

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Avondale Elementary School learning community	37 68197 6038400	May 27, 2021	June 15, 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
- Additional Targeted Support and Improvement

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (parents, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A parent survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :

- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Parent data indicated a desire for more support for struggling students, more printed materials, longer virtual instructional days, more consistent hours from classroom to classroom (in consideration of siblings' schedules), and a uniform Learning Management System (LMS) for teachers to use. Teacher data displayed the desire for more training and direction in providing instruction for students in the virtual model. All stakeholders shared comments about the safety needed when returning to in-person learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Highlights from this year's data include an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include use of technology, teaching strategies, student trauma, equity, PLC principles, student engagement, and instructional rounds.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online; however, when in-person learning restrictions are lifted, educators will have the opportunity to participate in face-to-face and blended professional development. Online courses have included:

- Academic Conversations 1.0
- Building Sentences for English Learners
- Google Classroom 2.0
- Increase Student Engagement, Decrease Challenging Behaviors
- Inquiry and Collaboration Techniques from a Distance
- Intro to Zoom
- Khan Academy Course Mastery for Asynchronous Math Support
- Lexia/PowerUp: Data, Instruction, Resources
- Making PDFs and Worksheets Interactive in Google Classroom
- Math in a Hybrid World
- NGSS 101: Intro to the Crosscutting Concepts
- Responding to Behavior Escalation
- Student Voice and Engagement
- Trauma and ODD: Information, Strategies, & Supports
- Write to Learn - Reflective Writing
- Zoom for Small Group Instruction

If there are in-person learning restrictions in place due to COVID-19 during the 2021-22 school year, the professional development for our educators will continue to occur online. Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2021-22 school year will focus on use of technology, teaching strategies, student trauma, equity, PLC principles, student engagement, and instructional rounds.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback/coaching provide on-going assistance and capacity building for teachers. (Response to Intervention support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff) all support classroom instruction.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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 students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2021-22 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Social-Emotional Learning
Lexia

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

- Funding of an Academic and Behavior Support Teacher at 80%.
- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I money based on the number of pupils in our school who qualify for free and reduced meals.

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review at the end of each Goal.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, April 6, 2021, 2:00 PM, Virtual
- SSC # 4 Meeting, Date, Time; SSC #5 Meeting, April 8, 2021, 2:00 PM, Virtual, May 14, 2021, 2:00, Virtual
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: April 12, 2021, 2:30, Virtual

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

Our needs assessment involved a review of SBAC Dashboard Data. Students with disabilities are on an Individualized Education Plan (IEP) with specific goals in the curricular areas of need, and receive service from our Specialized Academic Instructors to ensure they are meeting their goals. Data of goals is monitored regularly and adjusted as needed during yearly IEP meetings with staff, parents, and sometimes the student. Students with disabilities and homeless students receive support in small groups with their classroom teacher, receive small group instruction with our student

helpers when appropriate, and participate in intervention programs such as Lexia, Imagine Learning, as well as replacement curriculum for those 2 years and below grade level with their SAI teachers and staff. All students have access to technology and appropriate educational apps that support their area of need. Students with disabilities continue to be in the red on the dashboard, however, these same students have shown significant progress on their IEP goals, as documented in their annual IEPs. The principal, health technician, and school psychologist discuss attendance concerns with any of these students and their families who struggle with attendance. In addition we conduct home visits and meet with parents on a regular basis to ensure attendance increases. Based on this review, we have found that there have been no resource inequities. We will continue to monitor the academic progress of our students with disabilities and support their growth through interventions and current staffing.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.44%	0.68%	0.76%	2	3	3
African American	7.88%	9.55%	9.39%	36	42	37
Asian	2.41%	2.5%	2.54%	11	11	10
Filipino	4.60%	5.45%	6.6%	21	24	26
Hispanic/Latino	69.37%	69.09%	68.27%	317	304	269
Pacific Islander	1.53%	0.91%	0%	7	4	0
White	10.72%	9.32%	8.88%	49	41	35
Multiple/No Response	%	%	0%			0
Total Enrollment				457	440	394

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	86	84	74
Grade 1	52	63	47
Grade 2	67	55	61
Grade3	81	68	50
Grade 4	56	68	58
Grade 5	56	53	56
Grade 6	59	49	48
Total Enrollment	457	440	394

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	136	128	134	29.8%	29.1%	34.0%
Fluent English Proficient (FEP)	43	32	15	9.4%	7.3%	3.8%
Reclassified Fluent English Proficient (RFEP)	9	5	1	6.9%	3.7%	0.8%

