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
Cesar Chavez Elementary School	43-69369-6046239	May 7, 2021	

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.

The schools plan for effectively meeting the ESSA requirements, in alignment with the Local Control and Accountability Plan and other federal, state, and local programs will include the strategies and opportunities for all students, including each student group, to meet state standards. In addition, the schools plan will strengthen the academic programs being offered, improve learning time and support the enriched and accelerated curriculum. Lastly, the schools plan will address the needs of all students, particularly those at risk of not meeting state standards.

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).

A Panorama Survey was taken in the Spring of 2021 with a response rate of staff at 61.9%, Students at 83.9% and Families with a total of 45 responses.

The results are based on topics and it shows that:
Topic #1- Climate of support for academic learning, the results show the following:
Family-88% (+5% increase compared to the previous year)
Staff- 96% (+10% increase compared to the previous year)
Students- 80% (+6% increase compared to previous year)

Topic #2- Knowledge and fairness of discipline, rules and norms, the results show the following:
Family- 91% (+/-0% compared to previous year)
Staff- 96% (+9% increase compared to previous year)
Students- 83% (+8% increase compared to previous year)

Topic #3- Safety, the results show the following:
Family- 91% (+8% increase compared to previous year)
Staff- 89% (+7% increase compared to previous year)
Students - 68% (+4% increase compared to previous year)

Topic #4- Sense of Belonging
Family-92% (+1% increase compared to previous year)
Staff- 84% (+14% increase compared to previous year)
Students- 70% (+2% increase compared to previous year)

Topic #5- After School Programs
Families- 98% (+/-0% compared to previous year)

Topic #6- Student SEL Skills Survey
Student: Growth Mindset- 55% of students perceive whether they have the potential to change factors that are control to their school performance.
Student: Self Efficacy- 46% of students believe they can succeed in achieving academic outcomes.
Student: Self Management-59% of students manage their emotions, thoughts, and behavior in different situations.
Student: Social Awareness- 60% of students consider the perception of others and empathize with them.

Based on the panorama survey and various academic assessments, stakeholders have requested the following:

- Build upon the climate for academic learning.
- Focus on the sense of belonging/school connectedness
- Address students Social Emotional Learning skills.

Classroom Observations

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

Shared Leadership Model

- In order to reach student achievement goals, Instructional leadership team (ILT) developed a Theory of Action (TOA) that connects strategies to the actions and relationships critical to good instruction and student learning at Cesar Chavez Elementary.
- Teachers know that transitioning to Common Core is the priority. Leaders have developed Professional Learning Plans (PLP) to set aligned goals surrounding Common Core so that systems can align to better support teachers and students.

- Instructional leadership team is leading grade level collaboration and engaging in three (3) cycle reviews to reflect on the effectiveness of their PLP and Theory of Action. There is a structure in place for the resource teacher that is intended to support teachers in planning and implementing instructional strategies. The work with teachers has been aligned to PD topics and providing prerequisite classroom skills. Teachers know the resource teacher is available to provide support when needed.
- Teachers value collaboration time, during Tuesday meetings with City Year, to do unit planning, align curriculum, instruction and assessments and share best practices. They have internalized a Results Oriented Cycle of Inquiry (ROCI) as a way to guide their time during collaboration.
- The design of differentiated professional development, during City Year collaboration, alignment to planning has prepared teachers to immediately incorporate the instructional strategies in their classrooms.
- Teachers are supported by Principal, during grade level release days, in order to backwards map upcoming units using pacing guides that focus on a balance literary approach that is focused on guided reading. Most teams are collaboratively making adjustments for guided reading, by the implementation of three (3) phases.
- Teachers are using data to systematically monitor and adjust intervention groups, which has resulted in increased understanding of student strengths and areas for improvement and teachers' ability to more effectively target support for their students.
- Teachers are engaged in conversations about essential skills and learning for grade levels and content areas. They are using rubrics to more clearly define proficiency with the new standards.
- Teachers have strong classroom management and clear procedures for students that allow them to be engaged. Many teachers have students working in centers, allowing the teacher to pull small groups, or individual students, to provide more targeted support.
- Students are working in cooperative learning groups, which provides opportunities for them to learn from one another and work on some elements of the 4 Cs (Collaboration, Communication, Critical Thinking and Creativity).
- Many classrooms show evidence of professional development strategies and collaborative planning time, increasing instructional consistency and alignment across the school, as well as promoting equity for students in those classrooms.

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)

Cesar Chavez Elementary has adopted a data-driven cycle of inquiry approach to school improvement that impacts budget, curriculum, instruction, assessment, and student achievement. In addition, implementing data-driven instruction by making data readily available to all teachers. District invested in data management systems Illuminate, SBAC, FastBridge, ESGI, Benchmark Level Screeners. Easily accessible and simple to use, Illuminate allows teachers to access their students' performance data so that they can compare it to school-wide, district, state and national data to ascertain student performance. It also guided teachers' efforts to individualize instruction, provide differentiated instruction that is responsive to the students' assessed needs and measure the effectiveness of their own instruction. Illuminate also allows administrators to assess the effectiveness of curriculum and support intervention programs. In addition, Illuminate information regarding criterion-referenced test performance (SBAC, ELPAC, etc.), district assessments, writing samples, discipline and attendance data, student work samples, authentic assessment data from project-based learning, inquiry-based, work-based, open-ended, and portfolio assignments, qualitative data to ascertain stakeholder satisfaction, and observations of student performance are used to measure whether all students are meeting the Common Core State Standards.

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

Illuminate- FastBridge, Benchmark Level Screener, ESGI assessments, Interim Assessment Blocks (IAB's) are reviewed and classroom instruction is adjusted.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Each Chavez Elementary teacher participates in 35 hours or more of professional development.

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

All of Chávez's teachers have been trained to access state adopted instructional materials.

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

Cesar Chavez Elementary has ensured the alignment of staff development to academic standards through the following practices:
1. All eligible teachers will continue to participate in the CCSS, new and advanced training.
2. CCSS EnVision math is offered by the school district.
3. All teachers participate in cluster and school grade-level meetings, which focus on standards-based, adopted instructional programs.
4. Teachers will participate in CCSS Writing training that focus on meeting writing standards.
5. Staff development is provided in the use of standards aligned materials.
7. Principal will assist TK-5 teachers in the full implementation of the balance literacy/guided reading curriculum.
8. All staff is given the opportunity to attend conferences and/or professional development that is dedicated to best practices and standards based instruction.

