

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
Casa de Oro Elementary School learning community	37 68197 6038434	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

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: Social Emotional Learning, Environmental Literacy, Data and Assessment, and Core Curricular Strategies.

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 Social Emotional Learning, Environmental Literacy, Data and Assessment, and Core Curricular Strategies.

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 provides 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 Learning
Imagine Learning

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)

Positions/programs provided through Title I funds in 2021-22:

- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- English Learner Consultant to provide targeted one-on-one and small group instruction for English Learners
- Site Substitutes (small group instruction for mathematics and ELA, teacher release time for collaboration and data analysis)
- After school tutoring for at-risk students in ELA and mathematics
- Parent Education (SEL, academic workshops, behavior strategies, resources)

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 leaders 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, March 11, 2021, Time 2:30pm
- SSC # 4 Meeting, March 18, 2021, Time 2:30pm; SSC #5 Meeting, May 27, 2021 Time 2:30pm
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: January 25, 2021, Times 1:15pm / May 3, 2021, 1:15pm
- Site Leadership Team Meeting March 1, 2021, Time 1:30pm
- PTA Meeting, March 17, 2021, Time 5:00pm

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.

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	%	0.28%	0%		1	0
African American	14.86%	13.45%	11.36%	55	48	41
Asian	2.70%	1.68%	1.94%	10	6	7
Filipino	0.54%	1.12%	0.55%	2	4	2
Hispanic/Latino	55.41%	56.02%	53.46%	205	200	193
Pacific Islander	1.08%	0.84%	1.11%	4	3	4
White	17.84%	20.73%	22.44%	66	74	81
Multiple/No Response	%	%	0%			0
Total Enrollment				370	357	361

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	89	79	78
Grade 1	58	59	56
Grade 2	60	52	55
Grade3	43	54	45
Grade 4	46	37	55
Grade 5	38	43	33
Grade 6	36	33	39
Total Enrollment	370	357	361

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	101	89	91	27.3%	24.9%	25.2%
Fluent English Proficient (FEP)	22	23	26	5.9%	6.4%	7.2%
Reclassified Fluent English Proficient (RFEP)	7	14	6	7.8%	13.9%	6.7%

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	37	54	36	51	36	51	97.3	94.4
Grade 4	39	35	39	35	39	35	100	100
Grade 5	32	38	32	38	32	38	100	100
Grade 6	29	30	29	28	29	28	100	93.3
All Grades	137	157	136	152	136	152	99.3	96.8

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	2422.4	2424.3	27.78	25.49	16.67	29.41	16.67	19.61	38.89	25.49
Grade 4	2473.4	2448.8	25.64	20.00	33.33	25.71	15.38	20.00	25.64	34.29
Grade 5	2498.8	2482.7	28.13	15.79	25.00	23.68	15.63	26.32	31.25	34.21
Grade 6	2523.1	2517.9	13.79	3.57	41.38	42.86	17.24	39.29	27.59	14.29
All Grades	N/A	N/A	24.26	17.76	28.68	29.61	16.18	25.00	30.88	27.63

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	30.56	29.41	33.33	47.06	36.11	23.53
Grade 4	25.64	17.14	48.72	48.57	25.64	34.29
Grade 5	25.00	15.79	43.75	47.37	31.25	36.84
Grade 6	20.69	7.14	51.72	64.29	27.59	28.57
All Grades	25.74	19.08	44.12	50.66	30.15	30.26

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	16.67	23.53	41.67	49.02	41.67	27.45
Grade 4	20.51	11.43	56.41	60.00	23.08	28.57
Grade 5	28.13	15.79	50.00	57.89	21.88	26.32
Grade 6	10.34	17.86	55.17	71.43	34.48	10.71
All Grades	19.12	17.76	50.74	57.89	30.15	24.34

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	25.00	23.53	61.11	62.75	13.89	13.73
Grade 4	17.95	14.29	71.79	62.86	10.26	22.86
Grade 5	15.63	15.79	65.63	52.63	18.75	31.58
Grade 6	17.24	10.71	72.41	67.86	10.34	21.43
All Grades	19.12	17.11	67.65	61.18	13.24	21.71