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 Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	76	68	76	67	76	67	100	98.5
Grade 4	59	64	58	63	58	63	98.3	98.4
Grade 5	55	55	55	54	55	54	100	98.2
Grade 6	58	47	58	47	58	47	100	100
All Grades	248	234	247	231	247	231	99.6	98.7

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2409.3	2431.7	17.11	31.34	19.74	17.91	36.84	20.90	26.32	29.85
Grade 4	2415.8	2426.5	6.90	7.94	17.24	28.57	24.14	23.81	51.72	39.68
Grade 5	2496.6	2472.6	12.73	11.11	40.00	24.07	23.64	37.04	23.64	27.78
Grade 6	2495.5	2552.0	6.90	23.40	24.14	38.30	36.21	27.66	32.76	10.64
All Grades	N/A	N/A	11.34	18.61	24.70	26.41	30.77	26.84	33.20	28.14

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	15.79	20.90	53.95	46.27	30.26	32.84
Grade 4	8.62	7.94	46.55	60.32	44.83	31.75
Grade 5	16.36	9.26	65.45	61.11	18.18	29.63
Grade 6	12.07	25.53	39.66	51.06	48.28	23.40
All Grades	13.36	15.58	51.42	54.55	35.22	29.87

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	7.89	19.40	53.95	56.72	38.16	23.88
Grade 4	10.34	9.52	34.48	53.97	55.17	36.51
Grade 5	20.00	24.07	54.55	50.00	25.45	25.93
Grade 6	6.90	34.04	53.45	46.81	39.66	19.15
All Grades	10.93	20.78	49.39	52.38	39.68	26.84

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	10.53	25.37	72.37	52.24	17.11	22.39
Grade 4	3.45	6.35	74.14	74.60	22.41	19.05
Grade 5	7.27	5.56	80.00	66.67	12.73	27.78
Grade 6	15.52	14.89	53.45	70.21	31.03	14.89
All Grades	9.31	13.42	70.04	65.37	20.65	21.21

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	23.68	34.33	48.68	37.31	27.63	28.36
Grade 4	5.17	14.29	55.17	42.86	39.66	42.86
Grade 5	23.64	14.81	54.55	51.85	21.82	33.33
Grade 6	20.69	29.79	56.90	65.96	22.41	4.26
All Grades	18.62	23.38	53.44	48.05	27.94	28.57

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 Scores		% of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	76	68	76	68	76	68	100	100
Grade 4	59	64	58	63	58	63	98.3	98.4
Grade 5	56	55	55	54	55	54	98.2	98.2
Grade 6	58	47	58	47	58	47	100	100
All Grades	249	234	247	232	247	232	99.2	99.1

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2408.3	2423.3	7.89	23.53	31.58	22.06	23.68	20.59	36.84	33.82
Grade 4	2439.7	2448.6	3.45	11.11	25.86	15.87	37.93	44.44	32.76	28.57
Grade 5	2474.4	2455.2	5.45	12.96	23.64	7.41	34.55	24.07	36.36	55.56
Grade 6	2471.1	2525.8	1.72	17.02	15.52	25.53	39.66	40.43	43.10	17.02
All Grades	N/A	N/A	4.86	16.38	24.70	17.67	33.20	31.90	37.25	34.05

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	17.11	32.35	38.16	29.41	44.74	38.24
Grade 4	18.97	15.87	25.86	41.27	55.17	42.86
Grade 5	14.55	12.96	36.36	18.52	49.09	68.52
Grade 6	8.62	29.79	27.59	38.30	63.79	31.91
All Grades	14.98	22.84	32.39	31.90	52.63	45.26

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	10.53	30.88	47.37	33.82	42.11	35.29
Grade 4	6.90	11.11	51.72	46.03	41.38	42.86
Grade 5	9.09	11.11	49.09	44.44	41.82	44.44
Grade 6	0.00	12.77	43.10	53.19	56.90	34.04
All Grades	6.88	17.24	47.77	43.53	45.34	39.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	14.47	27.94	57.89	39.71	27.63	32.35
Grade 4	10.34	12.70	41.38	46.03	48.28	41.27
Grade 5	10.91	12.96	47.27	40.74	41.82	46.30
Grade 6	3.45	19.15	41.38	48.94	55.17	31.91
All Grades	10.12	18.53	47.77	43.53	42.11	37.93