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

Support is provided by the Principal.

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

Weekly meetings enabled teachers to work collaboratively to share best teaching strategies. Teachers also collaborate to review assessment data. SMART goal forms document the areas of focus. Target students are selected based on the assessment data and strategies that will be used to enhance student learning. Furthermore, dedicated collaboration time during the district provided 35 hours meeting time, are used to allow teachers to look at assessment data and create action plans for three (3) cycles.

Teaching and Learning

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

César Chávez Elementary has aligned curriculum instruction and materials to content and performance standards through the following practices:

- All core curriculum materials and supplemental materials are aligned with the Common Core State Standards.
- TK/Kindergarten has a minimum of 100 minutes of Benchmark Reading/Language Arts instruction daily.
- Grades 1-3 have a minimum of 150 minutes of Benchmark Reading/Language Arts instruction daily.
- Grades 4-5 have a minimum of 120 minutes of Benchmark Reading/Language Arts instruction daily.
- Every Chavez Elementary student (Grades TK-5th grade) participates in specific ELD instruction as an additional element of the language arts block.
- Grades TK/Kinder have a minimum of 30 minutes of math instruction.
- Grades 1st-3rd have a minimum of 60 minutes of math instruction.
- Grades 4th/5th have a minimum of 75 minutes of math instruction.
- Ongoing assessments measure student progress towards mastery of the standards.
- Grade level meetings are held two – three times a month to facilitate collaboration and consistency of instruction per grade level.
- Standards-based assessments are used at the school site.

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

- Grades TK/ K = 100 minutes of Language Arts instruction and 30 minutes of Mathematics instruction.
- Grades 1st – 3rd =150 minutes of Language Arts instruction and 60 minutes of Mathematics instruction.
- Grades 4th-5th = 120 minutes of Language Arts instruction and 75 minutes of Mathematics instruction.

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

Intervention programs provided by the staff during the day. Our school also offers additional push-in support program for at-risk students through City Year Tier 1 & 2 support. Reading intervention is provided by Reading Partners program.

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

Cesar Chavez Elementary has ensured the availability of standards-based instructional materials for all students through the following practices:

- The school has state-adopted (K-5 textbooks or instructional materials for every student) in ELA, math, science and history/social science.
- Teachers regularly examine student work samples at grade-level meetings to ensure that the students are mastering grade level standards.
- Test practice materials for the California Standards will be used in the classrooms to help students meet grade level standards by testing time.
- Parents are given abbreviated versions of their children's grade level content standards expectations each year.
- Consumables are provided to supplement the standards-based curriculum.
- Student work samples are used to assess alignment with content standards.

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

A. Benchmark Advance (ELA/Social Studies)
B. EnVision Math
C. Levered Math (3rd-5th grade)
D. Engage NY Math (TK)
E. Language! Live
F. Learning A-Z: Science A-Z online
G. Studies Weekly- Social Science

Opportunity and Equal Educational Access

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

Chavez Elementary provides the following regular program services to enable under-performing students to meet standards:

- Bridge to Kindergarten(PK) program for students entering kindergarten
- After school intervention classes are offered to at-risk students scoring below proficiency levels in language arts.
- Appropriate grade level, standards-based, state-adopted curriculum will be used in the intervention programs.
- Students in Grades TK - 5th will receive differentiated instruction incorporated into Reading and Language Arts.
- Teachers will differentiate instruction during the school day in an effort to best serve the under-performing students.
- District approved supplemental online programs for all students.
- Nearpod program in all subject areas

Evidence-based educational practices to raise student achievement

- Development of school wide Theory of Action
- Grade-level collaboration meetings for unit planning
- Grade-level collaboration meetings to review data and target students for in-school interventions
- Illuminate– FastBridge, Benchmark Level Screener Assessments, ESGI assessments are reviewed & classroom instruction is adjusted
- Teacher release days are provided to allow staff members to review Data & modify instruction
- ROCI (Results Oriented Cycle of Inquiry) using data from Federal, state and local assessments.

Parental Engagement

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

Cesar Chavez Elementary provides the following family, school, and district and community resources to assist under-performing students:

- A Student Success Team (SST) addresses the academic and behavioral needs of students identified by their teachers as being at-risk.
- Flyers, school website, parent link and ParentSquare keep the school community informed of activities and events at the school.
- Monthly "Principal's Coffees" give the parents of Chavez Elementary an informal forum for discussing school related concerns with the school administration.
- Two Curriculum events will provide insights for parents on issues related to the standards-based instruction in the classrooms.
- City Year provides after school homework clubs that target particular students.
- YMCA provides before/after school TK/K student support with homework and provides personal/social development.
- A weekly envelope is sent home with flyers, handouts, etc. to each family.
- Various grade level specific meetings are provided to give parents grade level specifics on how to help their child.
- A Community Liaison supports to increase parental involvement and engagement

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, teachers and staff are part of the School Site Council (SSC) to develop and approve the Single Plan for Student Achievement (SPSA). Parents and teachers work together through our Parent Teacher organization (PTO) at Chavez Elementary.

Funding

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

Chavez Elementary provides the following categorically funded services to enable under performing students to meet standards:

- Classroom teachers meet to analyze and assess student data to determine if EL students are meeting their annual yearly progress goal.
- The principal will support grade-level teams in addressing the needs of under-performing students.
- Before and after school intervention programs and homework center focus on the needs of at-risk students.
- Accelerated Reader, Reading Partners, Nearpod and FastBridge programs are used to motivate students and to promote reading fluency, comprehension skills, meeting grade level math standards for under-performing students.
- Positive Behavior Intervention and Services (PBIS) is a school-wide recognition and reward system that recognizes student achievement, effort, and behavior.
- Code to the Future Curriculum is delivered in three phases (Scratch coding, Lego robotics, and Mindcraft) throughout the year for students to be college and career ready in the field of Science, Technology, English, Arts, and Math.
- Youth Positive Curriculum and Restorative Justice Practices are utilized in the classroom to help address the emotional development of all students.
- Special Education para-educators are strategically utilized to maximize learning opportunities in the classrooms.

Fiscal support (EPC)

Chavez Elementary School receives a total of $98,781 to support student learning. The funding received is as follows:,
1. Title I = $70, 331
2. LCAP = $12,350 (These funds are not under the advisement of SSC. The LCAP Funds on your SPSA is for informational purposes only).

