



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 |
|--|-----------------------------------|--|---------------------------|
| Spring Valley Academy learning community | 37-68197-0134155 | June 7, 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

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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

Table of Contents

| | |
|---|----|
| SPSA Title Page | 1 |
| Purpose and Description..... | 1 |
| Table of Contents..... | 2 |
| Comprehensive Needs Assessment Components | 3 |
| Data Analysis | 3 |
| Surveys | 3 |
| Classroom Observations..... | 4 |
| Analysis of Current Instructional Program..... | 5 |
| Stakeholder Involvement | 10 |
| Resource Inequities | 11 |
| School and Student Performance Data | 13 |
| Student Enrollment..... | 13 |
| CAASPP Results..... | 15 |
| ELPAC Results | 19 |
| Goals, Strategies, & Proposed Expenditures..... | 22 |
| Goal 1..... | 22 |
| Goal 2..... | 27 |
| Goal 3..... | 32 |
| Goal 4..... | 38 |
| Budget Summary | 42 |
| Budget Summary | 42 |
| Other Federal, State, and Local Funds | 42 |
| Budgeted Funds and Expenditures in this Plan | 43 |
| Funds Budgeted to the School by Funding Source..... | 43 |
| Expenditures by Funding Source | 43 |
| Expenditures by Budget Reference | 43 |
| Expenditures by Budget Reference and Funding Source | 43 |
| Expenditures by Goal..... | 44 |
| School Site Council Membership | 45 |
| Recommendations and Assurances | 46 |

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: assessment of student levels, adjusted instructional timeline to include review of foundational standards from previous year, social/emotional recovery as students re-enter "normal" school, best instructional practices to support all learners, and rebuilding climate and culture.

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 the tenets of the Professional Learning Community as outlined in Learning by Doing.

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

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

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step Social-Emotional Learning
Achieve 3000

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)

- Title I funds will be used to provide additional safety and behavior support provided by an additional Assistant Principal.
- Title I Parent Engagement funds will be used to offer additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.
- CSI Funds will support the funding of an academic Behavior Interventionist, professional development and online literacy programs

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, April 9, 2021 9:00AM (Virtual)
- SSC # 4 Meeting, April 23, 2021 8:00AM (Virtual); SSC #5 Meeting, June 4th, 2021, 8:00AM (Virtual)
- Staff Meetings where the 2021-22 SPSA goals, metrics were discussed: April 5, 8:00AM (Virtual)
- Other meetings where the the 2021-22 SPSA goals, metrics were discussed (PTA, etc.), PTSA meeting April 13, 2021 6:00PM

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.

Resource Inequities

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

The needs assessment involved the review of SBAC Dashboard Data of all students with special attention being given to the data of our students with disabilities, our African American, Hispanic, Caucasian, and Students of two or more races. All at-risk students receive support through Specialized Academic Instruction (SAI), with a focus on IEP specific academic goals, or work with the Academic Behavior Intervention teacher. Students who qualify for special education receive SAI support. Students in grades 5-8 who perform below grade level on SBAC ELA and SBAC MATH and/or are not at grade level in reading are supported by the ABI specialist, IB/ Academic Support Provider and SAI teachers. All students in grades 5-8 have access to either an Ipad or ChromeBook and core curriculum. Through the needs assessment, we have determined that there are not any resource inequities for our identified student groups.

The needs assessment also discovered that we need to pay special attention to the Absenteeism of our Hispanic, Caucasian, African American and students of two or more races. A review of the SBAC Dashboard Data also showed that our Hispanic, Caucasian, African American and Students of two or more races were in the Red in regards to Suspension data. We need to allocate resources and develop programs to combat and improve our data in these two areas. To reduce the suspension rate and improve attendance, the administrative, ABI, and IB/Academic Support Provider teams (the CSI team) will work with staff to implement PBIS and Restorative practices. Adopting a PBIS framework and restorative practices changes the focus of discipline from punishment of negative behaviors to recognition of positive ones. The social-emotional connection that teachers build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions.

California has made a series of major shifts in public education with one goal: To improve learning so every student can be successful in school, college, work, and life. Our state is raising the bar and setting high expectations for all students; empowering parents, students, and school communities; and changing the way it evaluates and supports schools. Using more than just a single number or test score, the state's new accountability system aims to confront the gaps for student groups that can be hidden within student averages.?

The state system of support connects the California School Dashboard, Local Control and Accountability Plans (LCAP), Differentiated Assistance, and federal Comprehensive Support and Improvement (CSI) together to focus on local control and ensure students benefit. View and download the Systems Centered on Supporting All Students document. SDCOE is a partner to LEAs through the state system of support.

