

# 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
Hubbard Media Arts Academy	43-69369-6046270	April 29, 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  
Targeted Support and Improvement  
In addition to supporting all students at Hubbard including all subgroups, we will include teams as well as get stakeholder input (parents, staff, students) to ensure we are supporting our students with disabilities so that they are not chronically absent.

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.

Using surveys (Panorama) and data analysis through district curriculum and progress monitoring, Hubbard will use its various teams to analyze data and review the progress of all student subgroups. Through progress monitoring and connecting with all stakeholders, we will be able to reflect upon the systems and practices that work best to support our students. For Targeted Support and Improvement, we will look at data to reflect on systems that support students with disabilities as it pertains to decreasing the number of students who are chronically absent.

# 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).

Hubbard uses a Panorama Survey. Other student, parent, and staff surveys have been developed and will be implemented throughout the academic year to measure school climate, community/staff needs, or any other metrics used for school improvement. Based on last year's Panoramic survey, a lot has been done to focus on developing relationships with students and families while understanding how ACEs (Adverse Childhood Experiences) can have an impact on how our students come to school.

## Classroom Observations

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

The Principal and Assistant Principal observe classroom instruction on a rotational basis. All teachers are evaluated on a three year cycle, including multiple classroom observations. All classroom instruction is aligned with Common Core State Standards and district-adopted curriculum.

## 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)

Hubbard follows a data-driven cycle of inquiry-approach to identify areas of improvement, set goals, and refine practices in areas of academics and school improvement. Teachers use a collaborative approach and use a planning protocol with consistency. Student achievement is carefully monitored by having student data readily available to all teachers. Currently, we use different data management programs: Illuminate & Data Zone; these systems are easily accessible and simple to use allowing teachers to access their students' performance data so they can compare it to school-wide, grade level, district, state, and national data to ascertain student performance data and guide their efforts to individualize instruction and /or provide differentiated instruction that is responsive to students' assessed needs as well to measure the effectiveness of their own instruction. These systems also allow administrators to assess the effectiveness of curriculum and support intervention programs. We also use authentic assessment data from project-based, inquiry-based, work-based, open-ended, and other qualitative data to ascertain gaps in student performance. The 2020-2021 Professional Development focus for this year will be on implementing California Common Core State Standards through distance learning/blended learning environments.

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

Teachers at Hubbard use a variety of assessment tools to monitor student progress and inform instruction that includes:

Letters and Sounds Recognition  
Benchmark Level Screener Assessment  
Benchmark Writing Performance Tasks  
Grade-level assessments  
IAB (Interim Assessment Blocks)  
ELPAC  
Common-Core Standards-Based Quizzes  
RAZ Kids  
English 3D  
en-Vison Assessments  
CPM mathematics assessments  
StudySync assessments

Teachers use data to monitor student progress on assessments and modify instruction. The Instructional Leadership Team conducts the Results-Oriented Cycle of Inquiry (ROCI), in order to develop SMART goals and specific action plans to target specific students. Collaboration topics include the planning for Small Group instruction and Grade-Level Interventions. All students have the board-approved standards-based curriculum materials in all subject areas, as evidenced by the teachers' and school-wide textbook inventory, and compliance with the Williams Act.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All Hubbard teachers are highly qualified through teaching experience and/or successfully completing subject matter assessments as approved by the State of California in multiple subject content areas.

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

All Hubbard teachers have access to professional development opportunities. Teachers participated in the District PD this August. In addition, Hubbard staff participates in several professional development activities throughout the year. This includes professional development on the effective integration of technology, supporting English Language learners, and other trainings.

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

All staff development at Hubbard and throughout Alum Rock is aligned with California Common Core Standards and is selected based on analysis of assessed student performance. Current professional development is literacy-based, including Constructing Meaning to support the assessed student performance needs of our English Learners.

Staff development is provided in the use of standards-aligned materials and research-based practices.

- Ongoing staff development is offered in the implementation of the Accelerated Reader and Accelerated Math Programs.
- Occasional teacher-led Thursday afternoon professional development series includes topics such as:
  1. Illuminate (Data Management System)
  2. Explicit Direct Instruction math lessons using whiteboards for guided practice.
  3. PBIS
  4. The technology component of the science curriculum
  5. Cooperative Learning strategies for improving English Language Development
  6. Specific components of Benchmark, (i.e. handing off, dictation, etc)
  7. Constructing Meaning
  8. Envision Math

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

Teaching staff has several levels of Professional Learning Communities including: Grade-Level Collaboration teams, who meet weekly or bi-weekly, to review local grade-level data, and to plan lessons, an Instructional Leadership Team who is focused on school-wide data, the development of instructional leadership skills, and building knowledge that allows to lead Grade-Level Teams. Staff meets monthly in Staff Meetings, Grade-Level Collaboration, and PDs which are focused on the progression of student needs by quarter, as well as on-site administrator support from the Principal and assistant Principal.

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

Grade-level teacher collaboration time is provided in a monthly protected-time staff meeting for each grade level to analyze data and plan instruction. Every grade level teacher comprises a Grade Level Collaboration Team. Each team leader is a member of the Instructional Leadership Team. This allows direct information and feedback to be continuous, and for staff development and transformational planning to occur in a cycle.

## Teaching and Learning

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

Hubbard uses State-approved and District-adopted texts that are aligned with California Common Core Standards to support all our students in accessing grade-level texts to prepare for annual standardized assessments.

