Biliteracy. As a Dual Language Immersion School, it is an important measure of student success for students to earn this in connection with LEA LCAP goal 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students who are meeting or exceeding the standards in ELA/SLA specifically in reading by at least 10 percent in each indicated grade span. Also, increase the number of students who are approaching or meeting standards in math in 3rd through 8th grades by at least 10 percent based on the	Use of ongoing analysis in using Benchmark leveled screeners three times a year in both languages in grades K-5th and using i-Station and Fastbridge diagnostics in reading for grades 6th-8th.	More students will be able to read at grade level in both English and Spanish. Also, more students will improve in their math scores. Overall, this will help with student achievement of the Pathway to the Seal of Biliteracy.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State testing results and/or local assessments.		

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

Provide resources and support needed to implement grade level Language Arts/Social Studies curriculum using the CCSS (Common Core State Standards)

* Expose students to a variety of text that integrate Social Studies and Science into Language Arts curriculum

* Purchase of Time/Scholastic magazines

* Purchase of classroom books in Spanish

* Providing release time to teachers for Pathway to the Seal of Biliteracy Committee Work

* Funding for Project-based learning materials

* Purchase supplementary materials that meet CCSS in Spanish/English

* I-Station Program for TK-5th, and 6th-8th for Spanish interim reading assessments.

*Hapara Program for 3rd-8th

*Happy Numbers TK-5th

* Plan academically-oriented study trips consistent with grade-level curriculum (ie. Cost of transportation, entrance fees).

* Multicultural classroom books/materials

* Support materials to support RLA/Social Studies curriculum

*Professional development for teachers on Literacy through SCCOE

*Springboard Reading Intervention

*CSMA Visual Arts Program

*mini mermaids/young tritons

*Technology to provide innovative learning experiences in both languages

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)
2,100	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Scholastic subscriptions
499	Title I 4000-4999: Books And Supplies Reading A-Z subscriptions,
1,082	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Purchase of resources and materials
1,000	Title I 5000-5999: Services And Other Operating Expenditures Cost of transportation/ entrance fees. Related to ELA/S. Studies
2000	Title I 4000-4999: Books And Supplies Classroom Library Books and Materials
2000	Title I 4000-4999: Books And Supplies Support materials to support RLA in English and Spanish/Social Studies Curriculum
500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Art Supplies to Enhance ELA/SLA/Social Studies Curriculum
500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials to support PBL projects
1,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

	mini mermaids/young tritans and literacy pds
2,000	Title I 4000-4999: Books And Supplies Guided reading books for classrooms

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student are to be supported, unless otherwise indicated by grade level

Strategy/Activity

Develop a strategic intervention program that provides additional support to focus students and subgroups of students in the area of Reading Language arts 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)
13,000	Title I 1000-1999: Certificated Personnel Salaries Cost of extended duty for the year
3,000	Title I 1000-1999: Certificated Personnel Salaries Mandatory Homework center (6th-8th grade)
1,000	Title I 1000-1999: Certificated Personnel Salaries ILT Data Analysis Meetings
3,100	Title I 5000-5999: Services And Other Operating Expenditures Springboard Teaching Extended Duty
1,000	Title I 4000-4999: Books And Supplies Hapara 3rd-8th

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students near or below grade level standard

Strategy/Activity

Monitor and evaluate reading intervention program goals and objectives; determine if goals and objectives are being met in both languages.

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)
	No cost

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

Collect/analyze student performance data (summative, formative) from each grade and identify students for intervention cycles in both languages.

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)
	For release time / no cost; paid by Academic services

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

Notify parents of identified students via email/letter:
1) Informing what their child's Math level is and what the new goals are,
2) Recommending child's participation in intervention program
3) Notifying days/times/location for intervention
4) Use ROCI model to conduct monthly/ quarterly grade-level meetings to:
- analyze performance data
- set new growth targets
- identify new action plans to successfully achieve performance outcomes

Professional Development training for staff to improve student progress and best practices for Dual

Immersion programs (SSCOE)
PBL release and planning
Backwards planning and release

Staff development/ILT support

Release time for peer observation/ coaching

Student growth in the level of proficiency of Spanish-Language Arts.- Leveled Screeners, ESGI, iStation