SDCOE as a Partner

The San Diego County Office of Education (SDCOE) continues to be a partner with LMSVSD and SVA by providing support for Differentiated Assistance through network meetings, newsletters, and LCAP review and approval.

The improvement science specialists at SDCOE have developed a series of supports that includes institutes and professional learning networks (PLNs).

The institutes maximize the time and set a foundation for the work that is done during the PLN in four areas:

Data Institute

- Dashboard analysis
- Review performance on state indicators
- Develop an inquiry stance to promote further exploration
- Identify additional information to inform continuous improvement efforts

System Analysis PLN

- Join cohort of LEAs with similar grades served or needs
- Discuss data findings
- Perform system analysis
- Review effective practices that support goals and continuous improvement

Root Cause Institute

- Use deeper inquiry of a single area of need
- Identify root cause and contributing factors to strengths and weaknesses

Synthesis of Findings PLN

- Agree upon findings for performance and system strengths and weaknesses.
- Summarize the findings determined by deeper inquiry of a single area
- Reference effective evidence-based programs aligned to goals
- Consolidate learning and findings

Finally, because we want all of our 8th Grade Students to be on track to promote with their peers, we will have an Individual Learning Plan (ILP) program to place any student at risk of not going through 8th grade promotion due to their academic, behavior, or attendance status, on an ILP. The ABI Teacher will monitor and meet with the students placed on an ILP. They will specifically target and support Hispanic, African American and students of two or more races. Again, the CSI team will collect data consistently to measure progress and make decisions.

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 | 0.48% | 0.36% | 0.44% | 4 | 3 | 3 |
| African American | 16.06% | 14.94% | 14.08% | 133 | 124 | 97 |
| Asian | 0.85% | 1.69% | 2.03% | 7 | 14 | 14 |
| Filipino | 1.93% | 1.33% | 1.89% | 16 | 11 | 13 |
| Hispanic/Latino | 57.13% | 59.64% | 63.86% | 473 | 495 | 440 |
| Pacific Islander | 1.09% | 1.81% | 0.87% | 9 | 15 | 6 |
| White | 16.43% | 14.22% | 11.32% | 136 | 118 | 78 |
| Multiple/No Response | % | % | 0% | | | 0 |
| Total Enrollment | | | | 828 | 830 | 689 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 4 | 57 | 55 | |
| Grade 5 | 84 | 71 | 51 |
| Grade 6 | 102 | 106 | 69 |
| Grade 7 | 299 | 288 | 275 |
| Grade 8 | 286 | 310 | 294 |
| Total Enrollment | 828 | 830 | 689 |

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 | 153 | 179 | 162 | 18.5% | 21.6% | 23.5% |
| Fluent English Proficient (FEP) | 195 | 178 | 137 | 23.6% | 21.4% | 19.9% |
| Reclassified Fluent English Proficient (RFEP) | 37 | 5 | 8 | 28.7% | 3.3% | 4.5% |

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 | 58 | 48 | 56 | 42 | 56 | 42 | 96.6 | 87.5 |
| Grade 5 | 87 | 64 | 85 | 59 | 85 | 59 | 97.7 | 92.2 |
| Grade 6 | 102 | 102 | 100 | 99 | 100 | 99 | 98 | 97.1 |
| Grade 7 | 281 | 284 | 279 | 269 | 279 | 268 | 99.3 | 94.7 |
| Grade 8 | 269 | 290 | 261 | 281 | 260 | 281 | 97 | 96.9 |
| All Grades | 797 | 788 | 781 | 750 | 780 | 749 | 98 | 95.2 |

| 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 | 2421.2 | 2432.4 | 12.50 | 9.52 | 26.79 | 26.19 | 5.36 | 11.90 | 55.36 | 52.38 |
| Grade 5 | 2480.7 | 2458.0 | 12.94 | 8.47 | 25.88 | 28.81 | 32.94 | 15.25 | 28.24 | 47.46 |
| Grade 6 | 2507.3 | 2512.3 | 11.00 | 10.10 | 34.00 | 28.28 | 24.00 | 38.38 | 31.00 | 23.23 |
| Grade 7 | 2517.3 | 2518.1 | 6.45 | 8.58 | 29.03 | 30.22 | 32.97 | 25.37 | 31.54 | 35.82 |
| Grade 8 | 2523.3 | 2512.6 | 6.92 | 4.98 | 27.69 | 26.33 | 27.69 | 28.11 | 37.69 | 40.57 |
| All Grades | N/A | N/A | 8.33 | 7.48 | 28.72 | 28.17 | 28.08 | 26.57 | 34.87 | 37.78 |

