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
STEAM Academy at La Presa learning community	37-68197-0132431	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.

Table of Contents

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, with the exception of one educator instructing in the subject area of Robotics.

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

All teachers and counselor at our school site are properly credentialed with the exception of one educator instructing in the subject area of Robotics.

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: reconnecting, social-emotional learning, assessing students' current academic needs, and continuing rigor.

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 equity work and student engagement (Fisher and Frey).

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)
Second Step Social-Emotional Learning
Multi-Tiered Systems of Support (MTSS)

At STEAM, we are also using Delta Math, Explore Learning, Brainpop, Tynker, Imagine Learning and Listenwise in our educational programs.

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.

<u>Funding</u>

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

The following services will be provided in the coming school year:
Reading/Math/Behavior Intervention Specialist
Dean of Students
After school Clubs
Supplemental Intervention Programs
Intervention teachers in math/language Arts
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, March 11, 2021 9:00 AM
- SSC # 4 Meeting, March 18, 2021 3:00 PM; SSC #5 Meeting, May 27, 2021 3:00 PM
- Staff Meetings where the 2021-22 SPSA goals, metrics: March 15th, 2021 8:00 AM
- Other meetings where the 2021-22 SPSA goals, metrics PTA: March 15, 2021 4:00 PM, Leadership March 10, 2021 8:00 AM

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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	0.32%	0.11%	3	3	1
African American	10.61%	9.71%	9.81%	101	90	86
Asian	1.58%	1.51%	1.25%	15	14	11
Filipino	4.73%	4.75%	3.99%	45	44	35
Hispanic/Latino	67.23%	69.47%	72.29%	640	644	634
Pacific Islander	0.42%	0.54%	0.8%	4	5	7
White	10.61%	8.95%	8.21%	101	83	72
Multiple/No Response	%	%	0%			0
			Total Enrollment	952	927	877

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 4	104	79	53
Grade 5	134	113	90
Grade 6	139	137	130
Grade 7	285	331	295
Grade 8	290	267	309
Total Enrollment	952	927	877

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	233	253	242	24.5%	27.3%	27.6%
Fluent English Proficient (FEP)	276	258	235	29.0%	27.8%	26.8%
Reclassified Fluent English Proficient (RFEP)	66	38	41	26.3%	16.3%	16.2%

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 4	99	75	98	74	98	74	99	98.7
Grade 5	134	109	134	108	134	108	100	99.1
Grade 6	139	132	136	129	136	129	97.8	97.7
Grade 7	277	318	274	313	274	313	98.9	98.4
Grade 8	284	271	281	265	281	264	98.9	97.8
All Grades	933	905	923	889	923	888	98.9	98.2

	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 4	2451.7	2438.1	23.47	13.51	23.47	22.97	15.31	18.92	37.76	44.59
Grade 5	2453.1	2480.8	8.96	21.30	17.91	21.30	23.88	17.59	49.25	39.81
Grade 6	2491.4	2519.7	7.35	10.85	30.15	35.66	26.47	34.11	36.03	19.38
Grade 7	2536.8	2533.9	9.85	11.82	35.04	31.31	29.56	29.07	25.55	27.80
Grade 8	2549.8	2550.2	7.83	11.36	37.01	32.58	29.89	28.03	25.27	28.03
All Grades	N/A	N/A	10.18	12.84	31.20	30.41	26.87	27.25	31.74	29.50

	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 4	25.51	14.86	46.94	50.00	27.55	35.14
Grade 5	10.45	21.30	44.03	36.11	45.52	42.59
Grade 6	15.44	20.16	40.44	44.96	44.12	34.88
Grade 7	18.98	16.61	49.64	45.05	31.39	38.34
Grade 8	19.57	19.70	48.04	43.56	32.38	36.74
All Grades	18.09	18.47	46.70	43.92	35.21	37.61

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 4	15.31	13.51	43.88	45.95	40.82	40.54
Grade 5	13.43	25.00	36.57	42.59	50.00	32.41
Grade 6	8.82	17.05	49.26	60.47	41.91	22.48
Grade 7	19.78	15.97	53.11	58.47	27.11	25.56
Grade 8	14.59	15.15	54.80	56.06	30.60	28.79
All Grades	15.18	16.78	49.67	55.07	35.14	28.15