Supplementary Spanish Language Arts Materials that support CCSS

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 5800: Professional/Consulting Services And Operating Expenditures For independent contract (SCCOE) CCSS ELA/SLA ELL's/Dual Language programs
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures $1500 cost of sub release (10 days @ $150)
6,000	LCFF Supplemental/Concentration I Station
818	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Peer observation/Best practices
500	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures cross level collaboration

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

Provide visual arts to support a well-rounded and robust education. Visual arts will help with Goal 1 in creating an innovative learning program for excellence in the 21st century. This art program is offered in Spanish for the lower grades so this will fall in line with the Dual Language Model, and instructors connect visual art knowledge with educational content areas such as reading and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7450	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures CSMA Arts For School- Visual Arts Program for TK-8th
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

5th and 8th Grade Students

Strategy/Activity

Targeted intervention instruction to support students earning the Pathway to the Seal of Biliteracy.

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	Title I 1000-1999: Certificated Personnel Salaries Extended duty for Seal of Biliteracy intervention instruction

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

Committee work established to support student engagement and protocols for earning the Pathway to the Seal of Biliteracy.

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	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended duty for the Seal of the Pathway of Biliteracy work.

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

Plan a Career Day to expose students to different types of professions and the type of higher education needed to seek their chosen career.
Create plan that includes:
* A template letter that can be sent to professionals to request their participation.
* Deadline for securing speakers
* Total number of speakers needed
* Agenda Showing arrival time & location for speakers; classroom assignments; length of talk

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)
350	Title I 4000-4999: Books And Supplies for materials, food for guest speakers

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Extracurricular Field trips that support or enhance our Language Arts and Social Studies Content

*Cesar Chavez March
*SBAC Incentive
*Senior Center Caroling
*Teacher selected field trips aligned with the RLA and SS content CCSS.

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)
3000	Title I transportation and field trip costs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

College Day
* Students build an awareness of the importance of attending college through presentations from guest speakers, spirit wear of college themed clothing and classroom planned lesson and activities around the college-going experience.

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)
300	Title I 5000-5999: Services And Other Operating Expenditures Service provided by College day representatives and organizations.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Purchase supplementary materials/site licenses that meet CCSS in Spanish/ English

- Manipulatives
- Science lab equipment
- On-line math support programs and sites
- Technology

Plan academically-oriented study trips consistent with grade-level curriculum related to math and science

Provide resources and support needed to implement grade level Math/Science curriculum using the CCSS and NGSS

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	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Purchase of resources to support Math CCSS and Science NGSS
2,000	Title I 4000-4999: Books And Supplies Support for science adoption
3,400	LCFF Supplemental/Concentration 4000-4999: Books And Supplies cost of program Happy Numbers

1,200	Title I 4000-4999: Books And Supplies technology
0	None Specified None Specified

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

students near or below grade level.

Strategy/Activity

Create an intervention plan that
* includes:
* Develop specific criteria for identifying, selecting, implementing, monitoring and evaluation research- based reading intervention programs:
* Timeline showing start/end dates
for each intervention cycle; and cycle of inquiry
* Criteria for selecting struggling students and identifying intervention goals
* Allocated time for intervention per
grade.
* How progress will be monitored
with intervention and benchmark assessment materials.
* Develop a budget for materials.

Homework Center (6th – 8th grade)

Identified Middle School students will participate in intervention programs

Develop a strategic intervention
program that provides additional
support to focus students and
subgroups of students in the area of Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies For cost of supplementary instructional materials

5000	Title I 4000-4999: Books And Supplies Cycle 1 & 2 intervention
5000	Title I 4000-4999: Books And Supplies Homework center for 6th-8th grade
	None Specified None Specified

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

students near or below grade level.

Strategy/Activity

Monitor and evaluate intervention plan

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)
	No cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

Students near or below grade level.

Strategy/Activity

Collect/analyze student performance data (summative, formative) from each grade and identify students for intervention cycles

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)
	no cost associated to this

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

Students near or below grade level in math.