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	1435.3	1435.5	1438.9	1440.9	1426.9	1422.7	27	27
Grade 1	1491.0	1474.9	1501.5	1482.4	1480.2	1466.8	13	17
Grade 2	1509.3	1493.9	1507.7	1503.0	1510.5	1484.3	21	13
Grade 3	1512.6	1490.5	1509.2	1483.4	1515.3	1497.0	29	18
Grade 4	1495.1	1544.8	1487.1	1542.2	1502.5	1546.8	14	28
Grade 5	1523.8	1538.8	1505.4	1509.1	1541.8	1567.9	12	14
Grade 6	1530.7	1540.1	1513.9	1536.5	1547.1	1543.1	15	11
All Grades							131	128

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	*	22.22	*	18.52	*	51.85	*	7.41	27	27
1	*	17.65	*	47.06	*	17.65		17.65	13	17
2	61.90	15.38	*	61.54	*	23.08		0.00	21	13
3	*	16.67	37.93	33.33	*	33.33	*	16.67	29	18
4	*	42.86	*	28.57	*	28.57	*	0.00	14	28
5	*	14.29	*	57.14	*	28.57		0.00	12	14
6	*	9.09	*	72.73	*	18.18	*	0.00	15	11
All Grades	35.11	22.66	38.93	39.84	19.85	31.25	*	6.25	131	128

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	*	25.93	44.44	33.33	*	29.63	*	11.11	27	27
1	*	35.29	*	47.06	*	5.88	*	11.76	13	17
2	66.67	38.46	*	46.15	*	15.38		0.00	21	13
3	37.93	27.78	41.38	33.33	*	22.22	*	16.67	29	18
4	*	46.43	*	39.29	*	14.29	*	0.00	14	28
5	*	28.57	*	57.14	*	14.29		0.00	12	14
6	*	54.55	*	36.36	*	9.09	*	0.00	15	11
All Grades	41.98	35.94	38.93	40.63	12.98	17.19	*	6.25	131	128

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	*	14.81	*	25.93	55.56	55.56		3.70	27	27
1	*	17.65	*	23.53	*	47.06	*	11.76	13	17
2	52.38	0.00	*	61.54	*	30.77	*	7.69	21	13
3	*	11.11	*	22.22	*	44.44	*	22.22	29	18
4	*	39.29	*	17.86	*	39.29	*	3.57	14	28
5	*	14.29	*	42.86	*	35.71	*	7.14	12	14
6	*	0.00	*	54.55	*	36.36	*	9.09	15	11
All Grades	29.01	17.19	26.72	31.25	32.82	42.97	11.45	8.59	131	128

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	55.56	18.52	*	66.67	*	14.81	27	27	
1	*	76.47	*	11.76	*	11.76	13	17	
2	66.67	38.46	*	61.54		0.00	21	13	
3	*	22.22	55.17	50.00	*	27.78	29	18	
4	*	28.57	*	67.86	*	3.57	14	28	
5	*	0.00	*	92.86		7.14	12	14	
6	*	9.09	*	81.82	*	9.09	15	11	
All Grades	42.75	28.13	45.80	60.94	11.45	10.94	131	128	

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	40.74	22.22	*	70.37	*	7.41	27	27
1	*	17.65	*	76.47	*	5.88	13	17
2	80.95	38.46	*	61.54		0.00	21	13
3	72.41	50.00	*	33.33	*	16.67	29	18
4	*	60.71	*	39.29	*	0.00	14	28
5	*	64.29	*	35.71		0.00	12	14
6	*	81.82	*	18.18	*	0.00	15	11
All Grades	58.78	45.31	31.30	50.00	9.92	4.69	131	128

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	*	7.41	74.07	81.48	*	11.11	27	27
1	*	29.41	*	41.18	*	29.41	13	17
2	57.14	0.00	*	92.31	*	7.69	21	13
3	*	5.56	55.17	55.56	*	38.89	29	18
4		28.57	*	46.43	*	25.00	14	28
5	*	21.43	*	71.43	*	7.14	12	14
6	*	0.00	*	54.55	*	45.45	15	11
All Grades	25.19	14.84	54.20	62.50	20.61	22.66	131	128

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	48.15	59.26	51.85	29.63		11.11	27	27
1	*	11.76	*	70.59	*	17.65	13	17
2	52.38	0.00	*	100.00		0.00	21	13
3	*	33.33	58.62	50.00	*	16.67	29	18
4	*	39.29	78.57	60.71	*	0.00	14	28
5	*	35.71	*	64.29		0.00	12	14
6	*	45.45	80.00	54.55		0.00	15	11
All Grades	35.88	35.16	59.54	57.81	*	7.03	131	128