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

A school site council meeting took place on (Date) with school site council members. Each school site council member was given time to review the SPSA, prior to (Date), and their recommendations were provided on the school site council meeting date on (Date). The SPSA was approved by school site council on (Date).

Resource Inequities

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

There is a clear need for additional resources to deliver rigorous academic standards, a consistent progressive discipline plan, addressing student safety and sense of belonging while addressing social emotional development for students attending Chavez Elementary.

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	0.29%	0.33%	0.4%	1	1	1
African American	0.58%	0.33%	1.2%	2	1	3
Asian	9.01%	12.13%	13.7%	31	37	36
Filipino	4.65%	2.62%	1.5%	16	8	4
Hispanic/Latino	83.72%	83.28%	82.4%	288	254	216
Pacific Islander	0.29%	0%	%	1	0	
White	0.58%	1.31%	0.8%	2	4	2
Multiple/No Response	%	0%	%		0	
			Total Enrollment	344	305	262

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	55	51	26
Grade 1	56	45	38
Grade 2	60	50	45
Grade3	54	52	48
Grade 4	58	52	57
Grade 5	61	55	48
Total Enrollment	344	305	262

Conclusions based on this data:

1. Student enrollment has been declining throughout the last few years.

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	213	142	116	61.9%	46.6%	44.3%
Fluent English Proficient (FEP)	50	85	57	14.5%	27.9%	21.8%
Reclassified Fluent English Proficient (RFEP)	13	60	2	5.3%	28.2%	1.4%

Conclusions based on this data:

1. English learners are the majority of students enrolled per academic year.
2. Reclassification numbers are increasing year by year. The exception was during the 2019-2020 academic year due to pandemic.

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	64	58	53	62	56	49	62	55	49	96.9	96.6	92.5
Grade 4	65	65	63	64	63	62	64	62	62	98.5	96.9	98.4
Grade 5	75	61	64	74	60	62	74	60	62	98.7	98.4	96.9
All Grades	204	184	180	200	179	173	200	177	173	98	97.3	96.1

* 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	2389.	2372.	2427.	12.90	12.73	20.41	17.74	16.36	30.61	30.65	18.18	26.53	38.71	52.73	22.45
Grade 4	2422.	2424.	2428.	15.63	6.45	16.13	18.75	22.58	14.52	20.31	20.97	19.35	45.31	50.00	50.00
Grade 5	2456.	2474.	2455.	9.46	15.00	9.68	14.86	26.67	19.35	31.08	21.67	29.03	44.59	36.67	41.94
All Grades	N/A	N/A	N/A	12.50	11.30	15.03	17.00	22.03	20.81	27.50	20.34	24.86	43.00	46.33	39.31

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	8.06	10.91	18.37	40.32	32.73	59.18	51.61	56.36	22.45
Grade 4	9.38	8.06	9.68	45.31	45.16	48.39	45.31	46.77	41.94
Grade 5	6.76	15.00	11.29	47.30	50.00	45.16	45.95	35.00	43.55
All Grades	8.00	11.30	12.72	44.50	42.94	50.29	47.50	45.76	36.99

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	16.13	7.27	24.49	45.16	43.64	48.98	38.71	49.09	26.53
Grade 4	21.88	4.84	8.06	35.94	46.77	48.39	42.19	48.39	43.55
Grade 5	17.57	20.00	8.06	41.89	41.67	58.06	40.54	38.33	33.87
All Grades	18.50	10.73	12.72	41.00	44.07	52.02	40.50	45.20	35.26

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	8.06	10.91	14.29	66.13	54.55	79.59	25.81	34.55	6.12
Grade 4	9.38	9.68	8.06	64.06	62.90	67.74	26.56	27.42	24.19
Grade 5	8.11	8.33	6.45	63.51	65.00	54.84	28.38	26.67	38.71
All Grades	8.50	9.60	9.25	64.50	61.02	66.47	27.00	29.38	24.28

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	16.13	18.18	22.45	50.00	30.91	51.02	33.87	50.91	26.53
Grade 4	18.75	9.68	14.52	45.31	61.29	45.16	35.94	29.03	40.32
Grade 5	14.86	28.33	14.52	44.59	43.33	46.77	40.54	28.33	38.71
All Grades	16.50	18.64	16.76	46.50	45.76	47.40	37.00	35.59	35.84

Conclusions based on this data:

1. Overall Achievement for all students in the 2018-2019 academic year indicates that 35.84% of the students who took the test met or exceeded the ELA standards.
2. Reading- 63.01% Demonstrating understanding of literary and non-fictional texts at, near or above standard. Writing-64.74% of students are producing clear and purposeful writing at, near or above standard.
3. Listening- 75.72% at, near or above standard demonstrating effective communication skills. Research/Inquiry- 64.16% at, near or above standard in Investigating, analyzing, and presenting information.

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	64	57	53	64	57	52	64	57	52	100	100	98.1
Grade 4	65	65	63	65	65	63	65	65	63	100	100	100
Grade 5	75	61	64	74	60	63	74	60	63	98.7	98.4	98.4
All Grades	204	183	180	203	182	178	203	182	178	99.5	99.5	98.9

* 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	2416.	2412.	2417.	12.50	8.77	19.23	35.94	29.82	23.08	15.63	29.82	25.00	35.94	31.58	32.69
Grade 4	2440.	2447.	2438.	12.31	4.62	11.11	16.92	26.15	12.70	29.23	38.46	34.92	41.54	30.77	41.27
Grade 5	2457.	2462.	2454.	2.70	13.33	9.52	13.51	15.00	9.52	32.43	20.00	28.57	51.35	51.67	52.38
All Grades	N/A	N/A	N/A	8.87	8.79	12.92	21.67	23.63	14.61	26.11	29.67	29.78	43.35	37.91	42.70

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	31.25	29.82	28.85	28.13	35.09	34.62	40.63	35.09	36.54
Grade 4	20.00	20.00	14.29	24.62	29.23	31.75	55.38	50.77	53.97
Grade 5	9.46	15.00	12.70	25.68	23.33	23.81	64.86	61.67	63.49
All Grades	19.70	21.43	17.98	26.11	29.12	29.78	54.19	49.45	52.25

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	15.63	14.04	15.38	46.88	52.63	53.85	37.50	33.33	30.77
Grade 4	20.00	9.23	15.87	35.38	55.38	39.68	44.62	35.38	44.44
Grade 5	4.05	10.00	9.52	44.59	35.00	28.57	51.35	55.00	61.90
All Grades	12.81	10.99	13.48	42.36	47.80	39.89	44.83	41.21	46.63