Strategy/Activity

Notify parents of identified students via email/letter:
1) Informing what their child's Math level is and what the new goals are
2) Recommending child's participation in intervention program
3) Notifying days/times/location for intervention program

Use ROCI model to conduct bi-weekly/ quarterly grade-level meetings to:

- analyze performance data
- set new growth targets
- identify new action plans to successfully achieve performance outcomes

* One release day/grade level if needed to analyze math data

Identify a web-based Math intervention program to support struggling students at their individual level.

Teachers will level students for Math instruction (4th – 8th grade):

- Obtain student performance data from math team to level students
- Begin customized efforts with leveled groups
- Monitor student progress and readjust as necessary.

Professional Development training for staff to improve student progress in Math/Science (ie. Strengthening instruction aligned to CCSS for math and NGSS for science)

Staff development/ILT support

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)
2700	Title I 1000-1999: Certificated Personnel Salaries For sub cost to release teachers
2000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures $2000 for Professional Development workshops
1,500	Title I

	5800: Professional/Consulting Services And Operating Expenditures $1,500 for independent contract and district coaches extended duty for Math
1500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries $1500 cost of sub release (10days at $150) to shadow best practices in other classrooms

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of the strategies were completed and followed through with the exception of using Accelerated Reader because it was not feasible to do so during distance learning. The Overall effectiveness to achieve the articulated goal of Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century was met with average to below average effectiveness. The goals are listed, and the following adjustments were made based on using local assessments, such as Fastbridge and leveled screeners instead. Because state testing was not used, we need to use the baseline of Fastbridge moving forward until state testing is reinstated. Therefore measuring outcomes based on the state test is not possible at this time. Strategies and activities which were implemented supported student learning.
K-2nd students based on the 20/21end of year Benchmark level Screener results will make a 3 level increase in their independent reading level. -
3-5th.Based on the SBAC data results students will improve from 36% of students meeting or exceeded standards in reading to 50% of students.-
6th-8th.based on the 18'-19' SBAC data student results will improve from 46% of students meeting or exceeded standards in reading to 60% of students.
3-5th.Based on the 2018/19 SBAC data results students will improve from 43% of students meeting or exceeded standards in math to 60% of students.
6th-8th Based on the 18'-19' SBAC data results students will improve from 40% of students meeting or exceeded standards in math to 60% of students.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. There are some additions for this year which included, more funding for paying teachers for intervention supports to help with learning loss recovery.

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.

The changes that will be made to this goal include the percentages of expected student growth and achievement in the reading and math claims specifically within each grade level and the use of a local assessments for data instead of state testing data. Furthermore, strategies added include more funding to support to help in the reading claims, and the availability of math interventions to support the math claims. These changes can be found in Goal 1 of the SPSA. The removal of Accelerated Reader is noted in addition to a visual arts program which will help support students in developing a well-rounded education in support of Goal 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

English Learners will have the required skills to reach grade level standards/proficiency.

Goal 2

The percentage of students who reclassify from English Learner to Reclassified Fully English Proficient (RFEP) will improve by 10% in the 2021-2022 school year based on the ELPAC data from the previous year.

Identified Need

English learners are a significant subgroup of learners at Adelante. Data shows that students who reclassify outperform their English only classmates. This shows a need to make sure we reclassify as many students as possible on a yearly basis to help with overall CAASPP performance and to avoid having long term EL's. Currently, our EL's are under performing their EO classmates. We want to support EL's to help them reach grade level proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Based on ELPAC scores students will increase the amount of reclassifications to RFEP by 10% based on the previous year testing result.	Based on the 2019-2020 ELPAC results the overall the number of our student population of EL's decreased. Furthermore we had a cohort of students reclassify from EL to RFEP. Also, teacher who taught ELD class for middle school showed an increase in RFEP'd students.	Once all ELPAC data is released for the 20-21 school year, it will show that the number of reclassified students have increased in addition to an improvement in overall ELPAC scores. Students who reclassify will be able to perform better on state testing and/or local assessments as collected data shows that RFEP students outperform their EL counterparts.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners and Long-Term English Learners

Strategy/Activity

*Level for ELD on ELPAC and local data

* Use ELD standards to plan instruction for each ELD level

* Monitor student progress and regroup students as necessary.