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 4	18.37	13.51	63.27	64.86	18.37	21.62
Grade 5	16.42	14.81	55.22	58.33	28.36	26.85
Grade 6	5.88	10.08	72.79	72.87	21.32	17.05
Grade 7	12.41	11.18	63.87	66.45	23.72	22.36
Grade 8	13.17	11.36	66.55	68.94	20.28	19.70
All Grades	12.89	11.71	64.68	67.00	22.43	21.28

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 4	22.45	10.81	47.96	56.76	29.59	32.43
Grade 5	14.18	24.07	43.28	42.59	42.54	33.33
Grade 6	23.53	20.93	52.21	59.69	24.26	19.38
Grade 7	26.64	25.88	54.38	53.04	18.98	21.09
Grade 8	22.78	26.14	54.45	48.48	22.78	25.38
All Grades	22.75	23.76	51.79	51.69	25.46	24.55

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 4	99	75	99	74	99	74	100	98.7
Grade 5	135	109	134	109	134	109	99.3	100
Grade 6	141	132	139	131	139	131	98.6	99.2
Grade 7	278	318	277	315	277	315	99.6	99.1
Grade 8	284	271	282	269	282	269	99.3	99.3
All Grades	937	905	931	898	931	898	99.4	99.2

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 4	2461.5	2453.4	15.15	9.46	25.25	20.27	31.31	45.95	28.28	24.32
Grade 5	2461.2	2484.9	8.96	15.60	10.45	18.35	32.84	25.69	47.76	40.37
Grade 6	2488.6	2524.1	5.76	16.03	21.58	22.90	38.85	34.35	33.81	26.72
Grade 7	2525.4	2516.1	16.97	14.29	19.49	19.37	25.99	28.89	37.55	37.46
Grade 8	2589.1	2574.4	27.30	28.25	28.01	18.96	21.63	21.93	23.05	30.86
All Grades	N/A	N/A	17.08	18.49	21.70	19.71	28.14	28.62	33.08	33.18

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 4	24.24	18.92	32.32	35.14	43.43	45.95
Grade 5	13.43	22.94	27.61	33.03	58.96	44.04
Grade 6	12.23	30.53	46.04	33.59	41.73	35.88
Grade 7	27.44	23.49	25.63	31.75	46.93	44.76
Grade 8	44.33	40.15	33.33	27.88	22.34	31.97
All Grades	27.93	29.06	32.01	31.29	40.06	39.64

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 4	19.19	14.86	49.49	56.76	31.31	28.38
Grade 5	8.21	14.68	41.79	39.45	50.00	45.87
Grade 6	10.07	11.45	42.45	51.91	47.48	36.64
Grade 7	20.22	14.92	44.40	44.13	35.38	40.95
Grade 8	23.05	20.45	46.10	40.89	30.85	38.66
All Grades	17.72	16.04	44.79	44.77	37.49	39.20

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 4	24.24	14.86	39.39	36.49	36.36	48.65
Grade 5	9.70	22.02	38.06	43.12	52.24	34.86
Grade 6	9.35	18.32	43.17	48.09	47.48	33.59
Grade 7	15.52	16.51	53.79	51.11	30.69	32.38
Grade 8	27.66	28.25	54.61	45.72	17.73	26.02
All Grades	18.37	20.82	48.66	46.88	32.98	32.29

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 4	1503.6	1524.5	1491.4	1526.7	1515.4	1521.8	34	27
Grade 5	1516.7	1518.6	1498.5	1514.2	1534.4	1522.6	41	42
Grade 6	1509.2	1546.6	1497.7	1540.8	1520.2	1552.0	25	37
Grade 7	1532.2	1550.6	1519.0	1553.4	1544.8	1547.1	59	76
Grade 8	1555.7	1550.6	1544.8	1537.4	1566.0	1563.5	47	57
All Grades							206	239