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	21.88	19.30	23.08	43.75	47.37	44.23	34.38	33.33	32.69
Grade 4	12.31	10.77	12.70	40.00	55.38	52.38	47.69	33.85	34.92
Grade 5	8.11	10.00	4.76	35.14	36.67	44.44	56.76	53.33	50.79
All Grades	13.79	13.19	12.92	39.41	46.70	47.19	46.80	40.11	39.89

Conclusions based on this data:

1. Overall Achievement for all students- 27.53% of the students that took the assessment met or exceeded the standards.
2. Concepts & Procedures- 47.76% at, near or above standard in applying mathematical concepts and procedures. Problem Solving & Modeling/Data Analysis-53.37% at, near or above standard using appropriate tools and strategies to solve real world and mathematical problems
3. Communicating Reasoning Demonstrating ability to support mathematical conclusions-60.11% at, near or above standards demonstrating ability to support mathematical conclusions.

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	1429.8	1399.3	1447.9	1413.9	1387.3	1365.2	59	33
Grade 1	1471.1	1413.5	1478.9	1429.9	1462.5	1396.6	39	32
Grade 2	1486.6	1471.1	1498.7	1478.2	1474.2	1463.3	33	19
Grade 3	1496.7	1461.1	1500.1	1452.8	1492.6	1468.9	35	19
Grade 4	1512.3	1529.4	1519.2	1527.5	1505.0	1530.9	34	37
Grade 5	1500.8	1529.5	1493.4	1527.5	1507.8	1530.9	25	33
All Grades							225	173

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	27.12	3.03	27.12	27.27	33.90	54.55	*	15.15	59	33
1	58.97	3.13	*	18.75	*	40.63	*	37.50	39	32
2	39.39	5.26	51.52	42.11	*	47.37	*	5.26	33	19
3	*	0.00	65.71	15.79	*	63.16	*	21.05	35	19
4	*	37.84	61.76	40.54	*	8.11	*	13.51	34	37
5	*	24.24	*	42.42	*	30.30	*	3.03	25	33
All Grades	29.33	14.45	41.33	31.79	18.67	37.57	10.67	16.18	225	173

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	37.29	9.09	30.51	30.30	23.73	45.45	*	15.15	59	33
1	64.10	9.38	*	28.13	*	37.50	*	25.00	39	32
2	63.64	10.53	*	57.89	*	31.58		0.00	33	19
3	45.71	0.00	37.14	57.89	*	26.32	*	15.79	35	19
4	47.06	59.46	38.24	21.62	*	8.11	*	10.81	34	37
5	*	48.48	*	39.39	*	9.09	*	3.03	25	33
All Grades	48.00	26.59	32.00	35.84	13.78	25.43	6.22	12.14	225	173

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	*	3.03	*	6.06	61.02	69.70	23.73	21.21	59	33
1	41.03	3.13	*	6.25	*	34.38	*	56.25	39	32
2	*	10.53	42.42	10.53	*	36.84	*	42.11	33	19
3		0.00	*	5.26	54.29	63.16	*	31.58	35	19
4	*	16.22	41.18	43.24	35.29	24.32	*	16.22	34	37
5	*	0.00	*	30.30	*	60.61	*	9.09	25	33
All Grades	16.00	5.78	23.56	19.08	38.67	47.40	21.78	27.75	225	173

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	61.02	3.03	35.59	75.76	*	21.21	59	33
1	82.05	31.25	*	43.75	*	25.00	39	32
2	57.58	26.32	33.33	73.68	*	0.00	33	19
3	48.57	0.00	42.86	42.11	*	57.89	35	19
4	35.29	54.05	64.71	37.84		8.11	34	37
5	*	12.12	68.00	75.76	*	12.12	25	33
All Grades	53.78	23.12	40.44	57.80	5.78	19.08	225	173

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	28.81	18.18	59.32	57.58	*	24.24	59	33
1	48.72	3.13	38.46	68.75	*	28.13	39	32
2	87.88	21.05	*	78.95		0.00	33	19
3	65.71	52.63	*	31.58	*	15.79	35	19
4	64.71	54.05	*	37.84	*	8.11	34	37
5	72.00	69.70	*	24.24	*	6.06	25	33
All Grades	56.89	36.99	32.44	48.55	10.67	14.45	225	173

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	18.64	3.03	64.41	81.82	*	15.15	59	33
1	58.97	9.38	28.21	34.38	*	56.25	39	32
2	*	10.53	48.48	52.63	*	36.84	33	19
3		0.00	60.00	47.37	40.00	52.63	35	19
4	*	18.92	70.59	59.46	*	21.62	34	37
5	*	6.06	56.00	81.82	*	12.12	25	33
All Grades	20.44	8.67	55.11	61.27	24.44	30.06	225	173

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	*	9.09	47.46	66.67	40.68	24.24	59	33
1	33.33	0.00	43.59	53.13	*	46.88	39	32
2	*	10.53	75.76	47.37	*	42.11	33	19
3	*	0.00	71.43	73.68	*	26.32	35	19
4	*	21.62	67.65	67.57	*	10.81	34	37
5	*	3.03	56.00	84.85	*	12.12	25	33
All Grades	19.11	8.09	58.67	66.47	22.22	25.43	225	173

Conclusions based on this data:

1. Overall language performance indicates that 46.24% of students performed at level 3 or higher. Oral language performance indicates that 62.43% of students performed at level 3 or higher.
2. Written language performance indicates tat 24.86% of student performed at level 3 or higher. Listening domain performance indicates that 80.92% of students are moderately/well developed in this domain. Speaking domain performance indicates that 85.54% of student are moderately/well developed in this domain.
3. Reading domain performance indicates that 69.94% of students are moderately/well developed on this domain. Writing domain performance indicates that 74.56% of students are moderately/well developed in this domain.

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**
305	**90.5**	**46.6**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	142	46.6
Foster Youth	4	1.3
Homeless	7	2.3
Socioeconomically Disadvantaged	276	90.5
Students with Disabilities	19	6.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3
American Indian	1	0.3
Asian	37	12.1
Filipino	8	2.6
Hispanic	254	83.3
White	4	1.3

Conclusions based on this data:

1. We have a large percentage of students who are socioeconomically disadvantage- 92.7% of student population
2. We have a large percentage of students who are English learners-61.9%
3. Hispanics make up the largest portion of a student population- 83.7%

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  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Our academic performance for English Language Arts (ELA)/ Math are areas of improvement that we need to address. Respectively, ELA is in the yellow. Math is in the orange.
2. As far as academic engagement, chronic absenteeism is an area of improvement.
3. Suspension rates is in the orange, which is an area that needs improvement.