*Grade level team will teachers will create a system for leveled ELD (1st-5th grade) to continue progress towards re-classification of EL students

*Intervention for Long term English learners (6th-8th grade)

*Utilize supplemental ELD curriculum to support students with English Language Development

*Use of designated and integrated ELD instructional strategies will be used by teachers. Trainings will be provided by the district.

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)
800	Title III 1000-1999: Certificated Personnel Salaries Cycle 1 and 2 intervention
1,800	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Supplemental ELD Resources and materials Read with me Program
800	Title III 1000-1999: Certificated Personnel Salaries Intervention (6th-8th grade long term English Learners)

Strategy/Activity 2

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

English Learners and Long-Term English Learners

Strategy/Activity

Use data for students designated LTEL to integrate necessary support into weekly plans

Use constructing meaning strategies to support ELs during content lessons/integrated EL.

All teachers will use best practices in integrated and designated ELD to support EL's

CCSS workshops related to ELD or Spanish language acquisition as well as early learning conferences

Release time for peer observation/coaching

Provide opportunities for Professional development that supports the ELD program

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)
	Data analysis of LTEL (No cost)
1,000	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Early Learning conference
	None Specified None Specified

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

Purchase technology to support student learning through technology.

Provide opportunities for students to use computer based educational software to support English Language development

Provide opportunities for students to use computer based educational software to support Spanish Language Learners

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)
1750	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Purchase technology/software/maintenance cost
150	LCFF Supplemental/Concentration

	4000-4999: Books And Supplies purchase books and resource materials to support EL's

Strategy/Activity 4

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

Strategy/Activity

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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: 2020-21

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

ANALYSIS

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

The overall implementation of strategies/activities were implemented int he 20-21 school year with the exception of the release time for peer observation. Based on preliminary ELPAC data, overall effectiveness of the strategies/activities worked to approach our articulated goals. There has been improvement in some grade levels looking over a two-year cohort span.
The percentage of students who reclassify from English Learner to Reclassified Fully English Proficient (RFEP) will improve by 10% in the 2020-2021 school year based on the ELPAC data from the previous year.

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

There were no major discrepancies or differences between the intended implementation and/or the budgeted expenditures used to implement the strategies.activities in order to meet the articulated goal other than not including the release time for peer observation due to distance learning.

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.

Within the strategies, there will be more ELD training in Systematic ELD from Academic Services, so the PD experiences should be more robust. This will help support EL's in designated ELD. This is indicated in strategy/activity 2 of Goal 2

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

Provide all students and families a safe, welcoming, and caring environment conducive to learning.

Goal 3

By April 30th 2022, 90% of students will report feeling safe or "very safe" on the student survey from Panorama. We will compare this data with the prior data collected in the Spring Survey.
We will also support English only families in ways to develop and support students' development of the Spanish language so that they feel supported and cared for. We will gauge this by the response of Sense of Belonging and Climate of Support for Academic learning in the Panorama survey.

Identified Need

Based on school climate surveys given to students 82% of students feel very safe or safe at school. Our goal is to reach 90% of students feeling very safe or safe at school because research shows that if students feel safe at school, they will perform better academically. Based on English Only parent requests, there is a need to address this important part of our stakeholder population.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Students - Spring 21	82% of students feel a sense of belonging and 72% of students felt safe. This is from the Panorama survey given in the 20-21 school year in the spring	Our goal is for 90% of students to feel safe or very safe at school. If this is attainable, we will know that students are feeling comfortable and safe in their learning environment which will lead to higher academic success.
Panorama Survey for Parents - Spring 21	85% of of parents feel that the school is safe and and 99% of parents feel a sense of belonging in grades K-5. This is from the Panorama survey given in the 20-21 school year in the spring.	The goal is for 90% of parents to feel that the school is safe so that they know that students are in a conducive learning environment.

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

The School Site council will check in quarterly with the School Safety Team

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

Amount(s) Source(s)

Strategy/Activity 2

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

All Students

Strategy/Activity

The ILT team will review SSC recommendations, develop implementation plans, and present to stakeholders around the concepts of student safety and school climate.