| 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 | 12.50 | 19.05 | 46.43 | 35.71 | 41.07 | 45.24 |
| Grade 5 | 14.12 | 18.64 | 60.00 | 44.07 | 25.88 | 37.29 |
| Grade 6 | 14.00 | 14.14 | 48.00 | 50.51 | 38.00 | 35.35 |
| Grade 7 | 13.26 | 15.67 | 46.95 | 39.55 | 39.78 | 44.78 |
| Grade 8 | 12.31 | 13.88 | 41.92 | 38.08 | 45.77 | 48.04 |
| All Grades | 13.08 | 15.22 | 46.79 | 40.59 | 40.13 | 44.19 |

| 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 | 16.07 | 11.90 | 25.00 | 38.10 | 58.93 | 50.00 |
| Grade 5 | 15.29 | 15.25 | 51.76 | 38.98 | 32.94 | 45.76 |
| Grade 6 | 19.00 | 14.14 | 51.00 | 57.58 | 30.00 | 28.28 |
| Grade 7 | 12.54 | 14.55 | 52.33 | 54.85 | 35.13 | 30.60 |
| Grade 8 | 12.31 | 8.90 | 43.08 | 54.09 | 44.62 | 37.01 |
| All Grades | 13.85 | 12.28 | 47.05 | 52.74 | 39.10 | 34.98 |

| 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 | 17.86 | 11.90 | 51.79 | 61.90 | 30.36 | 26.19 |
| Grade 5 | 9.41 | 13.56 | 67.06 | 45.76 | 23.53 | 40.68 |
| Grade 6 | 9.00 | 11.11 | 68.00 | 71.72 | 23.00 | 17.17 |
| Grade 7 | 5.38 | 12.31 | 66.31 | 60.07 | 28.32 | 27.61 |
| Grade 8 | 9.23 | 5.69 | 66.15 | 63.35 | 24.62 | 30.96 |
| All Grades | 8.46 | 9.75 | 65.51 | 61.82 | 26.03 | 28.44 |

| 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 | 14.29 | 16.67 | 41.07 | 54.76 | 44.64 | 28.57 |
| Grade 5 | 20.00 | 11.86 | 56.47 | 42.37 | 23.53 | 45.76 |
| Grade 6 | 31.00 | 19.19 | 41.00 | 58.59 | 28.00 | 22.22 |
| Grade 7 | 19.00 | 18.28 | 54.48 | 47.76 | 26.52 | 33.96 |
| Grade 8 | 21.54 | 12.81 | 46.92 | 49.11 | 31.54 | 38.08 |
| All Grades | 21.15 | 15.75 | 49.49 | 49.67 | 29.36 | 34.58 |

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 | 58 | 48 | 57 | 45 | 57 | 45 | 98.3 | 93.8 |
| Grade 5 | 87 | 64 | 86 | 60 | 86 | 60 | 98.9 | 93.8 |
| Grade 6 | 100 | 102 | 98 | 99 | 98 | 99 | 98 | 97.1 |
| Grade 7 | 281 | 284 | 280 | 270 | 280 | 270 | 99.6 | 95.1 |
| Grade 8 | 270 | 289 | 263 | 283 | 263 | 283 | 97.4 | 97.9 |
| All Grades | 796 | 787 | 784 | 757 | 784 | 757 | 98.5 | 96.2 |

| 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 | 2425.7 | 2438.9 | 0.00 | 4.44 | 31.58 | 20.00 | 29.82 | 44.44 | 38.60 | 31.11 |
| Grade 5 | 2463.5 | 2435.3 | 9.30 | 5.00 | 5.81 | 15.00 | 37.21 | 20.00 | 47.67 | 60.00 |
| Grade 6 | 2484.1 | 2484.1 | 6.12 | 11.11 | 19.39 | 11.11 | 33.67 | 32.32 | 40.82 | 45.45 |
| Grade 7 | 2472.4 | 2475.0 | 4.64 | 3.70 | 9.64 | 15.93 | 30.00 | 28.89 | 55.71 | 51.48 |
| Grade 8 | 2500.2 | 2484.1 | 8.37 | 7.42 | 14.45 | 12.72 | 25.10 | 25.09 | 52.09 | 54.77 |
| All Grades | N/A | N/A | 6.25 | 6.21 | 13.65 | 14.27 | 29.59 | 28.14 | 50.51 | 51.39 |