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	27.78	19.61	52.78	49.02	19.44	31.37
Grade 4	33.33	20.00	48.72	48.57	17.95	31.43
Grade 5	37.50	23.68	34.38	44.74	28.13	31.58
Grade 6	34.48	17.86	51.72	60.71	13.79	21.43
All Grades	33.09	20.39	47.06	50.00	19.85	29.61

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	37	54	36	51	36	51	97.3	94.4
Grade 4	39	35	39	35	39	35	100	100
Grade 5	32	38	32	38	32	38	100	100
Grade 6	29	30	29	28	29	28	100	93.3
All Grades	137	157	136	152	136	152	99.3	96.8

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	2412.4	2409.4	5.56	7.84	30.56	29.41	30.56	35.29	33.33	27.45
Grade 4	2432.0	2451.5	5.13	8.57	15.38	11.43	35.90	57.14	43.59	22.86
Grade 5	2427.8	2455.7	0.00	10.53	6.25	15.79	31.25	23.68	62.50	50.00
Grade 6	2483.5	2500.4	13.79	3.57	17.24	28.57	31.03	39.29	37.93	28.57
All Grades	N/A	N/A	5.88	7.89	17.65	21.71	32.35	38.16	44.12	32.24

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	13.89	19.61	47.22	37.25	38.89	43.14
Grade 4	10.26	8.57	38.46	42.86	51.28	48.57
Grade 5	6.25	15.79	12.50	28.95	81.25	55.26
Grade 6	24.14	14.29	31.03	46.43	44.83	39.29
All Grades	13.24	15.13	33.09	38.16	53.68	46.71

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	13.89	23.53	50.00	50.98	36.11	25.49
Grade 4	2.56	17.14	51.28	51.43	46.15	31.43
Grade 5	3.13	10.53	31.25	36.84	65.63	52.63
Grade 6	10.34	0.00	41.38	60.71	48.28	39.29
All Grades	7.35	14.47	44.12	49.34	48.53	36.18

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	16.67	15.69	50.00	50.98	33.33	33.33
Grade 4	10.26	11.43	41.03	42.86	48.72	45.71
Grade 5	0.00	10.53	46.88	47.37	53.13	42.11
Grade 6	13.79	10.71	48.28	53.57	37.93	35.71
All Grades	10.29	12.50	46.32	48.68	43.38	38.82

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	1442.7	1447.9	1464.1	1460.1	1392.6	1419.2	24	21
Grade 1	1474.6	1482.3	1491.5	1479.5	1457.1	1484.6	15	19
Grade 2	1502.6	1492.9	1502.5	1498.8	1502.2	1486.3	11	12
Grade 3	1493.5	1533.4	1479.0	1553.5	1507.2	1512.7	11	11
Grade 4	*	1522.7	*	1501.4	*	1543.6	*	11
Grade 5	*	*	*	*	*	*	*	8
Grade 6	*	*	*	*	*	*	*	*
All Grades							80	84

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	50.00	38.10	*	23.81	*	28.57	*	9.52	24	21
1	*	21.05	*	52.63	*	21.05	*	5.26	15	19
2	*	16.67	*	58.33	*	25.00		0.00	11	12
3	*	54.55	*	27.27	*	9.09	*	9.09	11	11
4	*	27.27	*	54.55	*	9.09	*	9.09	*	11
5	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*		*	*	*
All Grades	37.50	29.76	35.00	44.05	21.25	20.24	*	5.95	80	84

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	66.67	42.86	*	28.57	*	14.29	*	14.29	24	21
1	*	47.37	*	31.58	*	15.79	*	5.26	15	19
2	*	50.00	*	25.00		25.00		0.00	11	12
3	*	72.73	*	9.09	*	9.09	*	9.09	11	11
4	*	54.55	*	36.36		0.00	*	9.09	*	11
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	53.75	48.81	30.00	32.14	*	11.90	*	7.14	80	84

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	*	28.57	*	23.81	*	28.57	*	19.05	24	21
1	*	15.79	*	52.63	*	26.32	*	5.26	15	19
2	*	8.33	*	41.67		33.33	*	16.67	11	12
3		27.27	*	36.36	*	18.18	*	18.18	11	11
4	*	18.18	*	54.55	*	18.18	*	9.09	*	11
5	*	*	*	*	*	*		*	*	*
6	*	*	*	*		*	*	*	*	*
All Grades	26.25	20.24	26.25	38.10	28.75	29.76	18.75	11.90	80	84