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
4	*	25.93	38.24	48.15	32.35	22.22	*	3.70	34	27
5	*	19.05	63.41	42.86	*	21.43	*	16.67	41	42
6	*	27.03	*	40.54	48.00	32.43	*	0.00	25	37
7	30.51	31.58	37.29	32.89	22.03	27.63	*	7.89	59	76
8	48.94	19.30	40.43	49.12	*	21.05	*	10.53	47	57
All Grades	29.61	25.10	42.23	41.42	21.36	25.10	6.80	8.37	206	239

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
4	32.35	48.15	38.24	40.74	*	7.41	*	3.70	34	27
5	36.59	35.71	51.22	45.24	*	4.76	*	14.29	41	42
6	*	51.35	52.00	35.14	*	13.51	*	0.00	25	37
7	44.07	44.74	38.98	32.89	*	18.42	*	3.95	59	76
8	59.57	35.09	36.17	42.11	*	14.04		8.77	47	57
All Grades	41.75	42.26	42.23	38.49	10.19	12.97	5.83	6.28	206	239

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
4	*	3.70	41.18	44.44	35.29	37.04	*	14.81	34	27
5	*	4.76	60.98	19.05	*	57.14	*	19.05	41	42
6	*	18.92	*	27.03	*	51.35	*	2.70	25	37
7	27.12	15.79	25.42	19.74	23.73	47.37	23.73	17.11	59	76
8	31.91	19.30	42.55	31.58	*	22.81	*	26.32	47	57
All Grades	20.39	13.81	39.81	26.36	24.76	42.68	15.05	17.15	206	239

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
4	32.35	33.33	55.88	55.56	*	11.11	34	27
5	36.59	16.67	60.98	69.05	*	14.29	41	42
6	*	32.43	64.00	56.76	*	10.81	25	37
7	30.51	14.47	64.41	67.11	*	18.42	59	76
8	51.06	14.04	46.81	71.93	*	14.04	47	57
All Grades	34.95	19.67	58.25	65.69	6.80	14.64	206	239

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
4	41.18	55.56	47.06	37.04	*	7.41	34	27
5	53.66	64.29	39.02	19.05	*	16.67	41	42
6	52.00	51.35	*	48.65	*	0.00	25	37
7	54.24	60.53	40.68	35.53	*	3.95	59	76
8	65.96	52.63	34.04	36.84		10.53	47	57
All Grades	54.37	57.32	39.81	35.15	5.83	7.53	206	239

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
4	*	3.70	58.82	74.07	*	22.22	34	27
5	*	14.29	80.49	64.29	*	21.43	41	42
6	*	16.22	*	51.35	64.00	32.43	25	37
7	25.42	15.79	27.12	36.84	47.46	47.37	59	76
8	40.43	24.56	29.79	42.11	29.79	33.33	47	57
All Grades	23.30	16.32	42.72	49.37	33.98	34.31	206	239

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
4	*	25.93	61.76	66.67	*	7.41	34	27
5	39.02	9.52	60.98	71.43		19.05	41	42
6		43.24	84.00	56.76	*	0.00	25	37
7	28.81	11.84	66.10	80.26	*	7.89	59	76
8	31.91	1.75	65.96	92.98	*	5.26	47	57
All Grades	27.67	15.48	66.50	76.57	5.83	7.95	206	239

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

More support and targeted effort for improved scores in both ELA and math for all subgroups is needed: African-American and Hispanics will be provided more targeted support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • 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%.	(17-18) 41% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 43% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 20.63% of students performed at or above grade level as measured by i-Ready in ELA.	46% of students in grades 4-8 will meet or exceed standard as measured by SBAC ELA. 25% of students will perform at or above grade level as measured by i-Ready in ELA.
Mathematics • Students meeting standard on SBAC will increase 3%.	(17-18) 38% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics.	41% of students in grades 4-8 will meet or exceed standard as measured by SBAC Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 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%.	(18-19) 38% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. 19-20) SBAC data is not available due to the suspension of state testing. (20-21) 16.44% of students performed at or above grade level as measured by i-Ready in Mathematics.	21% 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% (last year we increased by 10%)	60.3% of students are reading at grade level at the end of Trimester 1.	63.3% 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, and grade-level meetings will be used to develop strong PLCs based on the collective committments 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, and we will focus on the use of CFA's: Common Formative Assessments.