| 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 | 12.28 | 6.67 | 35.09 | 42.22 | 52.63 | 51.11 |
| Grade 5 | 13.95 | 11.67 | 25.58 | 25.00 | 60.47 | 63.33 |
| Grade 6 | 11.22 | 16.16 | 35.71 | 27.27 | 53.06 | 56.57 |
| Grade 7 | 7.14 | 7.78 | 26.07 | 30.00 | 66.79 | 62.22 |
| Grade 8 | 12.55 | 9.89 | 33.08 | 28.62 | 54.37 | 61.48 |
| All Grades | 10.59 | 9.91 | 30.23 | 29.46 | 59.18 | 60.63 |

| 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 | 10.53 | 17.78 | 47.37 | 33.33 | 42.11 | 48.89 |
| Grade 5 | 8.14 | 11.67 | 37.21 | 31.67 | 54.65 | 56.67 |
| Grade 6 | 11.22 | 8.08 | 45.92 | 40.40 | 42.86 | 51.52 |
| Grade 7 | 6.07 | 5.56 | 45.36 | 44.81 | 48.57 | 49.63 |
| Grade 8 | 9.51 | 9.54 | 46.39 | 36.75 | 44.11 | 53.71 |
| All Grades | 8.42 | 8.59 | 45.03 | 39.50 | 46.56 | 51.92 |

| 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 | 5.26 | 13.33 | 45.61 | 31.11 | 49.12 | 55.56 |
| Grade 5 | 8.14 | 0.00 | 48.84 | 45.00 | 43.02 | 55.00 |
| Grade 6 | 9.18 | 15.15 | 45.92 | 44.44 | 44.90 | 40.40 |
| Grade 7 | 7.86 | 8.52 | 50.36 | 49.63 | 41.79 | 41.85 |
| Grade 8 | 9.51 | 9.54 | 49.81 | 43.82 | 40.68 | 46.64 |
| All Grades | 8.42 | 9.38 | 49.11 | 45.31 | 42.47 | 45.31 |

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 | 1482.5 | 1513.4 | 1482.3 | 1508.4 | 1482.3 | 1518.0 | 15 | 14 |
| Grade 5 | 1518.8 | 1498.2 | 1504.6 | 1491.3 | 1532.6 | 1504.5 | 16 | 18 |
| Grade 6 | 1511.9 | 1521.5 | 1507.3 | 1503.6 | 1515.9 | 1539.1 | 15 | 19 |
| Grade 7 | 1523.8 | 1534.4 | 1512.0 | 1522.5 | 1535.1 | 1545.9 | 68 | 59 |
| Grade 8 | 1473.2 | 1538.0 | 1459.6 | 1525.7 | 1486.4 | 1549.9 | 34 | 69 |
| All Grades | | | | | | | 148 | 179 |

| 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 | * | 35.71 | * | 28.57 | * | 21.43 | * | 14.29 | 15 | 14 |
| 5 | * | 11.11 | * | 5.56 | * | 61.11 | * | 22.22 | 16 | 18 |
| 6 | * | 26.32 | * | 21.05 | * | 36.84 | * | 15.79 | 15 | 19 |
| 7 | 25.00 | 13.56 | 47.06 | 45.76 | 17.65 | 32.20 | * | 8.47 | 68 | 59 |
| 8 | * | 15.94 | * | 39.13 | * | 30.43 | * | 14.49 | 34 | 69 |
| All Grades | 25.68 | 17.32 | 37.16 | 35.20 | 20.27 | 34.08 | 16.89 | 13.41 | 148 | 179 |

| 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 | * | 50.00 | * | 35.71 | * | 0.00 | * | 14.29 | 15 | 14 |
| 5 | * | 16.67 | * | 50.00 | * | 16.67 | * | 16.67 | 16 | 18 |
| 6 | * | 31.58 | * | 36.84 | | 15.79 | * | 15.79 | 15 | 19 |
| 7 | 33.82 | 32.20 | 41.18 | 38.98 | * | 23.73 | * | 5.08 | 68 | 59 |
| 8 | 38.24 | 24.64 | * | 37.68 | * | 24.64 | * | 13.04 | 34 | 69 |
| All Grades | 37.84 | 29.05 | 32.43 | 39.11 | 12.16 | 20.67 | 17.57 | 11.17 | 148 | 179 |

| 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 | | 14.29 | * | 21.43 | * | 42.86 | * | 21.43 | 15 | 14 |
| 5 | * | 5.56 | * | 11.11 | * | 33.33 | * | 50.00 | 16 | 18 |
| 6 | * | 15.79 | * | 21.05 | * | 42.11 | * | 21.05 | 15 | 19 |
| 7 | 27.94 | 6.78 | 26.47 | 40.68 | 20.59 | 37.29 | 25.00 | 15.25 | 68 | 59 |
| 8 | * | 14.49 | * | 34.78 | * | 26.09 | 44.12 | 24.64 | 34 | 69 |
| All Grades | 20.95 | 11.17 | 27.03 | 31.84 | 20.27 | 33.52 | 31.76 | 23.46 | 148 | 179 |