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	0	3	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
Yellow	Yellow	No Performance Color
33.6 points below standard	36.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.1 points	Increased ++11 points	1
163	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	36.1 points below standard	89.4 points below standard
2	Increased ++10 points	Increased Significantly ++58.1 points
	153	16

2019 Fall Dashboard English Language Arts Performance 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	12.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Maintained ++1.6 points	9
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
43.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++14 points	1	1	
135			

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**
65.9 points below standard	16.5 points above standard	42.7 points below standard
Increased ++7.9 points	Maintained -2.9 points	Increased ++13.6 points
81	45	29

Conclusions based on this data:

1. English learners, socioeconomically disadvantage students and students with disabilities increase performance in the 2019 Fall Dashboard English Language Arts Performance indicator.
2. Hispanic students had an increase of +14 points in ELA compared to other races/ethnicity.
3. Reclassified English learners maintained their ELA performance, while current English learners and English Only students increased performance.

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	3	0	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 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
Orange	Orange	No Performance Color
44.7 points below standard	48 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4 points	Declined -5.1 points	1
163	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	45.5 points below standard	111.3 points below standard
2	Declined -7.6 points	Increased Significantly ++15.9 points
	153	16

2019 Fall Dashboard Mathematics Performance 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	29.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Declined -9.5 points	9
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	
55.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	
Maintained -0.8 points	1	1	
135			

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**
68.6 points below standard	11 points below standard	57.2 points below standard
Declined -9.3 points	Declined -9.3 points	Declined -5.6 points
81	45	29

Conclusions based on this data:

1. Three (3) student group declined in performance- English learners, socioeconomically disadvantage students and overall students. In comparison, our students with disabilities increase their math performance.
2. Asian american students math performance declined in comparison to other races/ethnicities.
3. Math data indicates that current English learners, reclassified English learners and English Only students declined in math performance.

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
40.2 making progress towards English language proficiency
Number of EL Students: 122
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
34.4	25.4		40.1

Conclusions based on this data:

1. 40.2% of English learners are making progress towards reaching English Language proficiency.
2. 49% of English learners progressed at least one ELPI level; while 31% of English learners maintained and 42% of English learners declined one ELPI level.

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	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
17.8	14.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.7	Increased +0.5	1
382	234	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
66.7	18.4	20.7
12	Increased +1.9	Increased +6
	353	29

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.9	17.6
3	1	Increased +3.5	Increased +11
		34	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
17.9	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
Maintained -0.3	3	1	5
318			

Conclusions based on this data:

1. Chronic absenteeism continues to be a challenge for all students groups.
2. 17.8% of students are chronically absent.
3. Based on chronic absenteeism by race/ethnicity- Asian and Filipino students increased in being chronically absent.

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	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
5.3	4.5	Less than 11 Students - Data Not 1
Increased +1.2	Maintained -0.1	
397	243	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
15.4	5.7	10
13	Increased +1.3	Increased +7.2
	368	30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 Blue	 No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	0
3	1	Declined -2.3	Declined -5.9
		35	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
5.1	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Increased +0.7	3	1	5
332			

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.1	5.3

Conclusions based on this data:

1. Based on the suspension rate, students with disabilities have been suspended at a higher rate in comparison to all other student groups.
2. Suspension rate by race/ethnicity for Asian and Filipino students have declined, while Hispanic students increase slightly (+0.7 points)

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

40% of our 3-5th grade students will meet or exceed the standards for ELA & Math. (SBAC)
40% of our 2nd-5th grade students will be on track for SBAC based on FastBridge assessments.
40% of our Kinder-5th grade students will reach benchmark or above on level screener assessments.
75% of our TK-1st grade students will show mastery of letters, sounds, sight words, high frequency words, be able to blend.

Identified Need

- Based on the Benchmark Level Screener data for midyear, it indicates that 86.39% of students (Kinder-5th grade)are below benchmark.
- Based on the FastBridge midyear aReading group screening report (Benchmark), it indicates that 86% of students (2nd-5th grade) are low to high risk.
- Based on the FastBridge midyear AutoReading group screening report, it indicates that 94% of students (2nd-5th grade) are below the 85th percentile (Norms.)
- Based on the FastBridge midyear aMath group screening report (Benchmark), it indicates that 80% of students (2nd-5th grade) are low to high risk.
- Based on the FastBridge midyear aMath group screening report, it indicates that 91% of students (2nd-5th grade) are below the 85th percentile (Norms.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC, Benchmark Level Screeners, FastBridge, ESGI assessments		• 40% of our 3-5th grade students will meet or exceed the standards for ELA & Math. (SBAC) • 40% of our 2nd-5th grade students will be on track for SBAC based on FastBridge assessments.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		• 40% of our Kinder-5th grade students will reach benchmark or above on level screener assessments. • 75% of our TK-1st grade students will show mastery of letters, sounds, sight words, high frequency words, be able to blend.

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 will be served by this strategy

Strategy/Activity

Involvement: involve parents and community in planning and implementing the school plan.

1. Parent Meetings to inform them of ELA/Math Standards.
2. Parent Meetings for at-risk students.
3. Summer Bridge to Kinder for students that will be entering Kindergarten in the fall to inform parents of expectations and skills to work on.
4. Literacy/Math Nights, Read Across America, raising a reader and other events to involve parents in reading and doing math with their children.
5. Workshops to provide parents with homework support for their students.
6. SST process involving parents in addressing specific needs of their student.
7. Parent-Teacher conferences, report cards, progress report cards, etc.. will be send home to advise parents of student progress.
8. School wide parent meetings (SSC, ELAC, PTO and Principal's Coffee) to inform parents on how to best support their students in Math/Reading.
9. Provide materials and supplies for parents to support their student at home in Math and Reading.