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Students

Strategy/Activity

Anti-Bullying Program
Create a plan that includes:
* Goals and tactics of the school anti-bullying program
*Timeline for the events
* Budget
*Surveys for staff to gauge effectiveness of plan, track the volume of parent complaints about bullying and make adjustments if necessary
* Professional development for PBIS implementation for TK-5th and for Character Building for 6th-8th
*End of the year summary report to SSC/Governance informing analysis of program's effectiveness
* Professional development-Restorative Justice

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)
2599	Title I 1000-1999: Certificated Personnel Salaries Cost of professional development/materials
500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Prizes and rewards for students that support our PBIS Program
500	LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures SCCOE -Restorative Justice-staff training

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

Implement activities that nurture self esteem, positive self image leadership skills and confidence in students .

Work with PBIS team to refine/ create a plan for implementation of strategies that instill a positive school climate
Restorative Justice

Provide support to students and families with strategies for learning the Spanish language outside of class if student is EO and is struggling.

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)

2500	Title I 1000-1999: Certificated Personnel Salaries extended duty for planning time
2500	Title I 4000-4999: Books And Supplies materials and supplies

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

Plan assemblies/activities that promote health, safety, build school spirit and celebrate positive behavior

* Anti-drug and alcohol
*Bullying
* School dances
* Talent Show
* Spirit Day
* Student of the month
* Honor assemblies
* Service Projects
* Fun Friday rewards
* Student council
* Folkoric dance clubs
* Sports program (middle school)
* Colibri Spirit
*Little Heroes
*Taiko Drumming
*mini mermaids/young tritans

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)
2500	Title I 4000-4999: Books And Supplies $1,500 cost of assemblies, awards, paper, printing
500	Title I 1000-1999: Certificated Personnel Salaries $500 extended duty for planning time and teacher chaperones

2,338.50	LCAP Central Sports Budgets 4000-4999: Books And Supplies CA sports design
500	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Colibri Spirit for Cafeteria
1000	LCAP Central Sports Budgets 4000-4999: Books And Supplies Colibri Spirit jerseys and other school logo appareil
5000	LCAP Central Sports Budgets 5000-5999: Services And Other Operating Expenditures Coach director stipends
250	LCFF - Supplemental 4000-4999: Books And Supplies Little Heroes supplies
3530.50	LCAP Central Sports Budgets 5000-5999: Services And Other Operating Expenditures Sports League Dues
14,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Little Heroes
14,000	Title I 5000-5999: Services And Other Operating Expenditures Little Heroes

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies /activities has been successful with the exception of needing to revisit the BEST model and provide updated training to staff for PBIS. The overall effectiveness of the strategies seem to be helpful because students do tend to feel safe or very safe on campus. Based on the student survey an average of 82% of students feel safe or very safe on campus by spring 2021 as compared to 80 % feeling safe or very safe on campus in the Fall of 2020.

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

There are no major differences between the intended implementation and/or budgeted expenditures to meet the articulated goal.

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.

The change is that the site will align the work more to build efforts around a school pride campaign. This is indicated in the proposed strategies and activities in goal 3.

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

Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.

Goal 4

Maintain a high level of parent engagement to support our student achievement goals in Reading/Language Arts, Math, English Learner, Spanish Learners, and students with disabilities.

Identified Need

Adelante is a school of choice which bases part of its framework on a high level of parent engagement. Research shows that high parent engagement supports student academic growth. This will help to promote a positive learning environment which in turn will create positive student academic student outcomes in our areas of need based on state testing results. Parents have also expressed a desire to have the school support a positive community environment in supporting families that come from an English Only background to improve and support Spanish language acquisition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Teacher conference attendance and number of parents who sign in at school wide events.	The number of sign ups and participants in school wide events and tracking of parent volunteer hours in the ParentSquare and the Weekly green folder.	As we continue set expectations for parent involvement we expect to see parents engaged on campus. This means that they will then be directly engaged with their child's learning and will lead to greater academic success.