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 1 Release day with PLC team

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 assessments 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, 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 and departments will use standards unwrapping resources to identify targets, determine common 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 and departments 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 and departments will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- Students in grades 4-6 reading below grade level will meet with teacher for small group reading. Progress will be monitored by teacher.
- 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 Counselor, Reading Intervention, and Academic/Behavior Resource teacher 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)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Design, develop, and staff for a Block Schedule for our students at STEAM Academy
- 7th and 8th grade students receive an eighty-minute block schedule with Humanities, Math, and Science.
- 4th-6th grade students have a ninety minute block schedule with Humanities and Math.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide after school supplemental instruction for students to support their learning of the Common Core Standards.
- Provide two certificated teachers two days a week after school in a Homework Center in our STEAM Library.

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 Homework Club

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide effective professional development for teachers to better engage students in the Common Core Language Arts, Math, and Science NGSS content areas of learning.
- Engage staff in district wide professional development activities in most effective best instructional practices using our district adopted curriculum.
- Engage staff in professional development in the latest practices to best teach STEAM, NGSS, Humanities, and Math using the latest technology 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 8
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 analyze curriculum and instructional methods through observation and assessment data to determine best practices and intervention supports needed.
- Develop best practices among content area teachers using student data.
- Use instructional data with Response To Intervention (RTI) and (MTSS) Team to make recommendation on Tier level support for students.

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- An Instructional and Data Coach will be hired to work with administration and teachers on using data to make informed decisions about 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)

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 were able to continue PLC work with our teachers. Each month the teachers have 1-2 PLC meetings where they discuss curriculum and assessments with their colleagues.

Students remained in block schedules for their Core classes in grades 4-8. This allows for students to increase their academic abilities in their core classes.

Staff continued to be engaged in district-wide professional development activities and effective teaching practices. Since we were in COVID, we worked with the teachers on The Distance Learning Playbook.

Students have improved their reading and math levels due to our reading and math levels in Literably and FLEX assessments.

We did not provide Homework Club, nor did the teachers take their two days of professional development sub days due to COVID.

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

We intended to implement Homework Club and release days for professional development for teachers. Both were impossible to implement due to COVID.

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 2021-22 school year, we will have our intervention specialist do small group studies with students who are performing below grade level so we can increase both their math and reading levels/percentages.

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

More support and targeted effort for improved scores in both ELA and math for all sub groups is needed: African American and Hispanic groups are below standard, so we will provide targeted interventions for these groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress • 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.	63.3% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	66.3% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4).
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged students who meet	(17-18) 38% of Socioeconomically Disadvantaged students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. 34% of Socioeconomically Disadvantaged students in	41% of Socioeconomically Disadvantaged students in grades 4-8 will meet/exceed standard as measured by SBAC in ELA. 37% of Socioeconomically Disadvantaged students in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
standard as measured by SBAC. • 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	grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 37% of Socioeconomically Disadvantaged students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 32% of Socioeconomically Disadvantaged students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 17.7% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA. (20-21) 13.38% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.	grades 4-8 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 23% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA. (21-22) 18% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.
Students with Disabilities • 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 or above grade level on i-Ready in ELA.	(17-18) 16% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (17-18) 15% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 12% of Students with Disabilities in grades 4-8	19% of Students with Disabilities in grades 4-8 will meet/exceed standard as measured by SBAC in ELA. 18% of Students with Disabilities in grades 4-8 will meet/exceed standard as measured by SBAC in Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.	met/exceeded standard as measured by SBAC in ELA. (18-19) 13% of Students with Disabilities in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) .76% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA. (20-21) 3.10% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.	(19-20) SBAC data is not available due to the suspension of state testing. (21-22) 6% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA. (21-22) 8% of Students with Disabilities 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)

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.
- 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.
- 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.

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)

Grades 4-8 students who have behavioral challenges impacting their learning.

Strategy/Activity

Work with classroom teachers, dean, psycholdogist and RTI team to develop and implement Behavior Plans to support students learning in the classroom.