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	70.83	38.10	*	57.14	*	4.76	24		21
1	73.33	68.42	*	26.32	*	5.26	15		19
2	*	25.00	*	75.00		0.00	11		12
3	*	54.55	*	27.27	*	18.18	11		11
4	*	27.27	*	63.64	*	9.09	*		11
All Grades	60.00	40.48	33.75	53.57	*	5.95	80		84

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	*	47.62	*	33.33	*	19.05	24	21
1	*	31.58	*	57.89	*	10.53	15	19
2	*	50.00	*	50.00		0.00	11	12
3	*	81.82	*	9.09	*	9.09	11	11
4	*	54.55	*	36.36	*	9.09	*	11
All Grades	55.00	54.76	36.25	35.71	*	9.52	80	84

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	*	9.52	66.67	71.43	*	19.05	24	21
1	*	42.11	*	52.63	*	5.26	15	19
2	*	0.00	*	75.00	*	25.00	11	12
3	*	18.18	*	63.64	*	18.18	11	11
4	*	18.18	*	72.73	*	9.09	*	11
6	*	*	*	*	*	*	*	*
All Grades	28.75	17.86	55.00	67.86	16.25	14.29	80	84

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	*	42.86	*	33.33	*	23.81	24	21
1	*	15.79	*	73.68	*	10.53	15	19
2	*	16.67	*	75.00	*	8.33	11	12
3	*	27.27	*	63.64		9.09	11	11
4	*	36.36	*	54.55	*	9.09	*	11
All Grades	32.50	30.95	48.75	57.14	18.75	11.90	80	84

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

All students will receive high-quality teaching and learning that is standards based and results in each student meeting their fullest potential.

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on providing all students with the tools they need to realize their full potential. Based on student data including reading levels, teacher assessments in reading, math, and writing, many of the same students are not showing the same growth and progress as they have in previous years.

The current site data shows that many students are less engaged in online learning than in-person learning. Most of this can be attributed to school closure due to COVID which has resulted in inconsistent attendance and virtual engagement. There is a need to address the individualized academic needs of all students in order to accelerate learning and engage all students in the learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Gr. 3-5 All students Met/Exceeded Standards ELA <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%.	(17-18) 53% of students in grades 3-6 met/exceeded the standard as measured by SBAC in ELA (18-19) 47.21% of students in grades 3-6 met/exceeded standards as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 21.5% of students performed at or above grade	50% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA. 40% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level as measured by i-Ready in ELA.	
SBAC Gr. 3-5 All students Met/Exceeded Standards Mathematics <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%. 	(17-18) 23% of students in grades 3-6 met/exceeded the standard as measured by SBAC in Mathematics. (18-19) 29.6% of students in grades 3-6 met/exceeded the standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 10.34% of students performed at or above grade level as measured by i-Ready in Mathematics.	35% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics. 29% of students will perform at or above grade level as measured by i-Ready in Mathematics.

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

All teachers will deliver targeted reading instruction in small groups to all students and engage in regular progress monitoring

A research-based program, such as iReady, will be given each trimester and used to track student fluency and comprehension levels

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Site sub to assist with targeted reading instruction

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

Cross-Curricular Connections:

- Teachers will collaborate, write, and implement lessons that cross-curricular lines
- Writing genres will be introduced throughout subject areas
- Teachers will specifically look for connections between science and other curricular areas

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

A Site Instruction and Data Support Teacher will collaborate with teachers on instructional practice, assessment, and analyzing data to inform practice

- Staff meetings, site learning days, PLC, and data release days
- Teachers will use i-Ready data and standards to determine formative assessments and plan instruction.
- Teachers will participate in professional development
- Additional coaching or programs to supplement instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I
1000-1999: Certificated Personnel Salaries
Additional staff to provide teacher release for staff to participate in peer coaching and planning

10,000

Title I

5000-5999: Services And Other Operating Expenditures
Programs or coaching to supplement instruction

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

Environmental Literacy:

The staff at CDO is dedicated to teaching NGSS and Environmental Science Standards. This will increase achievement for all of our students while decreasing performance gaps and educational inequities while allowing students to think critically and problem solve through hands-on experiences.