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

Hubbard's Instructional Minutes meet all State and Local mandates.

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

Grade-levels plan together in order to align their pacing, using curriculum maps provided by the district, while focusing on Common Core State Standards-based lessons. Each grade level determines leveled groupings of students, in order to specifically target appropriate interventions.

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

Teachers have standards-based instructional materials to meet the needs of all students and to ensure instructional practices align to the California Common Core State 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)

All District provided curriculum is State Board of Education approved.

## Opportunity and Equal Educational Access

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

All teachers provide differentiation to meet the needs of all learners. Students are grouped and regrouped for instruction, based on the analysis and disaggregation of continuous data. Teachers meet with small groups to differentiate instruction by re-teaching or pre-teaching a specific lesson, or to conduct individual assessments.

Evidence-based educational practices to raise student achievement

Hubbard continues to use "Best Practices" to raise student achievement. Some of these practices include Susana Dutro's EL Achieve with Constructing Meaning, Dr. Kate Kinsella's language approach to scaffolding for Academic English, graphic organizers, think-pair-shares, and the leveling of students during small groups.

## Parental Engagement

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

Hubbard provides a wide-range of district and community resources available to assist students and to support families, including:

- Student Study Team (SST) to address academic and behavioral needs
- School Site Council (SSC)
- School Safety Team
- Think Together (After School Program)
- Girl Scouts/Boy Scouts
- Parent Coffee Meetings
- Parent Conferences
- Parent Teacher Association (PTA)
- Community Liaison
- Health screening
- Alum Rock Counseling Center
- City Peace Project
- Family Resource Center (FRC)

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)

Hubbard School Site Council reviews and approves all categorical funding listed in the School Plan.

### Funding

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

Categorical funding provides before or after-school targeted interventions for struggling students. Funds for enhancing classroom instruction and differentiation are provided to teachers.

Fiscal support (EPC)

Alum Rock schools receive state and federal funding. We also fund-raise to provide for for school supplies and additional student services including field trips.

## **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**

As part of our continual reflection process, all programs are reviewed throughout the year. Toward the end of the year, our School Site Council reviews all programs, available funding used, and projected funds to decide whether or not to add/continue programs or to choose alternatives based upon the needs of our students, staff, & families.

## Resource Inequities

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

As a TK-8th grade school, we have a greater number of students who are classified as English Learners in Grades TK-5. In addition, it has been a challenge expanding three grade levels with the additions of 6th-8th grade. While our funding allocates for over 600 students, we still need to account for the wide band of students we serve. We have an academic counselor for 6th-8th grade students, but only an intern for our TK-5th graders. These supports are taken into account when choosing which programs best fit the needs of our students as well as social-emotional needs of all our students.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.96%	0.84%	1.5%	6	5	8
Asian	7.07%	6.59%	5.4%	44	39	28
Filipino	1.77%	1.86%	3.4%	11	11	18
Hispanic/Latino	88.42%	88.85%	87.8%	550	526	459
Pacific Islander	0.96%	0.68%	0.6%	6	4	3
White	0.16%	0.34%	0.4%	1	2	2
Multiple/No Response	%	0%	1.0%		5	5
Total Enrollment				622	592	523

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	59	55
Grade 1	74	64	42
Grade 2	84	81	61
Grade3	76	86	76
Grade 4	78	70	84
Grade 5	67	71	62
Grade 6	52	51	53
Grade 7	58	50	43
Grade 8	55	60	47
Total Enrollment	622	592	523

### Conclusions based on this data:

1. We've had decreased enrollment in Kinder over the past 3 years including only 2 Kindergarten classes this year.
2. We've had slightly lower enrollment in 6th-8th grade, but the smaller class sizes help student engagement
3. Grades 4-5 have had consistent enrollment including many students who transfer to Hubbard in October and throughout the year.

# 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	272	227	180	43.7%	38.3%	34.4%
Fluent English Proficient (FEP)	189	192	153	30.4%	32.4%	29.3%
Reclassified Fluent English Proficient (RFEP)	42	55	6	15.2%	20.2%	2.6%

### Conclusions based on this data:

1. The number of ELs has decreased from 2017-18 through 2019-20.
2. The percentage of RFEP students decreased from 2017-18 to 2018-19 by almost 10%.
3. The number of reclassified RFEP students decreased from 2017-18 through 2019-20

# 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	81	80	75	81	78	73	81	77	73	100	97.5	97.3
Grade 4	73	76	79	73	76	75	73	76	75	100	100	94.9
Grade 5	90	64	63	90	62	60	90	62	60	100	96.9	95.2
Grade 6	65	63	51	65	61	51	65	60	51	100	96.8	100
Grade 7		60	57		60	54		60	54		100	94.7
Grade 8			55			53			53			96.4
All Grades	309	343	380	309	337	366	309	335	366	100	98.3	96.3