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)
91496.76	Title I 1000-1999: Certificated Personnel Salaries Dean of Students - (Chase) Remainder of salary being paid through another funding source (LCFF and Title I Carryover)

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 by our Counselor or Academic/Behavior Resource teacher to determine placement in intensive intervention program (Wonders, Flex, Delta Math, Imagine Learning, Moby Max,etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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)

Grades 4-6 students who are below grade level in reading and math.

Strategy/Activity

We will provide an Intervention Teacher to support "at risk" students grades 4-6 in reading and math.
- Fund an Intervention Teacher to work with classroom teachers to assess students in reading and math.
- Collect data on assessments and identify "at risk" students to benefit from small group instruction.
- Work with classroom teachers and school counselor to develop rotation groups throughout the day to improve reading and math.

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

Amount(s)	Source(s)
126,749	Title I 1000-1999: Certificated Personnel Salaries Certificated Teacher - Reading/Math Intervention (Gabaldon)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in grade 8 who are at risk in math.

Strategy/Activity

We will provide an Intervention Teacher to support "at risk" students grade 8 in math.
- Fund an Intervention Teacher to work with students who are below grade level and/or considered 'at risk.'
- Collect data on assessments and identify "at risk" students to benefit from more math 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)
17745.20	Title I 1000-1999: Certificated Personnel Salaries Dotson - 8th Grade Math Intervention

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in grade 7 who are at risk in math.

Strategy/Activity

We will provide an Intervention Teacher to support "at risk" students grade 7 in math.
- Fund an Intervention Teacher to work with students who are below grade level and/or considered 'at risk.'
- Collect data on assessments and identify "at risk" students to benefit from more math 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)
17745.20	Title I 1000-1999: Certificated Personnel Salaries Dotson 7th Grade Math Intervention

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in grades 7-8 who are at risk in Language Arts.

Strategy/Activity

We will provide an Intervention Teacher to support "at risk" students grades 7-8 who are at risk in Language Arts.

- Fund an Intervention Teacher to work with students who are below grade level and/or considered 'at risk.'
- Collect data on assessments and identify "at risk" students to benefit from more math 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)
15748.50	Title I 1000-1999: Certificated Personnel Salaries Frankenberger (Reading Intervention)

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.

Intervention teachers were deployed for grades 4-8 in language arts and math. We noticed our reading levels school-wide increased from 50% - 60% reading or exceeding grade level.

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.

No changes will be made, so we will continue to fund our Intervention Programs.

Due to a decrease in enrollment and funding, we are going to have our intervention teacher focus on helping targeted students in grades 4-8.

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

Ensuring a climate of respect, connectedness and safety will allow our students to focus on their academics during the school day, especially our underperforming groups such as our African American and Hispanic subgroups. Targeted support will be provided to these groups in addition to our Filipino and Two or more Races student groups in the area of suspension.

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 - 83.7% Growth Mindset - 74.2% Self-Management - 70% Self-Efficacy - 63.6% Social Awareness - 62.2%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - 85% Growth Mindset - 76% Self-Management - 72% Self-Efficacy - 65% Social Awareness - 64%
School attendance rates will achieve a 96.72% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate is 95.14 % for the previous school year. (18-19) The school attendance rate was 95.34%. (19-20) The school attendance rate was 96.67%.	The school attendance rate will increase by .05% to a rate of 96.72% 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.	(17-18) The percentage of students with chronic absenteeism was 12.92 % for the previous school year. (18-19) The percentage of students with chronic absenteeism was 11.2%. (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. District data shows that the chronic absentee rate at our site was 11.18%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 10.18 % 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.	(17-18) 3.67% of students were suspended during the previous school year. (18-19) 12.9% of students were suspended. (19-20) 17.2% of students were suspended.	Student suspensions will decrease by 5% for an overall rate of 12.2% 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 like 'Essential Skills.'

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.
- Work with assigned Social Worker to improve student attendance rates.

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

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, Positive Behavioral Intervention System (PBIS), and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Continue to utilize the district's new Diversion Program in lieu of suspensions for students.