| 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 | * | 35.71 | * | 50.00 | * | 14.29 | 15 | 14 |
| 5 | * | 5.56 | * | 72.22 | * | 22.22 | 16 | 18 |
| 6 | * | 26.32 | * | 52.63 | * | 21.05 | 15 | 19 |
| 7 | 33.82 | 15.25 | 52.94 | 62.71 | * | 22.03 | 68 | 59 |
| 8 | * | 11.59 | 35.29 | 57.97 | 35.29 | 30.43 | 34 | 69 |
| All Grades | 33.78 | 15.64 | 45.95 | 59.78 | 20.27 | 24.58 | 148 | 179 |

| 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 | * | 50.00 | * | 35.71 | * | 14.29 | 15 | 14 |
| 5 | * | 55.56 | * | 38.89 | * | 5.56 | 16 | 18 |
| 6 | * | 26.32 | * | 57.89 | * | 15.79 | 15 | 19 |
| 7 | 52.94 | 54.24 | 38.24 | 40.68 | * | 5.08 | 68 | 59 |
| 8 | 47.06 | 47.83 | * | 39.13 | * | 13.04 | 34 | 69 |
| All Grades | 52.03 | 48.60 | 33.78 | 41.34 | 14.19 | 10.06 | 148 | 179 |

| 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 | * | 14.29 | * | 57.14 | * | 28.57 | 15 | 14 |
| 5 | * | 11.11 | * | 38.89 | * | 50.00 | 16 | 18 |
| 6 | * | 15.79 | * | 36.84 | * | 47.37 | 15 | 19 |
| 7 | 25.00 | 8.47 | 33.82 | 57.63 | 41.18 | 33.90 | 68 | 59 |
| 8 | * | 26.09 | * | 33.33 | 58.82 | 40.58 | 34 | 69 |
| All Grades | 20.27 | 16.76 | 34.46 | 44.13 | 45.27 | 39.11 | 148 | 179 |

| 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 | * | 35.71 | * | 57.14 | * | 7.14 | 15 | 14 |
| 5 | * | 5.56 | * | 77.78 | * | 16.67 | 16 | 18 |
| 6 | * | 31.58 | 86.67 | 52.63 | * | 15.79 | 15 | 19 |
| 7 | * | 5.08 | 79.41 | 91.53 | * | 3.39 | 68 | 59 |
| 8 | * | 1.45 | 58.82 | 92.75 | * | 5.80 | 34 | 69 |
| All Grades | 16.22 | 8.94 | 68.92 | 83.80 | 14.86 | 7.26 | 148 | 179 |

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

Students did not meet their previous years growth goals. More than half of our students are not meeting state standards in the areas of ELA or Math. Our Hispanic and students of two or more races were in the Orange in the ELA performance by race and ethnicity category. Our Hispanic, African American and students of two or more races were in the Orange in the Mathematics performance by race and ethnicity category.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Students performing at or above grade level on i-Ready will increase 3%.Student groups scoring below the school average will show an increase greater than 3%. | (17-18) 37% of students in grades 4-8 met/exceeded standard as measured by SBAC in ELA. (18-19) 36% 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) 18.68% of students performed at or above grade level as measured by i-Ready in ELA. | 40% of students in grades 6-8 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 | (17-18) 20% of students in grades 4-8 met/exceeded | 24% of students in grades 6-8 will meet or exceed standard |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| <ul style="list-style-type: none"> Students meeting standard on SBAC will increase 3%. Students performing at or above grade level on i-Ready will increase 3%. Student groups scoring below the school average will show an increase greater than 3%. | <p>standard as measured by SBAC in Mathematics.</p> <p>(18-19) 21% of students in grades 4-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 7.01% of students performed at or above grade level as measured by i-Ready in Mathematics.</p> | <p>as measured by SBAC Mathematics.</p> <p>15% of students 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)

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 responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom.
- PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.
- Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.
- Horizontal and vertical planning by department.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---------------------------|
| 25,000 | CSI |
| | Achieve 3000 |
| 3000 | CSI |
| | Achieve 3000 Coordinators |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, 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 departments and teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise and understanding of the new curriculum.

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)

22,210

Source(s)

CSI

Intervention Meetings (8 monthly meetings x 2 sub days x 6)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with a focus on our Hispanic, African American and students of two or more races

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students with a focus on our Hispanic, African American and students of two or more races. The school will employ an Academic/ Behavior interventionist to assist and focus the site in meeting the specific needs of our Hispanic, African American and students of two or more races.