\* 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	2391.	2376.	2383.	8.64	10.39	10.96	20.99	18.18	13.70	35.80	24.68	28.77	34.57	46.75	46.58
Grade 4	2429.	2418.	2392.	16.44	7.89	6.67	13.70	21.05	9.33	20.55	18.42	20.00	49.32	52.63	64.00
Grade 5	2476.	2491.	2460.	12.22	19.35	8.33	24.44	27.42	26.67	28.89	20.97	23.33	34.44	32.26	41.67
Grade 6	2516.	2493.	2501.	13.85	5.00	13.73	29.23	35.00	23.53	33.85	28.33	31.37	23.08	31.67	31.37
Grade 7		2536.	2532.		10.00	3.70		33.33	40.74		33.33	27.78		23.33	27.78
Grade 8			2579.			15.09			43.40			30.19			11.32
All Grades	N/A	N/A	N/A	12.62	10.45	9.56	22.01	26.27	24.59	29.77	24.78	26.50	35.60	38.51	39.34

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	7.41	15.79	15.07	46.91	31.58	42.47	45.68	52.63	42.47
Grade 4	9.59	9.21	6.67	47.95	42.11	41.33	42.47	48.68	52.00
Grade 5	12.22	22.58	11.67	53.33	40.32	50.00	34.44	37.10	38.33
Grade 6	7.69	11.67	11.76	56.92	41.67	49.02	35.38	46.67	39.22
Grade 7		13.56	14.81		47.46	44.44		38.98	40.74
Grade 8			30.19			50.94			18.87
All Grades	9.39	14.41	14.48	51.13	40.24	45.90	39.48	45.35	39.62

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	9.88	9.33	13.70	48.15	45.33	39.73	41.98	45.33	46.58
Grade 4	13.70	9.21	8.00	46.58	40.79	37.33	39.73	50.00	54.67
Grade 5	18.89	22.58	16.67	43.33	48.39	48.33	37.78	29.03	35.00
Grade 6	24.62	11.67	13.73	41.54	55.00	60.78	33.85	33.33	25.49
Grade 7		25.00	14.81		58.33	62.96		16.67	22.22
Grade 8			26.42			52.83			20.75
All Grades	16.50	15.02	15.03	44.98	48.95	48.91	38.51	36.04	36.07

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	3.70	7.89	15.07	80.25	59.21	58.90	16.05	32.89	26.03
Grade 4	12.33	7.89	5.33	57.53	72.37	64.00	30.14	19.74	30.67
Grade 5	10.00	12.90	3.33	68.89	62.90	70.00	21.11	24.19	26.67
Grade 6	9.23	5.00	5.88	75.38	66.67	64.71	15.38	28.33	29.41
Grade 7		8.47	3.70		66.10	72.22		25.42	24.07
Grade 8			9.43			69.81			20.75
All Grades	8.74	8.41	7.38	70.55	65.47	66.12	20.71	26.13	26.50

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	14.81	11.84	8.22	55.56	44.74	54.79	29.63	43.42	36.99
Grade 4	20.55	14.47	9.33	45.21	46.05	42.67	34.25	39.47	48.00
Grade 5	17.78	24.19	13.33	57.78	54.84	51.67	24.44	20.97	35.00
Grade 6	30.77	16.67	19.61	50.77	60.00	49.02	18.46	23.33	31.37
Grade 7		33.90	22.22		49.15	53.70		16.95	24.07
Grade 8			35.85			54.72			9.43
All Grades	20.39	19.52	16.94	52.75	50.45	50.82	26.86	30.03	32.24

#### Conclusions based on this data:

1. For all grades in ELA, there was a decrease in standard not met from 42% to 35.6%. There was a 1% increase in "% Above Standard" and a 6% increase in "Standard Nearly Met."
2. For all grades in ELA for Reading there was an increase in "% of standard nearly met" from 44% to 51.3%. This is with an emphasis on reading support and more exposure to a variety of text both literary and non-fiction.
3. 8th grade students, 58% met or exceeded standards for the CAASP ELA portion

# 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	81	80	75	81	80	75	81	80	75	100	100	100
Grade 4	73	76	79	73	76	79	73	76	79	100	100	100
Grade 5	88	63	63	88	62	62	88	62	62	100	98.4	98.4
Grade 6	65	63	51	65	61	51	65	61	51	100	96.8	100
Grade 7		60	57		59	54		59	54		98.3	94.7
Grade 8			55			55			55			100
All Grades	307	342	380	307	338	376	307	338	376	100	98.8	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	2410.	2394.	2411.	8.64	10.00	12.00	29.63	22.50	24.00	28.40	27.50	30.67	33.33	40.00	33.33
Grade 4	2443.	2429.	2403.	10.96	5.26	5.06	13.70	13.16	12.66	38.36	40.79	25.32	36.99	40.79	56.96
Grade 5	2483.	2495.	2439.	15.91	19.35	3.23	20.45	20.97	8.06	27.27	25.81	27.42	36.36	33.87	61.29
Grade 6	2479.	2461.	2519.	6.15	1.64	23.53	23.08	14.75	17.65	24.62	29.51	29.41	46.15	54.10	29.41
Grade 7		2561.	2477.		28.81	3.70		28.81	16.67		16.95	24.07		25.42	55.56
Grade 8			2533.			10.91			16.36			38.18			34.55
All Grades	N/A	N/A	N/A	10.75	12.43	9.31	21.82	19.82	15.96	29.64	28.70	28.99	37.79	39.05	45.74

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	19.75	18.75	25.33	35.80	38.75	33.33	44.44	42.50	41.33
Grade 4	15.07	7.89	8.86	19.18	34.21	20.25	65.75	57.89	70.89
Grade 5	20.45	29.03	3.23	28.41	35.48	24.19	51.14	35.48	72.58
Grade 6	7.69	4.92	41.18	40.00	24.59	23.53	52.31	70.49	35.29
Grade 7		45.76	9.26		18.64	22.22		35.59	68.52
Grade 8			18.18			40.00			41.82
All Grades	16.29	20.41	17.02	30.62	31.07	27.13	53.09	48.52	55.85