- Vegetable Gardening
- Science journaling
- Cross-curricular connections
- Environmental Justice
- Natural Habitats
- Social and Environmental Connections
- Health and Nutrition
- Farm to Table
- Culinary Science

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)

15,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Additional staff to cover half of the class so teachers can teach culinary and garden classes

3,000

LCFF
4000-4999: Books And Supplies
Supplemental Books and materials for hands-on supplemental activities

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 intervention teacher worked virtually with small groups on reading and English language proficiency. Staff meetings and SLDs were focused on student engagement and strategies during virtual learning. Teachers improved dramatically in their virtual teaching skills over the year, incorporating new engagement and technology strategies. However, even with these strategies, there is still a slow progression for many students who were making yearly adequate progress before the COVID shutdown resulting in a loss of acceleration in 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.

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

Due to the cost of the position in relation to funding, the intervention teacher will not be funded next year. There is included in the SPSA a dual-purpose site sub to provide time for teacher release for collaboration and planning and targeted flex support for students with academic needs. The staff has prioritized coaching specific to NGSS and Environmental Literacy and how to make cross-curricular connections. This has lead to an inclusion of funding for coaching from peers and an outside consultant. In conjunction with the SAGE Garden grant, we are funding half of a culinary/garden consultant to support this NGSS program at CDO, which will assist in addressing the individualized needs of our students in order to accelerate learning and engage them again in the learning at school in all academic areas.

We analyze SBAC, teacher assessment, and anecdotal notes, writing samples, reading levels, progress toward EL standards, and progress toward CA State Standards to determine mastery.

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

Goal 2

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

Identified Need

As a school committed to high levels of learning and achievement, we remain focused on continuous improvement. Based on site level assessments and student work samples in writing, reading, and math many students are not meeting grade-level standards or making adequate progress. Due to some students not engaging consistently in online learning or completing work during COVID there is a need to provide acceleration support in core curricular areas. English Learners are not meeting reclassification criteria. Some English learners at CDO need additional English Language Development support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress We will increase the percentage of English Learners making progress toward English language proficiency as measured by the ELPAC and the six levels of the English Learner Progress Indicators.	61% of English Learners made progress toward English language proficiency	75% of English Learners will make progress toward English language proficiency
Socioeconomically Disadvantaged ELA Met/Exceeded Standards We will increase the percentage of Socioeconomically Disadvantaged students who meet standards as measured	(17-18) 50% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded the standard as measured by SBAC in ELA. (18-19) 38% of Socioeconomically Disadvantaged students in	40% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. (21-22) 35% of Socioeconomically Disadvantaged students will perform at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>by SBAC.</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students performing at or above grade level on i-Ready in ELA. 	<p>grades 3-6 met/exceeded the 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) 20% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p>	<p>as measured by i-Ready in ELA.</p>
<p>Socioeconomically Disadvantaged Mathematics Met/Exceeded Standards</p> <p>We will increase the percentage of Socioeconomically Disadvantaged students who meet standards as measured by SBAC.</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students performing at or above grade level on i-Ready in Mathematics. 	<p>(17-18) 18% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standards as measured by SBAC in mathematics.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded the 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) 8.7% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(21-22) 25% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p>
<p>Students with Disabilities ELA Met/Exceeded Standards</p> <p>We will increase the percentage of students with disabilities who meet standards as measured by SBAC.</p>	<p>(17-18) 5% of students with disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA</p> <p>(18-19) 11% of students with disabilities in grades 3-6 met/exceeded 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 ELA.</p> <p>(21-22) 8% of students with disabilities will perform at or above grade level as measured by i-Ready in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> We will increase the percentage of students with disabilities performing at or above grade level on i-Ready in ELA. 	<p>(20-21) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 5.56% of students with disabilities in grades 3-6 performed at or above grade level as measured by i-Ready in ELA.</p>	
<p>Students with Disabilities Mathematics Met/Exceeded Standards</p> <p>We will increase the percentage of students with disabilities who meet standards as measured by SBAC.</p> <ul style="list-style-type: none"> We will increase the percentage of students with disabilities performing at or above grade level on i-Ready in Mathematics. 	<p>(17-18) 0% of students with disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 13% of students with disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(20-21) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 0% of students with disabilities in grades 3-6 performed at or above grade level as measured by i-Ready in Mathematics.</p>	<p>16% of students with disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p> <p>(21-22) 5% of students with disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</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 strongly Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- 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 the content area, subject matter access, and discipline-specific language development.
- Teachers will increase the 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
- Students not making adequate progress will receive additional time working on English Language development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Additional time outside the regular school day
15,000	Title I 1000-1999: Certificated Personnel Salaries Additional staff to provide additional small group EL support under the supervision of a classroom teacher
20,000	Title I 1000-1999: Certificated Personnel Salaries Additional staff to provide release time for teachers to collaborate on EL strategies and data and to provide double dose small group instruction as needed in multiple classrooms under the supervision of a classroom teacher.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At-Risk Students