- 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 departments and teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- SBAC, District benchmark data and grade level assessments will be analyzed by site principal, assistant principals, teachers and academic/behavior intervention teacher to determine placement in fluid intervention programs.
- Department teams will use assessment data to determine which students would best benefit from Math Support Class, Leadership class, or extra support from the ABI Teacher and Academic Coach.
- 8th Grade Students will be placed on Individual Learning Plans if students are at risk of not going through 8th grade promotion due to their academic, behavior or attendance status. The ABI Teacher and Academic Coach will monitor and meet with the students placed on an ILP. They will specifically target and support Hispanic, African American and students of two or more races.

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)

130551

Source(s)

CSI

1000-1999: Certificated Personnel Salaries

| | |
|--------|---|
| | Fund one Academic/Behavior Intervention Teachers |
| 25,241 | CSI 1000-1999: Certificated Personnel Salaries After School 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.

COVID shifted our collaborative practices from conversations surrounding specific curricular areas (looking at formative and summative assessments for planning) to engagement strategies for distance learning and how to support the mental health of our students and families. Teachers had to change long range plans to allow for a modified instructional schedule. Additionally, teachers were spending collaborative time learning new delivery methods for instruction and communication.

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

Budgeted expenditures for teacher release planning days were shifted to provide necessary resources to support distance learning (i.e. subscriptions to educational magazines, literature sets, supplies for individual children so that DL could be accomplished at home).

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 do not plan to make any changes to our plan for the 2021-2022 school year.

We will staff two Assistant principals. We will fund one ABI teacher.

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

Students did not meet their previous years growth goals. More than half of our students are not meeting state standards in the areas of ELA or Math. Our Hispanic and students of two or more races were in the Orange in the ELA performance by race and ethnicity category. Our Hispanic, African American and students of two or more races were in the Orange in the Mathematics performance by race and ethnicity category.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator. | 48.4% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4). | 52% of English Learners will make progress toward English proficiency or will maintain status at the highest level of English Proficiency. (Level 4). |
| Socioeconomically Disadvantaged <ul style="list-style-type: none">We will increase the percentage of Socioeconomically Disadvantaged | (17-18) 32% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by SBAC in ELA. 15% of | 35% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| <p>students who meet standard as measured by SBAC.</p> <ul style="list-style-type: none"> We will increase the percentage of students performing at or above grade level on i-Ready in ELA. We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics | <p>Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 32% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 15.66% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 4.7% 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>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 21% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 10% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in Mathematics.</p> |
| <p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. We will increase the percentage of students performing at | <p>(17-18) 7% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 2% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics.</p> | <p>15% of Students with Disabilities in grades 5-8 will meet/exceed standard as measured by SBAC in ELA.</p> <p>16% of Students with Disabilities in grades 5-8 will meet/exceed standard as measured by SBAC in Mathematics.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| <p>or above grade level on i-Ready in ELA.</p> <ul style="list-style-type: none"> We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics. | <p>(18-19) 12% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 13% of Students with Disabilities in grades 5-8 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(20-21) 7.14% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.</p> <p>(20-21) 1.2% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.</p> | <p>(19-20) SBAC data is not available due to the suspension of state testing.</p> <p>(21-22) 12% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA.</p> <p>(21-22) 6% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.</p> |
| We will increase the percentage of English Learner students level 4 on the ELPAC. | (19-20) ELPAC dat shows 26% of students reached level 4 on the ELPAC. | We will increase the number of students that reach level four on the ELPAC from 26% to 30% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

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

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.

- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District EL Resource Teacher to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

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

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Achieve 3000, Lexia, Read Well, etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

COVID shifted our collaborative practices from conversations surrounding specific curricular areas (looking at formative and summative assessments for planning) to engagement strategies for distance learning and how to support the mental health of our students and families. Teachers had to change long range plans to allow for a modified instructional schedule. Additionally, teachers were spending collaborative time learning new delivery methods for instruction and communication.

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

Budgeted expenditures for teacher release planning days were shifted to provide necessary resources to support distance learning (i.e. subscriptions to educational magazines, literature sets, supplies for individual children so that DL could be accomplished at home).

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.

Common Collaboration time for SAI teachers will continue to be eliminated but additional classes will be added to reduce class size and allow for greater flexibility and movement.