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.58	12.50	17.33	48.15	43.75	54.67	38.27	43.75	28.00
Grade 4	12.33	10.53	10.13	46.58	39.47	31.65	41.10	50.00	58.23
Grade 5	18.18	16.13	6.45	37.50	45.16	41.94	44.32	38.71	51.61
Grade 6	9.23	9.84	19.61	40.00	40.98	41.18	50.77	49.18	39.22
Grade 7		30.51	9.26		45.76	42.59		23.73	48.15
Grade 8			10.91			54.55			34.55
All Grades	13.68	15.38	12.23	43.00	42.90	44.15	43.32	41.72	43.62

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	22.22	11.25	20.00	48.15	47.50	46.67	29.63	41.25	33.33
Grade 4	19.18	7.89	7.59	39.73	43.42	37.97	41.10	48.68	54.43
Grade 5	12.50	12.90	3.23	44.32	51.61	48.39	43.18	35.48	48.39
Grade 6	10.77	4.92	15.69	41.54	42.62	45.10	47.69	52.46	39.22
Grade 7		30.51	1.85		52.54	51.85		16.95	46.30
Grade 8			10.91			61.82			27.27
All Grades	16.29	13.02	10.11	43.65	47.34	47.87	40.07	39.64	42.02

**Conclusions based on this data:**

1. All grade levels experienced an increase in the "% of students Below Standard" for applying Mathematical Concepts and Procedures. It is important that we focus on cyclical review and ensure students master the concepts required of them before the year ends.
2. 6th grade experienced a drop from students that met or exceeded standards in math. This lets us know that we need to focus on the foundational skills students need to master from TK-5.
3. 8th grade decreased from 56% met or exceeded standards as 7th grader to only 11% met or exceeded as 8th graders.

# 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	1431.2	1413.8	1442.4	1429.3	1404.8	1377.3	58	47
Grade 1	1445.5	1432.6	1450.1	1460.2	1440.5	1404.5	43	28
Grade 2	1450.7	1450.7	1462.3	1457.6	1438.8	1443.1	28	28
Grade 3	1480.5	1466.3	1477.2	1465.2	1483.3	1466.9	39	21
Grade 4	1495.5	1472.3	1496.3	1468.3	1494.4	1475.8	24	34
Grade 5	1534.4	1505.0	1527.4	1499.8	1540.8	1509.5	25	21
Grade 6	1521.6	1523.1	1522.8	1530.9	1519.8	1514.6	13	19
Grade 7	1531.4	1519.3	1521.7	1516.3	1540.7	1521.7	19	12
Grade 8		1530.3		1509.3		1550.7		16
All Grades							249	226

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	36.21	4.26	29.31	31.91	*	53.19	*	10.64	58	47
1	27.91	0.00	41.86	21.43	*	57.14	*	21.43	43	28
2	*	0.00	50.00	17.86	*	71.43	*	10.71	28	28
3	*	4.76	38.46	19.05	28.21	57.14	28.21	19.05	39	21
4	*	0.00	54.17	20.59	*	55.88	*	23.53	24	34
5	*	4.76	48.00	42.86	*	33.33	*	19.05	25	21
6	*	10.53	*	42.11	*	42.11		5.26	13	19
7	*	8.33	73.68	41.67	*	41.67	*	8.33	19	12
8		0.00		62.50		25.00		12.50		16
All Grades	22.09	3.10	44.58	30.53	18.88	51.33	14.46	15.04	249	226

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	44.83	17.02	31.03	31.91	*	42.55	*	8.51	58	47
1	48.84	17.86	37.21	50.00	*	21.43	*	10.71	43	28
2	50.00	7.14	*	42.86	*	42.86	*	7.14	28	28
3	*	19.05	43.59	38.10	*	14.29	*	28.57	39	21
4	*	17.65	*	44.12	*	17.65	*	20.59	24	34
5	72.00	38.10	*	28.57	*	23.81		9.52	25	21
6	*	36.84	*	47.37	*	15.79		0.00	13	19
7	*	25.00	*	50.00	*	16.67	*	8.33	19	12
8		12.50		56.25		18.75		12.50		16
All Grades	46.18	19.91	34.14	41.59	10.84	26.55	8.84	11.95	249	226

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	22.41	4.26	*	12.77	43.10	70.21	22.41	12.77	58	47
1	*	0.00	37.21	7.14	*	32.14	25.58	60.71	43	28
2	*	0.00	*	10.71	*	46.43	50.00	42.86	28	28
3	*	0.00	*	4.76	33.33	52.38	43.59	42.86	39	21
4		0.00	*	8.82	50.00	35.29	*	55.88	24	34
5	*	0.00	*	14.29	*	61.90	*	23.81	25	21
6		0.00	*	5.26	*	73.68	*	21.05	13	19
7	*	8.33	*	8.33	*	58.33	*	25.00	19	12
8		0.00		43.75		37.50		18.75		16
All Grades	13.25	1.33	24.90	11.95	32.93	52.21	28.92	34.51	249	226