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

Amount(s)	Source(s)
1,000	Title I

	4000-4999: Books And Supplies Materials and Supplies
915	Title I 4000-4999: Books And Supplies Projector light bulbs
1000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies
100	LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Child Care
1000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Projector Light Bulbs
3,400	LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Rental and Maintenance of Equipment
2000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Copy Cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Standards, Assessments, and Accountability:
(Comprehensive assessment and analysis of data)

1. Teacher will follow and use curriculum maps to guide instruction.
2. Grade level collaboration meetings to coordinate instruction and review data.
3. Teacher will develop standards based lesson plans.
4. Teacher will analyze student achievement data and modify instruction to improve learning.
5. Teachers will review benchmark assessments, and unit assessments regularly to ensure that students are making adequate progress.
6. Data Talks with the principal to analyze student achievement data and modify instruction to improve learning.
7. Principal chats to support teachers as they use student achievement data and modify instruction to improve learning.
8. The Single Plan for Student Achievement (SPSA) will be continuously monitored by School Site Council (SSC).
9. Differentiated instruction will address the diverse student need in each classroom.
10. Principal will oversee all student assessments.
11. Principal will conduct walk through's in every classroom.

12. Teachers will develop weekly lesson plans to align with common core state standards.

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

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Extended Duty -which includes Science Camp, Substitute teacher for release days ILT Team and PBIS Team
300	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and supplies
500	Title I 5000-5999: Services And Other Operating Expenditures Rental of equipment
500	Title I 4000-4999: Books And Supplies Copy cost

Strategy/Activity 3

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

All students will be served by this strategy.

Strategy/Activity

Staffing and Professional Development:

1. Staff receives professional development in the analysis of assessment data and the data management systems by principal.
2. Teachers participate in ELA/Math CCSS staff development opportunities.
3. Principal provides ongoing coaching and staff development opportunities to all teachers in full implementation of the language arts curriculum.
4. Ongoing staff meetings and grade-level meetings provide opportunities for professional development in best practices.
5. Staff planning sessions in the summer give opportunities to develop action plans.
6. Teachers are given release time to collaborate with grade-level teams, view model lessons, and visit other classrooms.
7. Teachers, administrators and support staff are given opportunities to attend relevant professional development workshops and conferences.
8. Relevant educational literature is provided for teachers and staff

9. Principal to support implementation of core curriculum, Code to the Future , Guided Reading and Youth Positive Curriculum.
10. All staff will continue to participate in weekly meetings to include ELA/Math standards and best teaching practices.
11. Teachers will use district created curriculum maps to guide instruction.
12. Use benchmark Advance and Envision Math rubrics for assessments.
13. Small groups/centers will be implemented daily.

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)
500	Title I 4000-4999: Books And Supplies Expenses and Materials
1,000	Title I 5000-5999: Services And Other Operating Expenditures Rental and maintenance of equipment.
1,000	Title I 4000-4999: Books And Supplies Copy 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 will be served by this strategy

Strategy/Activity

Opportunity & Equal Educational Access: (Describe instruction for at-risk students, i.e. interventions, describe auxiliary services for at-risk students)

1. During school interventions programs have been established to address the needs of at-risk students based.
2. Supplemental materials and supplies to Support English language Arts
3. Incentives and Awards to build school pride and improve school culture/ will be purchased.
4. Provide one on one support and/or small group instruction (City Year and Reading Partners).
5. Use ELA/Math curriculum to develop after school intervention programs.
6. Identify targeted students for after school intervention programs.
7. Provide one on one support and/or small group instruction.

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

Amount(s)	Source(s)
1075	Title I 4000-4999: Books And Supplies Award Incentives
5,000	Title I 5000-5999: Services And Other Operating Expenditures Reading Partners
1,000	Title I 5000-5999: Services And Other Operating Expenditures Accelerated Reader
358	Title I 4000-4999: Books And Supplies Supplemental Materials and Supplies
1,000	Title I 1000-1999: Certificated Personnel Salaries Extended Duty
2000	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Teaching and Learning:

Define steps to intended outcomes:

1. Teachers will trained to implement district curriculum maps.

2. Teachers will implement district assessment plan.

3. Teachers will meet for grade level collaboration 2-3 times a month.

4. Standards based curriculum materials and supplies are made available to all teachers.

5. Principal will observe classroom instruction and provide feedback to teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Describe reform strategies that allow all students to meet/exceed standards:

1. School will implement an after school Intervention Plan to focus on specific student academic needs.

2. Staff will review benchmark unit assessments to monitor student academic progress.

3. Intervention programs will be provided for students not meeting grade level standard.

4. Small group instruction will occur to provide small group assistance to students.

5. All grade levels will identify standards that students need to master by the end of the year.

6. Various district approved software programs will be made available so that students can use computers to develop their reading/math skills.

7. Document cameras' will allow teacher to show student work to the entire class.

8. Ear buds or headsets will be available to use with Laptops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I 1000-1999: Certificated Personnel Salaries Planning / Extended Duty/
600	Title I 1000-1999: Certificated Personnel Salaries After school intervention
1,000	Title I 4000-4999: Books And Supplies

	Supplementary Material
1,000	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries After School Intervention

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Provide strategies responsive to student needs:

1. Intervention support will be provided for students labeled "at risk".
2. EnVision Math has intervention program used to support 4/5th grade students that are two or more grade levels behind in mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Increased learning time:

1.Push in intervention program by City Year for students not making adequate progress.

2. Reading Partners intervention will be provided during and after school for student.

3. Small group instruction is provided on a daily basis to provide additional support for all students.

4. Centers will be provided on a daily basis to provide additional support for all students.

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 9

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Involve teachers in academic assessments:

1. bi-weekly grade level collaborations to review local assessments, in order to target instruction

2. Training on Illuminate system for teachers to access data.

3. Training on Smarter Balanced Assessments.

4. Teachers review standards based tests to assure student mastery of standards.

5. Collaboration meetings are scheduled to analyze data and plan instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Provide an environment conducive to learning:

1. An adequate number of computers/additional hardware/district adopted software will be made available in each classroom (Booknook, Nearpod, Discovery Education, Typing Agent, Brainpop, stemscopes, science a-z, Studies Weekly, and MobyMax).

2. Classroom libraries (Print/Online) will be enhanced to provide a wealth of literary resources to use at school and check out for home.

3. Incentives are provided for students that demonstrate reading/math proficiency.

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)
52000	Title I 5000-5999: Services And Other Operating Expenditures Computers/hardware/ Computer Programs
1,000	Title I 4000-4999: Books And Supplies Books Materials
3,000	Title I 5000-5999: Services And Other Operating Expenditures Computers/hardware/ Computer Programs
970	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Incentives

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 implementation of the strategies/activities for Goal 1 were effectively implemented throughout the 2020-2021 academic year which included increasing parents and community involvement, focused on a balance literacy approach by utilizing Guided Reading on a daily basis, we were focused on providing professional development, aligning district assessments with our standards based curriculum and intervention programs to address student needs.