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

A Master calendar will be created to include the following parental involvement events:
* Café con la directora
*Student assemblies
* Bienvenida BBQ
* Back to School Night
* Friday morning reading
* Leyendo Bajo las Estrellas

* Tradicion y vida project walk
* Celebraciones Multicultural holiday event
* Spanish Spelling Bee
* Parent involvement recognition
*Open House
* End of year Carnival
* Kinder/8th grade promotion activities
Provide opportunities for parents to participate in daily activities, academic and cultural school events that promote student success in both languages.
*Parent Committees and District Representation through DAC, DELAC, AND SPARC

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	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures For materials, food, supplies for parent involvement activities
300	Title I 5900: Communications Que Pasa and digital media resources
1000	Title I 5000-5999: Services And Other Operating Expenditures For Materials, foods, supplies and parent involvement activities
	LCFF - Supplemental 4000-4999: Books And Supplies Spanish Spelling bee -registration
1,500	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures spelling bee -teacher flying ticket and hotle
2000	Title I 5000-5999: Services And Other Operating Expenditures Facilitron for Celebraciones and other performances

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

Provide parenting workshops to give parents strategies to improve student progress in English language arts and Spanish Language Acquisition.

Conduct volunteer training to maximize the use of volunteers in the classrooms

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)
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures cost of workshop presentations/facilitators

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

Conduct a minimum of two Parent teacher conferences a year to advise parents of student progress in ELA/SLA

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)
5,000	Title I 1000-1999: Certificated Personnel Salaries $5,000 cost of extended duty to meet with parents

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

A Master calendar will be created to include the following parental involvement events:

* Café con la directora-monthly
* Back to School Night
* Open House
*

Provide opportunities for parents to participate in daily activities, academic and cultural school 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)
700	LCFF Supplemental/Concentration 4000-4999: Books And Supplies for materials, food, supplies for parent involvement activities

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

A Master calendar will be created to include the following parental involvement events:

* Café con la directora
* Back to School Night
* Monthly ELAC meetings (workshops)
* ELPAC
* Reclassification
* 5th/ 8th grade Pathway Award criteria
* Community Resources to promote parent engagement and involvement
* Participation to outside/inside workshops

Provide opportunities for parents to participate in activities that support learning in English

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)
600	LCFF Supplemental/Concentration 4000-4999: Books And Supplies

	materials, food supplies for parent involvement activities

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

Review applications and conduct interviews

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)

Students of teachers who are working to clear their credential.

Strategy/Activity

Assign a mentor and submit all paperwork to New teacher Center

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)
	District funded

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

publishers, set dates, get contracts if needed, etc (July 2021 to June 2022)

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: 2020-21

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.

Some implementation of the strategies/activities were completed due to constraints due to online learning. Those that were completed were effective in maintaining and increasing parent involvement. We will use data points such as the information given to State and Federal with attendance numbers for various school events and the panorama survey to gauge effectiveness.

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

There are no major differences in intended and budgeted expenditures for this goal.

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.

The main change is including community resources from outside organizations to help increase and promote parent engagement.

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 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 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	$48,778.85
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$163,117.00

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	$92,048.00
Title III	$1,600.00

Subtotal of additional federal funds included for this school: $93,648.00

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 ($)
LCAP Central Sports Budgets	$11,869.00
LCFF - Supplemental	$19,750.00
LCFF Supplemental/Concentration	$37,850.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $69,469.00

Total of federal, state, and/or local funds for this school: $163,117.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	77,305	-14,743.00
LCFF Supplemental/Concentration	16,100	-21,750.00
LCAP Central Sports Budgets	11,869	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Maria D. Martinez	Principal
Erlinda Muñoz	Classroom Teacher
Wendy Cruz-Alcantar	Classroom Teacher
Sara Meza	Classroom Teacher
Kim Rocha	Other School Staff
Teresa Gonzalez	Parent or Community Member
Stacy Benedict	Parent or Community Member
Araceli Rodriguez	Parent or Community Member
Stacey King	Parent or Community Member
Alma Gonzales	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership team (ILT)

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

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

This SPSA was adopted by the SSC at a public meeting on May, 11, 2021.

Attested:

	Principal, Maria D. Martinez on 5/11/21
	SSC Chairperson, Stacey King on 5/11/21

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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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