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	65.52	12.77	27.59	78.72	*	8.51	58	47
1	58.14	39.29	34.88	46.43	*	14.29	43	28
2	42.86	14.29	42.86	71.43	*	14.29	28	28
3	*	14.29	69.23	57.14	*	28.57	39	21
4	*	17.65	58.33	55.88		26.47	24	34
5	60.00	9.52	*	76.19		14.29	25	21
6	*	26.32	*	57.89	*	15.79	13	19
7	*	8.33	*	75.00	*	16.67	19	12
8		0.00		81.25		18.75		16
All Grades	46.99	16.81	45.78	66.37	7.23	16.81	249	226

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	31.03	14.89	56.90	72.34	*	12.77	58	47
1	39.53	3.57	55.81	78.57	*	17.86	43	28
2	57.14	7.14	*	78.57	*	10.71	28	27
3	48.72	38.10	38.46	33.33	*	23.81	39	20
4	54.17	41.18	*	35.29	*	20.59	24	33
5	68.00	66.67	*	19.05	*	14.29	25	21
6	*	42.11	*	57.89		0.00	13	19
7	78.95	33.33	*	50.00	*	8.33	19	11
8		43.75		37.50		18.75		16
All Grades	50.20	28.76	40.16	54.87	9.64	14.60	249	222

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	18.97	0.00	63.79	91.49	*	8.51	58	47
1	27.91	0.00	34.88	25.00	37.21	75.00	43	28
2	*	0.00	39.29	50.00	53.57	50.00	28	28
3		0.00	48.72	28.57	51.28	47.62	39	16
4		0.00	62.50	29.41	*	64.71	24	32
5	*	9.52	60.00	52.38	*	28.57	25	19
6		0.00	*	31.58	*	68.42	13	19
7	*	8.33	*	25.00	*	58.33	19	11
8		18.75		43.75		37.50		16
All Grades	12.45	2.65	49.80	47.35	37.75	45.58	249	216

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	31.03	12.77	46.55	53.19	22.41	34.04	58	47
1	*	0.00	69.77	71.43	*	28.57	43	28
2	*	3.57	57.14	60.71	*	35.71	28	28
3	*	0.00	58.97	76.19	*	23.81	39	21
4	*	5.88	70.83	67.65	*	23.53	24	33
5	60.00	4.76	*	80.95	*	14.29	25	21
6	*	5.26	*	94.74	*	0.00	13	19
7	*	8.33	73.68	75.00	*	8.33	19	11
8		0.00		87.50		12.50		16
All Grades	23.69	5.31	58.23	70.35	18.07	23.45	249	224

**Conclusions based on this data:**

1. There is a high number of ELs who in the lower (K-2nd) grades.
2. 46% of all ELs are classified as Beginning readers.
3. 23% of all ELs are classified as Beginning writers

# 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
592	91.0	38.3	0.8
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	227	38.3
Foster Youth	5	0.8
Homeless	3	0.5
Socioeconomically Disadvantaged	539	91.0
Students with Disabilities	43	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
Asian	39	6.6
Filipino	11	1.9
Hispanic	526	88.9
Two or More Races	5	0.8
Pacific Islander	4	0.7
White	2	0.3

### Conclusions based on this data:

1. Almost half (46.5%) are classified as English Learners.
2. 91.6% are classified as socioeconomically disadvantaged.
3. Student population is predominantly Hispanic at 89.2%







# 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
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Suspensions have increased over the past three years.
2. ELA and Math remain relatively unchanged over the past 2 years
3. Chronic Absenteeism is consistent with District trends. This needs to be addressed

# School and Student Performance Data

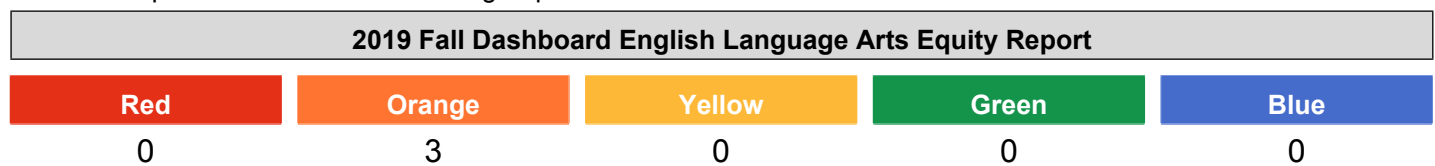
## Academic Performance English Language Arts

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 36.1 points below standard Maintained -0.8 points 354	 Orange 53.7 points below standard Declined -10.1 points 240	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 37.8 points below standard Maintained 0 points 329	 No Performance Color 118.1 points below standard Increased ++14.4 points 29

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0.6 points above standard Declined -7.6 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.6 points below standard Maintained ++2.6 points 312	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students

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
117.2 points below standard Declined -4.4 points 105	4.3 points below standard Declined -12.7 points 135	34.1 points below standard Maintained ++1.3 points 78

#### Conclusions based on this data:

- 231 ELs are performing at 43.6 points below standard, performance decreased.
- 294 Socioeconomically Disadvantaged students are performing at 37.8 points below standard, performance decreased.
- 31 Students with disabilities are performing at 126.6 points below standard, performance decreased