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 differences between the intended implementation and budget expenditures to implement the strategies/activities to meet goal 1. The only major event that occurred was distance learning due to Covid19 and health regulations.

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.

Due to Covid19 and implementation of distance learning there will not be any changes to the goals, outcomes, metrics, or strategies to achieve 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 skill to reach grade level standards/proficiency

Goal 2

25% of our English learners, ELPAC level 3's or higher students, will be reclassified by EOY or move up a level on FastBridge aReading EOY diagnostic.

Identified Need

- Based on the ELPAC summative assessment overall percentage indicates that 99% of students did not meet reclassification criteria.
- Based on the ELPAC summative assessment oral section percentage indicates that 86% of students were below level 4.
- Based on the ELPAC summative assessment written section percentage indicates that 98% of students were below level 4.
- Based on the ELPAC initial assessment overall percentage indicates that 69% of students are novice English learners.
- Based on the ELPAC initial assessment overall percentage indicates that 31% of students are intermediate English learners.
- Based on the ELPAC initial assessment oral section percentage indicates that 69% of students are beginning to develop oral language skills.
- Based on the ELPAC initial assessment oral section percentage indicates that 19% of students are somewhat to moderately developing oral language skills.
- Based on the ELPAC initial assessment oral section percentage indicates that 12% of students are well developed in oral language skills.
- Based on the ELPAC initial assessment written section percentage indicates that 100% of students are beginning to develop written language skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data/ FastBridge aReading Data		25% of our English learners, ELPAC level 3's or higher students, will be reclassified by EOY or move up a level on FastBridge aReading EOY diagnostic.

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 will be served by this strategy.

Strategy/Activity

1. Inform parents about ELD program and state standards.

2. Parent to participate in school wide ELAC and DLAC meetings.

3. Review student data with parents.

4. Communicate student academic progress in ELD through Parent/Teacher conferences and report cards.

5. Schedule parent workshops around student data in order to provide an understanding of achievement data and standard mastery.

6. Conduct grade level literacy/math nights to review standards and expectations for students and parents.

7. Provide a parent/student handbook with information about expectations and academic programs.

8. Conduct monthly parent meetings with principal to review school wide academic needs.

9. Monthly newsletters

10. Students will receive agendas to support teacher/parent communication.

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)
500	Title I 4000-4999: Books And Supplies Materials Supplies
1380	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extended Duty

Strategy/Activity 2

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

English learners will be served by this strategy.

Strategy/Activity

1. All ELD students will have access to ELD curriculum integrated through Benchmark Universe.

2. Provide ELPAC results to teachers

3. Conduct classroom observations during assigned ELD times by grade level and/or assigned time by teacher in order to provide feedback.

4. Administer annual ELPAC assessment.

5. Periodically assess EL's using ELD curriculum.

6. ELD progress reports will be completed and provided to parents.

7. Analyze data to ensure proper placement of students for ELD instruction.

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

Amount(s)	Source(s)
750	Title I 4000-4999: Books And Supplies Books/Materials
1599	Title I 1000-1999: Certificated Personnel Salaries Extended Duty

Strategy/Activity 3

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

English learners will be served by this strategy.

Strategy/Activity

1. Provide staff development opportunities to improve instruction in the areas of Reading/Language Arts and Math.

2. Schedule workshops to improve writing, and ELD instructional strategies.

3. Provide monthly workshops on effective implementation of instructional strategies.

4. Provide peer coaching opportunities to improve instructional practices.

5. Teachers will be provided an opportunity to attend Constructing Meaning training.

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

Amount(s)	Source(s)

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

All students will be served by this strategy.

Strategy/Activity

1. Identify at risk EL's for intervention and supplemental instruction.

2. Use of supplemental materials to support ELD instruction and oral language throughout the day.

3. STEAM related educational field trips/Science Camp

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

Amount(s)	Source(s)
1,000	Title I 5000-5999: Services And Other Operating Expenditures Buses, Fees

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/activities was met by focusing on providing extended duty for teachers to focus on small group intervention after school. This had a great impact on our English Language Learners because it provided supplemental support for the 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 were no major differences between the intended implementation and the budget expenditures to implement strategies to meet goal 2.

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.

There will not be any changes made to goal 2, the annual outcomes, metrics, or strategies to achieve this goal will continue for the upcoming academic year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

- Implement school wide Social Emotional Learning Curriculum.
- Implement school wide PBIS year 3 program.

Identified Need

- Due to Covid19 school closures there is a higher need for addressing students mental health.
- Based on the Panorama survey 32% of our students answered unfavorably to safety on campus.
- Based on the Panorama survey 30% of our students answered unfavorably to having a sense of belonging (school connectedness).
- Based on the Panorama survey 56% of our students answered unfavorably to feeling close to people at school (school connectedness).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data, CA Dashboard data, Discipline Data		• Implement school wide Social Emotional Learning curriculum • Implement school wide PBIS year 3 program.

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 will be served by this strategy.

Strategy/Activity

1. Hold monthly parent and community meetings.

2. Activities during Red Ribbon Week will include choices and options for staying drug free.

3. Gang prevention meetings

4. Monthly Coffee with the Principal agenda topics will address safety goals and discipline data.

5. SSC meetings will be held throughout the school year in order to ensure implementation and progress towards the school plan.

6. Implement a Valet Drop off Program from 8:00-8:25 am daily.

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 will be served by this strategy.

Strategy/Activity

1. Monthly fire drills and earthquake drills

2. PBIS Leadership team will review monthly data on discipline

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)
100	Title I 4000-4999: Books And Supplies Radios/Walkie Talkies/EZ Pro Sound System (Audio Dynamix)

Strategy/Activity 3

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

All students will be served by this strategy.

Strategy/Activity

- PBIS incentives rewards, "Eagle Bucks", for students who are being respectful, responsible and safe.
- Eagle store will be utilized for students to redeem their eagle bucks.

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	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Incentives

Strategy/Activity 4

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

All students will be served by this strategy.

Strategy/Activity

1. Organized games, sports activities,awards and incentives to promote team work and community service.

2. Anti- Bullying assembly provided to raise students level of awareness and appropriate response.

3. Additional uniforms for high need students.

4. Activities will be organized to connect 5th grade students will feeder middle school within ARUSD (Matheson Institute of Technology and Renaissance Academy of Art, Science and Social 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)
1000	Title I 4000-4999: Books And Supplies Supply Incentives
500	Title I 4000-4999: Books And Supplies Uniforms

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Teaching and Learning: Define steps to intended outcomes.