Strategy/Activity

Acceleration support for at-risk students

- Based on data, students working one to two years below grade level will be offered tutoring outside of school hours focused on core academic standards and basic skill concepts
- Based on data, students working one to two years below will receive additional in-classroom flex support targeted toward a specific academic skill in which they need to master in order to move forward and progress to the next level

- Staff will collaborate and analyze data to make informed decisions on best practices to accelerate learning for at-risk student and to carefully choose which students need which supports

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Additional time for tutoring outside of school hours
30,000	Title I 1000-1999: Certificated Personnel Salaries Additional staff to provide additional targeted flex skill support in ELA, math, writing, and science as needed under the supervision of various classroom teachers as needed. The site sub will also provide release time to classroom teachers allowing them to analyze data and improve their practice.
5,000	LCFF 4000-4999: Books And Supplies Supplemental books and materials for ELA and math intervention and support
1,000	LCFF 4000-4999: Books And Supplies Supplemental materials for K/1 math

Strategy/Activity 3

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 to determine placement in an intensive research-based intervention program
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed 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)

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

Students will have the opportunity to experience activities and educational excursions supplemental to core curricular areas that enhance and accelerate learning in core curricular areas.

Students in grade 6 will participate in a robotics class focused on increasing collaboration, verbal communication, critical thinking, and mathematic proficiency.

Educational Excursions (ie. Crestridge Ecological Reserve, Zoo)

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)

6,700

Title I
4000-4999: Books And Supplies
Lego Robotics

4,000

LCFF
5000-5999: Services And Other Operating
Expenditures
Educational Excursions

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.

English Learners had access to additional practice English language skills through Imagine Learning. SAI teachers provided small group in-person instruction on campus for 1 to 12 hours a week. Approximately 30 students working one to two grade levels below were able to work on

campus in small groups for 1-2 hours a week in addition to online core instruction. Students were not able to participate in robotics due to the COVID school closure. Support staff was available during PLC time for questions and suggestions, but the trimester grade level release did not occur due to the virtual environment.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

In the SPSA there is funding for tutoring. Due to the COVID school closure, there is a need to provide acceleration strategies to students who are not making adequate yearly progress. With additional tutoring support and acceleration strategies focused on specific academic skills, students will be able to move forward in progression more quickly. There is included in the SPSA a dual-purpose site sub to provide time for teacher release for collaboration, planning, data analysis, and targeted flex support for students with academic needs. It will be important for teachers to be able to meet as a grade level beyond the regular PLC, staff meetings, and SLD in order to meet the needs of their students who need both social-emotional and academic support. Specifically, a support person working under the direction of a classroom teacher will be hired to provide a targeted (double dose) EL support to students at risk of becoming long-term English learners, LTEL's, and newcomers.

We use SBAC data, teacher assessment and anecdotal notes, curriculum benchmarks, progress on EL and CA State Standards standards, reading levels, writing samples, and ELPAC scores to help determine strategies and acceleration needs.

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 will provide a school climate where all students feel safe at school and where all students and the learning community engage with the skills and supports necessary for social, emotional, and physical well-being.