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

LCAP Goal #3 - Equip

We will equip our students with the tools necessary to realize their fullest potential.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them. Currently 39% of students are reading at grade level, so we need to focus on this area for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(17-18) 36% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 45% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 19% of students performed at or above grade level as measured by i-Ready in ELA.</p>	<p>48% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.</p> <p>24% of students will perform at or above grade level as measured by i-Ready in ELA.</p>
Mathematics <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. 	<p>(17-18) 30% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>37% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. 	<p>(18-19) 34% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 10% of students performed at or above grade level as measured by i-Ready in Mathematics.</p>	15% of students will perform at or above grade level as measured by i-Ready in Mathematics.
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	39% of students are reading at grade level at the end of Trimester 1.	42% of students will be reading at grade level at the end of Trimester 1.

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

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, collaboration days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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)

1577.79

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Site Subs will be paid to cover classrooms for teacher collaboration. They will meet for a half day every three weeks.

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

Our site will utilize the 5 Dimensions of Teaching and Learning Instructional Framework to develop a common language and shared vision for high-quality instruction.

- Establish a shared understanding and common language for high quality teaching and learning using the Framework for the Five Dimensions of High Quality Teaching and Learning (5Ds).
- Classroom walk-throughs to observe analyze and calibrate evidence of high quality teaching and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, collaboration days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. .
- SBAC and District benchmark data will be analyzed by principal, intervention teacher, and classroom teachers to determine placement in intervention program(s) (Lexia, Flex, etc.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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)

94440.00

Title I
1000-1999: Certificated Personnel Salaries
We will have an Academic and Behavior support Teacher at 80% to help students that are below grade level. An additional \$10,000 from Title I Carryover will be used.

31547

Title I
2000-2999: Classified Personnel Salaries

We will have two student helpers doing small group instruction in 1st and 2nd grade classrooms.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID, the majority of the year has been done with distance learning and Zoom. However, we are still committed to achieving this goal, although our strategies have changed. Teacher collaboration and professional development have been done using Zoom meetings. Our focus changed from in-person teaching strategies to understanding distance learning strategies and technology. Our intervention teacher continued doing small group intervention, but by Zoom as opposed to in-person. Some of our expenditures changed to include programs to help students and teachers with distance learning.

We were effective in making a quick transition to distance learning. Our teachers learned the new technology and strategies to help our students achieve in a virtual environment. Our collaboration and professional development switched to understanding and implementing distance learning. Our struggles were mainly associated with making sure students attended their Zoom sessions and stayed engaged during the process. Our number of students that met or exceeded grade level in reading decreased from 45.6% to 38.9%. A large reason for this decrease was associated with those struggles to have students attend Zoom and be engaged during Zoom. Since we are returning to in-person learning, we will continue with the planned strategies because they have been effective in the past with in-person learning.

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 the exception of purchasing some programs that focused on distance learning, there were no major differences between the intended implementation and/or the budgeted expenditures. Our expenditures were very similar. However, the strategies we used related to these expenditures were different. For example, our expenditure for our intervention teacher remained the same, but the instruction was done through virtual learning as opposed to in-person.

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

There will be no changes in the expenditures, strategies, or activities for 2021-2022 since these expenditure decisions were made with in-person learning in mind. Due to the continuation of reduced Title One funding, we will continue to have our intervention teacher at 80%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve

We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement for all of our students. Our data shows achievement gaps. This goal is a result of what our achievement data reveals about our students and how we intend on addressing them, and closing the achievement gap. Currently 33% of students are at a Level 4, so we need to focus on this area for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>English Learner Progress</p> <ul style="list-style-type: none"> We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator. 	<p>49% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).</p> <p>(19-20) The English Learner Proficiency Indicator is not available at this time due to the suspension of the CA School Dashboard results; however, 11% of EL students increased their scores on the ELPAC. 33% of students scored Level 4 on the ELPAC.</p>	<p>52% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).</p>
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged 	<p>(17-18) 32% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p>	<p>45% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>students who meet standard as measured by SBAC.</p> <ul style="list-style-type: none"> We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics 	<p>24% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 42% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 31% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 14% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 8% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>34% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 19% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 13% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. We will increase the percentage of students performing at 	<p>(17-18) 6% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 6% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>24% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>13% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>or above grade level on i-Ready in ELA.</p> <ul style="list-style-type: none"> We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. 	<p>(18-19) 21% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 5% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 2% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 7% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>Redesignated Students</p> <p>We will continue to make growth in the number of students redesignated (RFEP) to English Proficient.</p>	<p>(18-19) 7% of our EL students were redesignated (RFEP) to English Proficient.</p> <p>(19-20) 10% of our EL students were redesignated (RFEP) to English Proficient.</p>	<p>13% of our students will be redesignated (RFEP) to English Proficient.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.

- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

We will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency (Elementary Schools only).
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August. of the new school year.
- Teachers and Principal will work with District English Learner Resource Teacher to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by the principal to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Number Worlds, Moby Max, Inside, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to COVID, the majority of the year has been done with distance learning and Zoom. However, we are still committed to achieving this goal, although our strategies have changed. Teacher collaboration and professional development have been done using Zoom meetings. Our focus changed from in-person teaching strategies to understanding distance learning strategies and technology. Our intervention teacher continued doing small group intervention, but by Zoom as opposed to in-person. Some of our expenditures changed to include programs to help students and teachers with distance learning. Our teachers continued to provide ELD instruction for thirty minutes a day.

We were effective in making a quick transition to distance learning. Our teachers learned the new technology and strategies to help our students achieve in a virtual environment. Our collaboration and professional development switched to understanding and implementing distance learning. Our struggles were mainly associated with making sure students attended their Zoom sessions and stayed engaged during the process. Our number of students that met or exceeded grade level in reading decreased from 45.6% to 38.9%. A large reason for this decrease was associated with those struggles to have students attend Zoom and be engaged during Zoom. Since we are returning to in-person learning, we will continue with the planned strategies because they have been effective in the past with in-person learning.

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 the exception of purchasing some programs that focused on distance learning, there were no major differences between the intended implementation and/or the budgeted expenditures. Our expenditures were very similar. However, the strategies we used related to these expenditures were different. For example, our expenditure for our intervention teacher remained the same, but the instruction was done through virtual learning as opposed to in-person. We continued to use Imagine Learning to help our English Learners.

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

There will be no changes in the expenditures, strategies, or activities for 2021-2022 since these expenditure decisions were made with in-person learning in mind. Due to the continuation of reduced Title One funding, we will continue to have our intervention teacher at 80%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Identified Need

This goal is a reflection of our strong belief in developing the "whole" child in addition to academic excellence. There is a need to improve our attendance rate - overall and with our subgroups: African American, Hispanic and White.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 76% Growth Mindset - 81% Self-Management - 65% Self-Efficacy - 56% Social Awareness - 51%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - 79% Growth Mindset - 84% Self-Management - 68% Self-Efficacy - 59% Social Awareness - 54%
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 94.68% for the previous school year. (18-19) The school attendance rate was 93.93%. (19-20) The school attendance rate was 95.91%.	The school attendance rate will increase by 0.05% to a rate of 95.96% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students with chronic absenteeism will decrease by 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 16.46% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 19.5%</p> <p>(19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level.</p> <p>District data shows that the chronic absentee rate at our site was 17.72%.</p>	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 16.72% during the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	<p>(17-18) 1.2% of students were suspended during the previous school year.</p> <p>(18-19) 3.2% of students were suspended.</p> <p>(19-20) .84% of students were suspended.</p>	Student suspensions will decrease by 0.5% for an overall rate of .34% during the coming school year.

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

Character Education

- Continue implementing anti-bullying programs and other Character Education programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Consistent Attendance

- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for

behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.

- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The character education program and restorative practices have been difficult to fully implement due to students being on distance learning. They were still used by teachers to help our students,

but the in-person implementation is more effective. Our social worker worked a lot with families to understand their specific needs during COVID, and she made a lot of referrals to resources that might help them. We had some students with very poor attendance, and we worked with them to try to improve their situation, by providing devices, mobile hotspots, and school materials. Our staff was very aware that students may be going through difficulties associated with COVID and not being in school, so they spent a lot of time with Social and Emotional Learning to help them.

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

The differences between what was planned and what was implemented was primarily due to COVID and distance learning. We still used the same programs, but our Harmony SEL program and restorative practices were done with the students through Zoom. Because of the unique nature of our year with virtual learning, our teachers spent a higher percentage of their day with SEL than in years past. Our partnership with parents was strengthened this year because of the critical need to coordinate distance learning with parents. There was more communication between teachers and parents than in the past.