# School and Student Performance Data

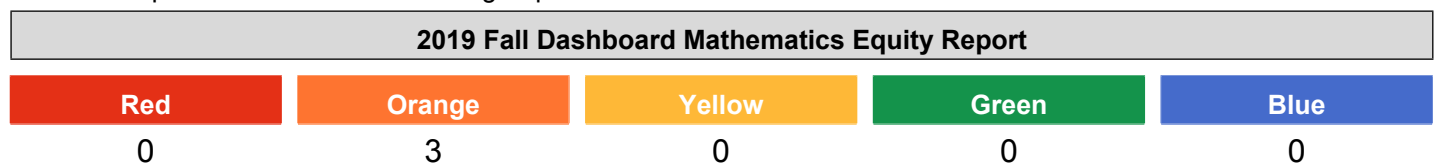
## Academic Performance Mathematics

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 58.9 points below standard Declined Significantly -16.3 points 354	<b>English Learners</b>  Orange 67.4 points below standard Declined Significantly -19.5 points 240	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  Orange 61 points below standard Declined Significantly -18.2 points 329	<b>Students with Disabilities</b>  No Performance Color 137.8 points below standard Increased ++11.8 points 29

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Asian</b>  No Performance Color 8.3 points below standard Declined -5.9 points 31	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<b>Hispanic</b>  Orange 64.5 points below standard Declined Significantly -15.2 points 312	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 118.4 points below standard Declined -10.6 points 105	<b>Reclassified English Learners</b> 27.8 points below standard Declined Significantly -23.8 points 135	<b>English Only</b> 72.3 points below standard Declined Significantly -18.8 points 78
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#### Conclusions based on this data:

- English Only students stayed the same (53.5 points below standard).
- RFEP students declined at 3.9 points below standard
- ELs declined (97) students at 107.8 points below standard

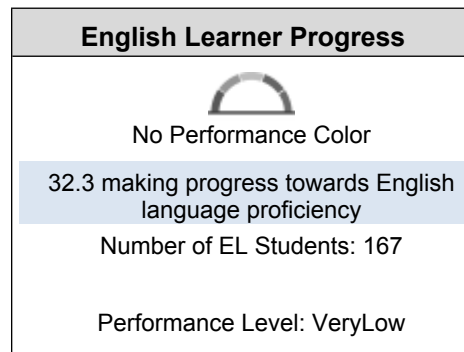
# School and Student Performance Data

## 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



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
27.5	40.1	0.5	31.7

Conclusions based on this data:

1.

# 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      Red      Orange      Yellow      Green      Blue      Highest Performance

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

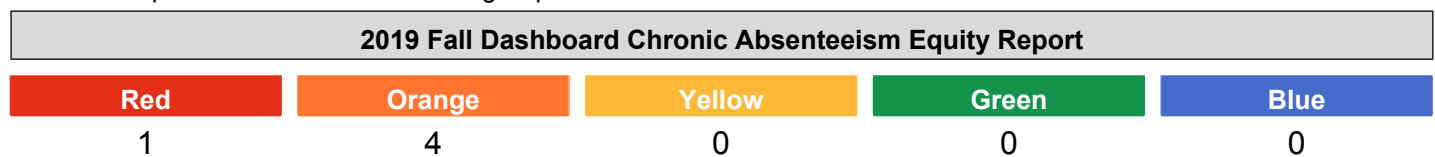
## Academic Engagement Chronic Absenteeism

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:











This section provides number of student groups in each color.



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	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 18.7 Increased +1.7 658	 Orange 16.7 Increased +1.9 293	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 19.2 Increased +1.5 598	 Red 34 Increased +5.4 53

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Orange 8.3 Increased +3.2 48	<b>Filipino</b>  No Performance Color 8.3 Increased +8.3 12
<b>Hispanic</b>  Orange 19.6 Increased +1.1 581	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

### Conclusions based on this data:

1. The number of Hispanic students who were chronically absent decreased by 2% due to assistance with communication from community liaison.
2. With supplemental programs that support SEL & students, socioeconomically disadvantaged students chronically absent decreased by 3%.
3. English Learners made no change with about 15% still 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
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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

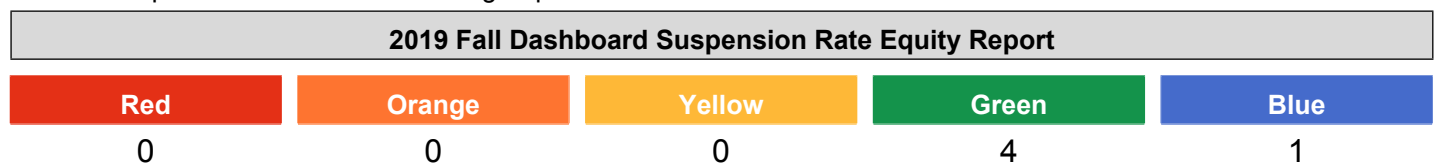
## Conditions & Climate Suspension Rate

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 2.2 Declined Significantly -2.4 670	<b>English Learners</b>  Blue 0.7 Declined Significantly -3.9 295	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported 4
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Reported 6	<b>Socioeconomically Disadvantaged</b>  Green 2.1 Declined Significantly -2.6 607	<b>Students with Disabilities</b>  Green 1.9 Declined -3.4 54

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 4	<b>Asian</b>  Green 2.1 Declined -0.4 48	<b>Filipino</b>  No Performance Color 0 Maintained 0 14
<b>Hispanic</b>  Green 2.2 Declined Significantly -1.8 591	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 4	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  No Performance Color Less than 11 Students - Data 1

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.7	2.2

#### Conclusions based on this data:

1. Decrease in suspensions over the past 3 years.
2. School has grown to 8th grade meaning different behaviors exhibited/needs for 6th-8th grade students.
3. More support via PBIS or tiered interventions for students suspended who are socioeconomically disadvantaged.