We are hopeful that we will be able to provide teacher release time to analyze our underserved groups. We will also have a focus on closing the achievement gap in our Site Learning Day conversations and teacher release days. Teachers will be asked to choose two focus students to document throughout the year (progress or regressions; creation of instructional practices to support them) By having teachers choose focus students, it will help give the achievement gap a face.

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

As a site we will establish and cultivate a climate and build a culture of respect, connectedness, and physical and emotional safety for our students staff and SVA families.

Identified Need

Per discussions with District, and Site personnel and the members of the Transitional team, SVA is in the third year of a cultural restructuring/rebuilding. Systems and procedures need to remain consistent in order to retain the trust of staff and families. SVA will pay special attention to the Absenteeism of our Hispanic, Caucasian, African American and students of two or more races with the addition of a school social worker who will be given the charge to reduce absences. A review of the SBAC Dashboard Data also showed that our Hispanic, Caucasian, African American and Students of two or more races were in the Red in regards to Suspension data. Our ABI Teacher and an additional Assistant Principal will work to reduce suspensions for the students that the Dashboard indicates.

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 - 84.6 % Growth Mindset - 81.5% Self-Management - 71.4% Self-Efficacy - 70.5% Social Awareness - 70.5% | As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year. | <p>(17-18) The school attendance rate is 93.75% for the previous school year.</p> <p>(18-19) The school attendance rate was 93.63%.</p> <p>(19-20) The school attendance rate was 95.76%.</p> | The school attendance rate will increase by 0.05% to a rate of 95.81% for the coming school year. |
| The percentage of students with chronic absenteeism will decrease by 1% each year. | <p>(17-18) The percentage of students with chronic absenteeism was 22.63% for the previous school year.</p> <p>(18-19) The percentage of students with chronic absenteeism was 20.8%.</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 18.23%.</p> | The percentage of students with chronic absenteeism will decrease by 1% to a rate of 17.23% during the coming school year. |
| Hold students accountable for their behavior so that other student's feel safe and trust is rebuilt according to CHKS and parent surveys and conversations. | <p>(17-18) 3.55% of students were suspended during the previous school year.</p> <p>(18-19) 14.5% of students were suspended.</p> <p>(19-20) 10.07% of students were suspended.</p> | Students, parents and staff will feel safer and trust will begin to be rebuilt in the school because all staff are holding all students accountable for their behavior. We will reduce the percentage of students who are suspended. |

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 and expanding the Boys to Men program, anti-bullying programs, No Place for Hate, Words of Wisdom, Leadership Programs, and other Character Education programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

CSI

Boys to Men Program

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 positive relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).
- Social worker and other school staff will 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).
- Social worker and other school staff will personalize early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports/Probation Officer and social worker (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.
- Social worker will conduct parent meetings for foster students within 14 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. MS meeting consists of records review with parents and Counselor.

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) |
|-----------|--|
| | CSI 1000-1999: Certificated Personnel Salaries Social Worker |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Behavior

- Investigate and implement alternatives to students being sent out of class for negative behavior.
- Implement (PBIS) strategies that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Establish and implement After School Enrichment Programs to further build positive relationships at SVA specifically focussing on student groups that the dashboard data indicated have the most suspensions.

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) |
|-----------|--|
| 153575 | Title I 1000-1999: Certificated Personnel Salaries Assistant Principal |
| 15000 | CSI 5000-5999: Services And Other Operating Expenditures After School Enrichment Programs |

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.

Distance Learning required us to be more creative and vigilant in tracking students. Our intervention team weekly meetings became more focused on engagement and mental health wellness than on students who were "below the line" academically. Non-teaching adults became a bigger part of our overall plan of engagement for students. All non-teaching adults became "accountability coaches" who were assigned a caseload of students to monitor by: visiting virtual classes (or assisting with in person limited numbers of students when it was deemed safe by the state and county health department) to observe engagement or lack thereof, communicating with students in breakout rooms, and participating in weekly check-in sessions with the intervention team to report successes or concerns.

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

Distance Learning required us to be more creative and vigilant in tracking students. Our intervention team weekly meetings became more focused on engagement and mental health wellness than on students who were "below the line" academically. Non-teaching adults became a bigger part of our overall plan of engagement for students. All non-teaching adults became "accountability coaches" who were assigned a caseload of students to monitor by: visiting classes to observe engagement or lack thereof, communicating with students in breakout rooms, and participating in weekly check-in sessions with the intervention team to report successes or concerns. There was no cost for this support as all of the involved adults were current employees.

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.

Goal for 2021-2022 is to encourage students who are hesitant to get involved at SVA to join in with the help of our ASB students and other leadership groups and staff members. Restorative practices have become more of a regular protocol in the past year. Additionally, distance learning inspired the creation of "accountability coaches"-adults such as campus attendants, para pros, admin, and office staff who have managed caseloads of disengaged students. This practice will continue into the 2021-2022 school year.