Identified Need

Student attendance and time in virtual learning sessions are lower than in previous years of in-school learning. Data shows that some students that had their screen on were not always present or participating. In addition, many students were unable to socially interact with children their own age outside of the virtual platform or participate in play or collaborative experiences. There is a need to reengage and socialize a large population of our students back into the school community and into successful learning behavioral patterns. Based on the Annual Parent Engagement Survey we want to increase the percentage of students who feel safe at school.

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 - 66 % Growth Mindset - 77.4% Self-Management - 75.5% Self-Efficacy - 64.2% Social Awareness - 64.2%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - 70% Growth Mindset - 80% Self-Management - 78% Self-Efficacy - 70% Social Awareness - 70%
Attendance Rate Report School attendance rates will achieve 97% or better attendance rate, increasing by at least .05% a year.	(17-18) The school attendance rate is 93.60% for the previous school year. (18-19) The school attendance rate was 94.41%.	The school attendance rate will increase by 0.35% to a rate of 96% for the coming school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(19-20) The school attendance rate was 95.63%	
Chronic Absence Rate Report The percentage of students with chronic absenteeism will decrease by at least 1% each year.	<p>(17-18) The percentage of students with chronic absenteeism was 20.16% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 18.3%</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 20.62%.</p>	The percentage of students with chronic absenteeism will decrease by 2.62% to a rate of 18% during the coming school year.
Suspensions and Suspension Rates by School 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) 3.8% of students were suspended during the previous school year.</p> <p>(18-19) 1.6% of students were suspended.</p> <p>(19-20) .72% of students were suspended.</p>	Student suspensions will decrease to .5%

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

School Climate

- Teachers to run class meetings 4 days a week
- Teachers to teach Sanford Harmony at least 3 days a week
- Monthly character focus
- School Climate Assemblies
- School climate awards and incentives
- Friday - Meet at the flag pole

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)
1,600	LCFF 5000-5999: Services And Other Operating Expenditures School Climate Assemblies
1,000	LCFF 4000-4999: Books And Supplies School Climate Awards and Incentives

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
- 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 will help build student relationships and allow students to feel safe on campus.

- 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

In an effort to help all students to feel safe we will use positive behavior intervention strategies.

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Use Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.

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.

Staff was not able to use many of the strategies in the SPSA due to the fact that the school was online and not in person. The staff postcards home did however work to stay connected to students through home visits, positive communication, virtual praise notes, and student online engagement. The social worker and office assistant worked closely to monitor attendance and increased engagement in online learning through 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.

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

We plan to continue with the prior goals and increase the social and emotional learning connection through increased family activities and student bonding on campus. There will also be an increase of time from one day to three days for the social worker to connect with students and families on campus.

We use parent and student surveys to determine how students and parents feel about the campus, their safety, and their emotional well-being. We look at attendance, tardy, suspension, and referral data to assist in making decisions about best practices and how to reach positive outcomes for all students.

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

We will increase parent connection to the school community in order for all parents to feel welcome to participate at school and to feel that their child is safe at school. We want all parents involved in their child's educational experience in order for them to be able to support their child socially, emotionally, and academically.

Identified Need

Based on parent engagement data, parent attendance for on-site events had increased 13% from 2018-2019 to 2019-2020 to reach 70%. However, once the school shut down to COVID in 2020, there were limited on-site events, and parent engagement for online training, meetings, and activities dropped to approximately 10%. By partnering with parents we will close the achievement gap by expanding opportunities for families. We will empower parents to have a voice and support their child's education.

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. 124 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. 95%

This school has high expectations for all students. 89%

- Overall Support for Academic Learning 92%

I feel welcome to participate at this school. 88%

School staff treats me with respect. 95%

School staff takes my concerns seriously. 90%

School staff welcomes my suggestions. 80%

School staff responds to my needs in a timely manner. 94%

School staff is helpful. 96%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 90%

My child feels welcome at school. 95%

- Overall Sense of Community 91%

This school clearly informs students what would happen if they break school rules. 82%

At this school, discipline is fair. 75%

My child is safe on school grounds. 88%

- Overall Sense of Safety 82%

A review of data indicates that our efforts in these areas have been successful. 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 they feel welcome to participate at this school as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that they feel welcome at school is 88%.	The percentage of parents who agree that they feel welcome to participate at this school will increase to 92% .
Percentage of parents who agree that there is an overall sense of safety as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree that there is an overall sense of safety is 82%.	The percentage of parents who agree that there is an overall sense of safety will increase to 87% .