# 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

Hubbard students TK - 8th will show improvement in reading in 2021-2022.

All students will be at grade level or make 1.5 years of growth as measured by Level Screener or other diagnostic.

## Identified Need

Reading proficiency as indicated by Level Screener and FasBridge, Teachers need to calibrate and develop practice that support all students in literacy

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Level Screener	320 students in grades 3-8 are below standard	10% decrease in students below standard

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1. Provide parent education nights-Language Arts and Math night.
2. Hold monthly parent coffees.
3. Increase parent knowledge and involvement in student academic progress in reading and writing.
4. Facilitate school-home communication.
5. Establish parent projects for each classroom for parents to participate in related to the Common Core Standards.
6. Parent and community support through biliterate reading materials.
7. Provide extracurricular learning opportunities (field trips) outside of school to access academic knowledge.
8. Provide professional development trainings that support literacy skills.
9. Reading correlation charts to be sent home during beginning of year & conference time.
10. Hold Parent Night to inform & support parents.
11. Share reports that break down skill areas students should work on.

12. Hubbard Action Team coordinated events to support literacy.

### **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)

10000

Source(s)

Title I  
4000-4999: Books And Supplies  
Materials

### **Strategy/Activity 2**

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

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

All Students

Strategy/Activity

1. Administer Common Core Assessments.
2. Analyze results to establish and review SMART goals.
3. Adjust instruction based on assessment results.
4. Develop weekly/monthly SMART goals.
5. Provide collaboration time for analysis of data using Little HeroesThink Together staff.
6. Create Media Arts Plan and integrate into all content areas.
7. Purchase Distance Learning Supply kits/materials/subscriptions for 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)

10000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Additional time (interventions - extended)

### **Strategy/Activity 3**

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

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

All Students

Strategy/Activity

1. Provide language arts before and/or after-school homework support and/or intervention for reinforcement of skills for students in grades TK-8.
2. Reading Buddies to partner upper and lower grades to practice reading skills
3. Home visits to get baseline information about students and families

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50675.37	Title I 1000-1999: Certificated Personnel Salaries Additional time: Intervention (extended duty)
3371.63	Title I 4000-4999: Books And Supplies Materials
4000	LCFF Supplemental/Concentration 4000-4999: Books And Supplies Additional time:

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

1. 50-60 minute reading workshop implemented in most classrooms on a daily basis.
2. Purchase and utilize technology & tech programs to support instruction such as RAZ Kids, Accelerated Reader.
4. Provide before- and after-school intervention for at-risk students through guided reading using RAZ Kids, Reading A-Z, and Accelerated Reader.
5. Teachers will group students based on Common Core assessment results.
6. Continue Academic Performance Assemblies.
7. Before and after school ELD Interventions to support language acquisition (T3)

### 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)
4700	Title I 1000-1999: Certificated Personnel Salaries Additional time:
2000	Title I 4000-4999: Books And Supplies Materials
2000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Licensing agreements
4,750	LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Materials:

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

1. PBIS with materials for student reading 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)

1,423	Title I 4000-4999: Books And Supplies Materials
	4000-4999: Books And Supplies Materials
5,000	Title I 4000-4999: Books And Supplies Materials

## 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.

All strategies above work to support students and teachers in implementation. Teachers will use data to form groups and work with the students furthest from opportunity.

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

With new students coming to Hubbard, there is a constant need to assess where students are at and get them the supports they need.

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

As we receive new students, we are mindful of the number of SST meetings that need to occur, so we offer support in various PBIS related activities and goals.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

English Learners in grades K-8th grade will reclassify as English Proficient within 3 years.

## Identified Need

English Learner support is needed to ensure that students are not Long Term English Learners, preferably reclassified within three years at our school, or at the latest before they leave 8th grade.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	46% of students are beginning readers	25% of students are beginning readers

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 and Parents through Community Meetings/Parent info sessions

### Strategy/Activity

1. Provide parent education nights.
2. Provide monthly parent coffees
3. Increase parent knowledge and involvement in student academic progress in math.
5. Provide parent education regarding school success and pursuing a college education.
6. Students are provided with Student Agendas to facilitate school-home communications.
7. Print and copy academic information for parents in Spanish.
8. Encourage attendance at the District's Parent University events
9. Provide professional development series that deepen teacher understanding of shifts in math practices.
10. Provide Parent iReady Info Night to inform and support students at home.
11. Share reports that break down skill areas students should be working on.

## 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

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

#### Grade Level Collaborations

1. Review ELA & Math common content standards and assessments.
2. Develop and model effective math instructional strategies for acquisition of Common Core Standards.
3. Analyze student math data to modify instruction.
4. Meet as leadership team to review TOA and ROCI cycle.
5. Purchase additional supplemental materials to support the math program such as manipulative, math mats, technology licensing, etc.
6. Re-teach math concepts and skills based on student mastery.
7. Differentiate instruction as needed.
8. Purchase online/technology that supports English Learners
9. Purchase leveled readers for English Learners

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,000

Title I  
1000-1999: Certificated Personnel Salaries  
Additional Time

1,000

Title I  
1000-1999: Certificated Personnel Salaries  
Additional Time

## 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.

Through Grade Level Collaboration, Additional Planning Time, PD, and support through supplemental materials, we will evaluate the number of EL students who reclassify at the end of the year.