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 and community organizations to promote student success.

Identified Need

Based on feedback and conversations with parents and students from 2019-2020. SVA needs to RISE, SOAR, and have an opportunity to SHINE. Positive connections need to continue to be established and nurtured.

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. Twenty one percent of parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 88%

This school has high expectations for all students. 83%

- Overall Support for Academic Learning 85%

I feel welcome to participate at this school. 84%

School staff treats me with respect. 90%

School staff takes my concerns seriously. 87%

School staff welcomes my suggestions. 76%

School staff responds to my needs in a timely manner. 87%

School staff is helpful. 92%

My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 85%

My child feels welcome at school. 92%

- Overall Sense of Community 87%

This school clearly informs students what would happen if they break school rules. 86%

At this school, discipline is fair. 71%

My child is safe on school grounds. 81%

- Overall Sense of Safety 79%

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 school staff treat them with respect as measured by the annual Parent/Family Survey. | (20-21) percentage of parents who agree that they are treated with respect by staff is 90%. | The percentage of parents who agree will increase above baseline (or will increase to 93%) . |
| Percentage of parents who agree that school discipline is fair as measured by the annual Parent/Family Survey. | (20-21) percentage of parents who agree that discipline is fair is 71%. | The percentage of parents who agree that discipline is fair will increase above baseline (or will increase to 75%) . |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To insure our parents are partners, parent education and training will be offered.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,100.06

Source(s)

Title I Part A: Parent Involvement

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, and Google Classroom and Jupiter Messenger to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community engagement

- Establish, maintain, and utilize website updates, 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.

The introduction of ZOOM has been both a blessing and a curse. The blessing has been that parents have attended more parent specific events via ZOOM than would typically have attended in person. Parents have also been more engaged in the parent surveys and in their weekly school messages. Strong communication and relationships became a big focus in the distance learning 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.

The introduction of ZOOM has been both a blessing and a curse. The blessing has been that parents have attended more parent specific events via ZOOM than would typically have attended in person. Parents have also been more engaged in the parent surveys and in their weekly school messages. Strong communication and relationships became a big focus in the distance learning environment. There was no budgetary attachment to this.

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 will provide more frequent opportunities to bring incoming students and parents to campus (in addition to what is currently in place). We will increase our ELAC attendance by having one designated EL teacher and admin partnering. We will continue to do parent meetings via ZOOM (as well as in-person opportunities) since the convenience of ZOOM allows families to meet from the comfort of their home or work schedule.

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 | \$164,044.01 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$232,000 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$381,677.06 |

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 (\$) |
|------------------------------------|-----------------|
| CSI | \$226,002.00 |
| Title I | \$153,575.00 |
| Title I Part A: Parent Involvement | \$2,100.06 |

Subtotal of additional federal funds included for this school: \$381,677.06

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: \$381,677.06

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 | 161,943.95 | 8,368.95 |
| Title I Part A: Parent Involvement | 2,100.06 | 0.00 |
| CSI | 232,241 | 6,239.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| CSI | 226,002.00 |
| Title I | 153,575.00 |
| Title I Part A: Parent Involvement | 2,100.06 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 27,210.00 |
| 1000-1999: Certificated Personnel Salaries | 311,467.06 |
| 5000-5999: Services And Other Operating Expenditures | 15,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|------------|
| | CSI | 28,000.00 |
| | CSI | 27,210.00 |
| 1000-1999: Certificated Personnel Salaries | CSI | 155,792.00 |
| 5000-5999: Services And Other Operating Expenditures | CSI | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 153,575.00 |

1000-1999: Certificated Personnel
Salaries

Title I Part A: Parent Involvement

2,100.06

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 206,002.00 |
| Goal 3 | 173,575.00 |
| Goal 4 | 2,100.06 |

School Site Council Membership

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

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

| Name of Members | Role |
|--------------------|----------------------------|
| Matt Thompson | Principal |
| Bill Thomas | Classroom Teacher |
| Carolyn Lindstrom | Classroom Teacher |
| Heather Filippelli | Classroom Teacher |
| Miroslava Ruiz | Other School Staff |
| Veronica Flores | Parent or Community Member |
| Roxanna Bullington | Parent or Community Member |
| Angelica Camargo | Parent or Community Member |
| Isaura Cabrera | Parent or Community Member |
| Susana Ibarra | 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 6/07/2021.

Attested:



Principal, Matt Thompson on 6/07/21



SSC Chairperson, Bill Thomas on 6/07/21