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

A credentialed social worker will provide community outreach to engage parents as partners and to connect community resources for at-risk families through:

- Parent Education Trainings
- Home Visits
- Attendance Communication
- Building staff and parent partnerships
- Media outreach on Instagram and Twitter

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)
1489.99	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 want all parents to feel that they are welcome to participate in school and that their child is safe at school. In conjunction with our social worker, we will increase parent connections in order for parents to be able to support their child, socially, emotionally, and academically on campus and at home. We will achieve this through:

- Parent Education Trainings
- Family Academic Nights
- Weekly media presence on Instagram and Twitter
- SSC, PTA, and ELAC Meetings
- "POP" Power of Parents
- Parent Resource Center

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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

Parent Resource Center

- Parent Resource Room will be set up on campus as a place for parents to gather and build relationships. This room will also be used for parent training and as a place where parents can get information about both school and community resources. Books and a computer will be available for parent use.

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)
1198.78	Title I 4000-4999: Books And Supplies Books, supplies, and resources for the parent resource center
2,000	LCFF 4000-4999: Books And Supplies Parent involvement: Books and resources for the parent resource center

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.

We consistently used Blackboard connect to relay messages to parents over the year. The website was updated monthly and parents were able to utilize the calendar and look up events and activities. Twitter and Instagram were launched and the staff began posting pictures on the sites. Site flyers are also now being posted on Peachjar. Several virtual parent education opportunities have been offered, however, attendance has been very low. The social worker has been able to provide resources to our families and connect to assist with engagement and attendance. Most families that are contacted become more engaged in 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.

There were no major differences between the intended implementation and/or the budgeted expenditures.

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

The CDO staff plans to invest time, energy, and funding to bring our parents back onto the campus. Parents have been engaged in their child's learning virtually for an entire year and have a different lens to see their child's progress and education. We want to help them take that new learning and direct it toward the next steps on how we can build up a community, in person, on the school site. Parent involvement and engagement will be focused on social and emotional connections and helping parents connect to the new face of education and their child's learning. It is important we partner with parents to provide the skills and supports necessary for social, emotional, and physical well-being.

A Parent Resource Room will be set up on campus as a place for parents to gather and build relationships. This room will also be used for parent training and as a place where parents can get information about both school and community. Resources will include books for parents to check out on behavior management, social and emotional well-being, reading at home, etc.

We use the Parent Survey to determine topics of interest for parent education events and offer free childcare for school-age children during parent education events. We also offer a credentialed social worker to provide parent engagement activities. Space for parents to connect with each other to talk, gather, and share resources will be made available. Parents gather in a group "POP" Power of Parents to discuss how to meet the social-emotional and academic needs of their children.

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	\$116,388.77
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$133,988.77

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	\$114,898.78
Title I Part A: Parent Involvement	\$1,489.99

Subtotal of additional federal funds included for this school: \$116,388.77

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$17,600.00

Subtotal of state or local funds included for this school: \$17,600.00

Total of federal, state, and/or local funds for this school: \$133,988.77

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	114,898.78	0.00
Title I Part A: Parent Involvement	1489.99	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	17,600.00
Title I	114,898.78
Title I Part A: Parent Involvement	1,489.99

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,489.99
4000-4999: Books And Supplies	19,898.78
5000-5999: Services And Other Operating Expenditures	15,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF	12,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,600.00
1000-1999: Certificated Personnel Salaries	Title I	97,000.00
4000-4999: Books And Supplies	Title I	7,898.78
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,489.99

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	88,700.00
Goal 3	2,600.00
Goal 4	4,688.77

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
Cindy Knight	Principal
Kim Albut	Other School Staff
Jennifer Sanders	Classroom Teacher
Shawna Hall	Classroom Teacher
Amy Hartig	Classroom Teacher
Farah Noaman	Parent or Community Member
Destini Speaks	Parent or Community Member
Christina Reyes	Parent or Community Member
Rosa Camarillo	Parent or Community Member
Darlana Tapia	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 5/27/21.

Attested:



Principal, Cindy Knight on 5/27/21



SSC Chairperson, Christina A. Reyes on 5/27/21