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

Amount(s)   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

Investigate and implement high interest student clubs/activities before or after school to increase attendance and student satisfaction.
- Work with certificated teachers/staff members to offer engaging student clubs/activities on campus.
- Provide teacher training with engaging before/after school club offerings (Femineers, Coding, Classroom Technology, Dance, Band, Robotics)

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)
15,000	Title I 1000-1999: Certificated Personnel Salaries Zaretsky, Brown, Craig, Mollenhauer, and others

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 worked with our school social worker (one day a week) and our dean to improve overall attendance and chronic absenteeism by communicating with families via Jupiter, phone, and home visits.
- Staff did weekly social/emotional lessons for all students using the Second Step Program.

We plan to decrease our suspension rate by utilizing the district's Diversion Program more effectively.

Although we were not able to implement all of the strategies that we had hoped to implement (due to COVID-19), the overall effectiveness of the strategies/activities that we were able to implement, specifically for our daily attendance rate, was impressive in that our overall students' attendance increased by more than 1%.

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

We were unable to implement any after school clubs due to COVID.

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 are utilizing Title I funds to pay our teachers to continue to organize after school programs for students to stay academically and physically active and engaged in our STEAM curriculum.

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

Based on number of families who attend Coffee with the Principal via Zoom, our parents feel connected to our site and they want to continue that connectedness. We also know that children perform better academically when their parents are involved. We will reach out specifically to our African American and Hispanic families to get them involved in 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. 221 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. 91%
- Overall Support for Academic Learning 91%

I feel welcome to participate at this school. 86%
School staff treats me with respect. 97%
School staff takes my concerns seriously. 91%
School staff welcomes my suggestions. 78%
School staff responds to my needs in a timely manner. 90%
School staff is helpful. 94%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 91%
My child feels welcome at school. 92%
- Overall Sense of Community 90%

This school clearly informs students what would happen if they break school rules. 90%
At this school, discipline is fair. 81%
My child is safe on school grounds. 89%

- Overall Sense of Safety 86%

A review of data indicates that our efforts in these areas have been successful, but there is room for growth. 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 discipline is fair as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree 81%.	The percentage of parents who agree discipline is fair will increase above 85%.
Percentage of parents who agree that school staff responds to their needs in a timely manner as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree 90%.	The percentage of parents who agree school staff responds to my needs in a timely manner will increase to 95%.

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.
- After School Supplies/Food for non-mandated Parent Events will be purchased.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,818.82	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, flyers sent home, and SSC, PTSA, and other parent events.
- 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.

Although we were unable to host face-to-face parent engagement events, when we hosted Coffee with the Principal via Zoom, we noticed more Parent Engagement. This is a strategy that we will continue in the coming year, even if we are in full-time, in-person learning.
It was evident that our one-day-a-week Social Worker has reached out and built relationships with families to support attendance and social/emotional needs.

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

There were no major differences between the intended implementation and/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 social worker will work heavily on promoting positive attendance, restorative practices, and parent engagement.

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	$298,303.49
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$298,303.48

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	$294,484.66
Title I Part A: Parent Involvement	$3,818.82

Subtotal of additional federal funds included for this school: $298,303.48

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 ($)

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

Total of federal, state, and/or local funds for this school: $298,303.48

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	294,484.67	0.01
Title I Part A: Parent Involvement	3818.82	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	294,484.66
Title I Part A: Parent Involvement	3,818.82

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	298,303.48

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	294,484.66
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,818.82

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,000.00
Goal 2	269,484.66
Goal 3	15,000.00
Goal 4	3,818.82

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
Andrea Radmilovich	Principal
Lydia Milican	Parent or Community Member
Skye Pinon	Parent or Community Member
Jessica Nicholson	Parent or Community Member
Lorena Smith	Parent or Community Member
Suzanne Fairman	Parent or Community Member
Xenia Leon	Other School Staff
Leanne Gottwig	Classroom Teacher
Bruce Chase	Other School Staff
Ian Zaretsky	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
[signature]	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:

Signature	
[signature]	Principal, Andrea Radmilovich on 5/27/21
[signature]	SSC Chairperson, Ian Zaretsky on 5/27/21