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

Depending on the number of ELs or the movement of where they are on the scale as English learners, it will determine how much strategic support we give to each band of students.

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.

Through EL support, we will engage parents in terms of knowledge about the ELPAC test. In addition, the family literacy and math events help us promote where we need to support students at school and at home.

# 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

All students will be educated in an innovative and safe school environment.

## Identified Need

Using Panorama Student, Parent, & staff data, increase by 10% satisfaction regarding safe, warm, and caring environment for all.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Data	70% feel environment is safe and welcoming	10% increase from fall to spring Panorama satisfaction data
Informal Data from Cafecito	30% of parents attend	100% Parents attend all school events

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)

Community Liaison support to check in and share PBIS

### Strategy/Activity

1. PBIS to support all students including shirts, awards, materials and supplies.
2. Monthly PBIS support/awards assemblies
3. Parent/student check-ins
4. Support from Community Liaison
5. PD for Community Liaison or staff
6. Supplies/Resources for Students & Families (books, canopies, etc).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Additional time

## Strategy/Activity 2

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

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

All students

Strategy/Activity

1. Home Visits from staff
2. Tutoring support/motivational check-ins

### 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)

13500

Source(s)

LCFF Supplemental/Concentration  
1000-1999: Certificated Personnel Salaries  
Additional time:

## Strategy/Activity 3

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

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

All Students & Students with disabilities

Strategy/Activity

1. PBIS materials to support the school initiatives using Eagle Tickets as a behavior support
2. Create theme/game nights to support students with snacks/food
3. Purchase supplies/training for students on how to be safe at school
4. Tutoring support/motivational check-ins
5. Field Day tied to attendance to support chronic absenteeism
6. New Equipment for playground(s)
7. New MS Fitness Center
8. Painting Murals, Campus signs, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Title I

	1000-1999: Certificated Personnel Salaries Additional time:
5729	Title I 4000-4999: Books And Supplies Materials
5000	ATSI None Specified

## Strategy/Activity 4

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

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

6th-8th Grade Students

### Strategy/Activity

1. After School Sports
2. Coaching for sports
3. Purchase equipment for sports

### 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)

11,869

#### Source(s)

LCAP Central Sports Budgets  
None Specified

# 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.

Using check ins and survey data, ensure students are not chronically absent due to any dissatisfaction with coming to school.

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

Any expenditures to support students need to be monitored to ensure check ins happen and that staff is knowledgeable about Panorama data.

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.

Depending on Panorama data, changes will be made if there is not any change in satisfaction data.

# 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

Reduce Chronic Absenteeism to 5% of students.

## Identified Need

Inform parents about opportunities to learn about student growth and support. In addition to resources, collaboration with other community/school supports.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Hubbard Parent/Community Activities	50% from back to school night	Increase at Open House to 70%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1. Provide parent education nights to enhance parent involvement.
2. Send regular newsletters home to inform parents.
3. Provide Parent Training in literacy strategies.
4. Increase parent knowledge and involvement in student academic progress.
5. Monitor and review all IEPs to ensure goals are rigorous and connect grade-level standards to students' individual learning goals.
6. Educational Parent night to inform and support students at home.
7. Share reports that break down skill areas students should be working on Reading and Mathematics.
8. Provide tech support/training to parents regarding technology/distance learning
9. Support for Social Emotional Learning for students/families

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Additional time
5,000	Title I 4000-4999: Books And Supplies Materials

## Strategy/Activity 2

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

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

All students/parents

### Strategy/Activity

1. Community Liason Meetings
2. Surveys for parents' needs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I 4000-4999: Books And Supplies Materials

# 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.

Having check ins and information events with all parents ensures communication regarding student achievement.

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

With any increase of supports comes the need for additional funding.

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.

Changes will be made if there are drastic changes to parent engagements in attendance.

# 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)
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# 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)
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# 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)
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# 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)
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# 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	\$152,875.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,018.00

## 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	\$116,899.00

Subtotal of additional federal funds included for this school: \$116,899.00

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 (\$)
ATSI	\$5,000.00
LCAP Central Sports Budgets	\$11,869.00
LCFF Supplemental/Concentration	\$22,250.00

Subtotal of state or local funds included for this school: \$39,119.00

Total of federal, state, and/or local funds for this school: \$156,018.00

## Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	116,829	-70.00
LCFF Supplemental/Concentration	22,250	0.00
LCAP Central Sports Budgets	11,869	0.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jonathan Natividad	Principal
Audrey Diaz	Classroom Teacher
Sharine Hasbun	Classroom Teacher
Danielle Letts	Classroom Teacher
Lydia Stinson	Other School Staff
Nancy Solis	Parent or Community Member
Maria De La Luz Rodriguez	Parent or Community Member
Amalia Ponce	Parent or Community Member
Yenny Navarro	Parent or Community Member
Barbara Cedillo	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:



Principal, Jonathan Natividad on 5/27/21

SSC Chairperson, Maria de la luz Rodriguez on 5/27/21

# Instructions

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto: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](mailto: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](mailto: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 as 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](mailto: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/guidanceusesinvestment.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/guidanceusesinvestment.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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