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

There will be no changes in the expenditures, strategies, or activities for 2021-2022 since these expenditure decisions were made with in-person learning in mind.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage

We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 42% of parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 92%

This school has high expectations for all students. 93%

- Overall Support for Academic Learning 92%

I feel welcome to participate at this school. 88%

School staff treats me with respect. 96%

School staff takes my concerns seriously. 94%

School staff welcomes my suggestions. 84%

School staff responds to my needs in a timely manner. 95%

School staff is helpful. 97%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 96%

My child feels welcome at school. 98%

- Overall Sense of Community 93%

This school clearly informs students what would happen if they break school rules. 95%

At this school, discipline is fair. 84%

My child is safe on school grounds. 92%

- Overall Sense of Safety 90%

A review of data indicates that our efforts in these areas have been successful: the school staff treats me with respect (96%), the school staff responds to my needs in a timely manner (95%), the

school staff is helpful (98%), my child's background is respected at the school (96%), my child feels welcome at school (98%), and the school clearly informs students what would happen if they break the school rules (95%). While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that the school provides high-quality instruction for their child as measured by the annual Parent/Family Survey.	(20-21) percentage of parents who agree that the school provides high-quality instruction for their child is 92%.	The percentage of parents who agree that the school provides high-quality instruction for their child will increase by 3% to 95%.
Percentage of parents who agree that the school provides a sense of community as measured by the annual Parent/Family Survey.	(20-21) percentage of parents who agree the school provides a sense of community is 93%.	The percentage of parents who agree that the school provides a sense of community will increase by 3% to 96%.
Percentage of parents who agree that the school provides a sense of safety as measured by the annual Parent/Family Survey.	(20-21) percentage of parents who agree the school provides a sense of safety is 90%.	The percentage of parents who agree that the school provides a sense of safety will increase by 3% to 93%.

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

- To insure our parents are partners, parent education and training will be offered.
- Hold a variety of parent events establishing relationships with school staff.
 - Work with District staff to provide training for ELAC and SSC.
 - Work with District staff to determine and implement best practices in parent education.
 - Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
 - Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.

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)

1654.24

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Credentialed Social Worker

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

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, monthly newsletters, student agendas, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This goal was definitely impacted by COVID this year. We did not have any events for parents to attend, so we were unable to see if we improved in this area. Although there is no data specific to showing whether parents were more engaged, COVID and distance learning seemed to increase parent engagement, as parents were in frequent contact with teachers, followed their child's progress on Zoom and on assignments, and continually monitored their academic progress. We are hopeful that there is an increase in the percentage of parents who feel the school is meeting their needs. It is hard to predict how COVID may effect this percentage. Our social worker worked one day a week on our site to help connect with families and try to ascertain if they needed services during this unique time.

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

There is a big difference between the intended implementation and what happened for 2020-2021. It was our goal to increase student attendance at events, but there were no events to attend. However, our parents were involved in their child's education through distance learning. Our social worker changed her focus to include doing what she could to help families during the pandemic.

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

There will be no changes in the expenditures, strategies, or activities for 2021-2022 school year, since these expenditure decisions were made with in-person learning in mind.

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	\$129219.03
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$129,219.03

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	\$127,564.79
Title I Part A: Parent Involvement	\$1,654.24

Subtotal of additional federal funds included for this school: \$129,219.03

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

Total of federal, state, and/or local funds for this school: \$129,219.03

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	127,564.79	0.00
Title I Part A: Parent Involvement	1654.24	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	127,564.79
Title I Part A: Parent Involvement	1,654.24

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,672.03
2000-2999: Classified Personnel Salaries	31,547.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	96,017.79
2000-2999: Classified Personnel Salaries	Title I	31,547.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,654.24

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,564.79
Goal 4	1,654.24

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
- 0 Secondary Students

Name of Members	Role
John Ashley	Principal
Courtney Vargas	Classroom Teacher
Zarah Maghirang	Parent or Community Member
Erica Lagler-Ferrez	Parent or Community Member
Adrian Gomez	Other School Staff
Teresa Pimentel	Parent or Community Member
Angela Hernandez	Classroom Teacher
Maria Gaspar	Parent or Community Member
Renee Lopez	Parent or Community Member
Elyssa Droge	Classroom Teacher

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:

See Attached

Principal, Dr. John Ashley on May 27, 2021

See Attached

SSC Chairperson, Courtney Vargas on June 7, 2021

Recommendations and Assurances

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Signature


Committee or Advisory Group Name
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This SPSA was adopted by the SSC at a public meeting on May 27, 2021.

Attested:



Principal, Dr. John Ashley on May 27, 2021