1. Provide Social Emotional Learning & training for staff, YMCA, City Year, and students. (Youth Positive and Restorative Justice Practices)

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Describe strategies that allow all students to meet or exceed behavior standards:

1. City Year tutoring services are provided for at risk students during and after the school day.

2. Adults on campus serve as mentors for students who exhibit at risk behaviors.

3. A Multi Service Team will provide services to address the personal/social development needs of all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1. During Red Ribbon Week, teachers will implement activities that teach students what it means to be drug free and making appropriate life choices.

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

All students will be served by this strategy.

Strategy/Activity

1. Develop and implement a school wide progressive discipline plan that incorporates restorative justice practices

2. Develop and Implement classroom progressive discipline plans that incorporate restorative justice practices

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 strategy and effectiveness of the goal was to focused on providing all students and families a safe, welcoming and caring environment conducive to learning. This goal gave us an opportunity to utilize our youth positive curriculum, within the Positive Behavior Intervention & Services (PBIS) framework in order to address the social emotional needs of students, families and the community we serve. We also focused on establishing a progressive discipline plan that was consistent throughout all the grade level. We held fire and earthquake drills school wide and we were able to reduce the amount of minutes for evacuations to occur.

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 differences in the intended implementation and budget expenditures.

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

No changes will be made to this goal.

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

1. Increase parent volunteer hours by 10%
2. Chavez Elementary will improve monthly attendance rates by 3%

Identified Need

-For the academic year 2020-21 our monthly attendance rates fluctuates between 87.72% (lowest) to 95.92% (highest).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• The number of volunteer hours will be documented on google sheets (Excel File), Attendance data • Monthly attendance rates		1. Increase parent volunteer hours by 10% 2. Chavez Elementary will improve monthly attendance rates by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1. Schedule Code to the Future Showcases on Code to the Future to provide understanding of achievement data and standards mastery
2. Conduct Code to the Future/STEAM nights to review standards and expectations for students and parents.
3. Conduct monthly parent meetings with principal to review Code the Future implementation
5. Students will be given agendas to support teacher/parent communication.
6. Schedule Parent workshops and family STEAM/Code to the Future Showcases
7. Provide parent/student handbook with information about expectations and academic program.
8. Every classroom will have identified 2 parent volunteers

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 will be served by this strategy.

Strategy/Activity

1. Conduct classroom observations to observe and monitor implementation of Code to the Future curriculum.

2. Provide teachers training in using Code to the future curriculum

3. Teachers will follow and implement Code to the Future curriculum map

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 will be served by this strategy.

Strategy/Activity

1. Schedule Code to the Future PD's

2. Utilize district expertise to support teacher use of effective strategies

3. Provide teachers training in Code to the Future Program.

4. Provide peer coaching opportunities.

5. Provide demonstration lessons addressing Code to the Future by consultant.

6. Provide teachers training in technology resources

7. Early College Outreach Parent Program will provide parent workshops on various topics

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

Amount(s) Source(s)

Strategy/Activity 4

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

All students will be served by this strategy.

Strategy/Activity

1. Implement Code to the Future curriculum.
2. Provide consultation and advisory conferences as needed.
3. Adhere to Code to the Future Curriculum.
4. STEAM/Code to the Future Showcase Night.
5. Monitor student assessment data and modify learning programs as needed.
6. Provide supplementary instruction through City Year homework center.
7. After-school intervention through City year homework center
8. City Year push in Tier 1 & 2 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)

Strategy/Activity 5

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

All students will be served by this strategy.

Strategy/Activity

Teaching and Learning

Define steps to intended outcomes:

1. Develop goals, timeline, and events.

2. Utilize checklist to monitor implementation results.

3. Review student data to identify impact on student learning/outcomes

4. Administrator observes classroom and provides feedback on instruction.

Describe reform strategies that allow students to meet/exceed standards:

1. Implement Code to the Future curriculum/program.

3. Train staff in Scratch, Lego Robotics and Mindcraft.

4. Provide teachers training in using Promethean boards to enhance instruction.

5.. After-school intervention through City Year Homework Center.

6.. City Year Tutoring Program.

Increased learning time:

1. Implement morning read prior to start of school.

2. Provide additional support through homework center.

3. Reinforce Essential Skills through use of technology

4. Hands-on learning through educational trips to develop language and reinforce skills

5. After-school intervention through City Year Homework Center.

6. City Year tutoring program.

Involve teachers in academic assessments:

1. Provide teachers training in using Illuminate

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 this goal was to engage stakeholders in a meaningful way that promotes a positive learning, working, and community environment that is geared toward student achievement. This was possible by the effectiveness of strategies that included having monthly coffee with the principal and aligning three difference showcase cycles of Code to the future, while encouraging parents to participate in their child education by taking part in various on site and off site volunteer opportunities that greatly impact student outcomes academically and emotionally.

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

The only difference between implementation and budgeted expenditures to meet the goal, is that a lot of the strategies utilized no cost were incurred because strategies were made to be implemented by encouraging volunteerism for all families.

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.

No changes will be made to this goal, annual outcomes, metrics, strategies due to Covid19 and Distance Learning implementation and this goal will continue for the upcoming academic year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 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	$98,781.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,047.00

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	$78,897.00

Subtotal of additional federal funds included for this school: $78,897.00

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 ($)
LCFF Supplemental/Concentration	$14,150.00

Subtotal of state or local funds included for this school: $14,150.00

Total of federal, state, and/or local funds for this school: $93,047.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	70,331	-8,566.00
LCFF Supplemental/Concentration	12,350	-1,800.00

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
Julio Villalobos, Ed. D.	Principal
Lisa Gregoire	Classroom Teacher
Rosa Lara-Fernandez	Classroom Teacher
Laura Solis	Classroom Teacher
Juanita Ramos	Other School Staff
Silvia Guzman	Parent or Community Member
Olivia Ortiz	Parent or Community Member
Yesenia Cruz	Parent or Community Member
Leticia Anaya	Parent or Community Member
Marcela Uvalles	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
	Other: DAC, DELAC, SPARC

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 7, 2021.

Attested:

Principal, Julio Villalobos, Ed.D. on May 7, 2021

SSC Chairperson, on May 7, 2021

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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