School Year: **2022-23**

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
Jefferson School	39-68544-6041875	5/5/2022	6/9/2022

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
The school wide program improves the entire educational program, which will result in improving school and performance indicators such as: academic performance, chronic absenteeism, graduation rate, and suspension rate.

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.

ABOUT THIS SCHOOL

Jefferson School is currently serving 437 students and is excited about the new growth in the school district which is providing our school the opportunity to serve even more students. Jefferson School's Mission is to take collective responsibility to empower all students to reach their fullest academic, physical, and social potential. Jefferson School's Vision is to have every child prepared for higher education (college, career, and civic responsibility) by eighth grade. To fulfill this vision, Jefferson is committed to educating students to be competent in algebraic thinking, able to write and present persuasive arguments, read and have a deep comprehension of grade level fiction and texts, complete qualitative and quantitative research, and understand their role in our democracy. We are a values-driven school and our five core values include the following:

1. Be Responsible
2. Do Your Best Each Day
3. Think Before You Speak
4. Put Others First
5. Avoid Conflict

Jefferson School was founded in 1878 as a one-room schoolhouse serving the farmers south of Tracy. It has survived moving three times, burning to the ground, and closing once due to low

enrollment. From 1929 until 1993 Jefferson School served as the only K-8 school in this small rural farming community with an average enrollment of about 200 students. Teachers grew accustomed to students going to Jefferson from kindergarten to eighth grade and being able to use flexible groupings to help all children be successful. Parents also played a very active role in their children's education. Daily, mothers volunteered in the classrooms and fathers came on weekends or during the downtime in farming to repaint the school or make repairs.

Starting in 1991 the District began to grow due to new housing construction. With it came tremendous growth and lack of continuity of the learning program. The school went from a tight knit community of 200 students to one of over 500 with both parents commuting to the Bay Area. The school was required to adapt and change to meet the students' needs. The School Site Council developed a series of after school interventions, Response to Intervention classes, and required each teacher to be CLAD certified. With this added support students at Jefferson School are beginning to close the achievement gap. The school continues to compete in Math Olympiad, Science Olympiad, TOPS Science, and other academic competitions. In addition, the school continues to send Tracy High School the majority of International Baccalaureate students. Jefferson School received the California Distinguished School award in 1989, 2009, and 2013. Our school programs also include a multi-tiered system of support (MTSS), DARE program for our 5th grade students, science camp for our 6th grade students, Artist in Residence, STEAM based electives, etc. This coming school year, we will focus on year two implementation of Positive Behavior Intervention Support (PBIS) in conjunction with restorative practices. These efforts will directly correlate to an increase in student engagement and decrease in disciplinary action.

While the school is known for its academic accomplishments, a strong emphasis is placed upon fostering well rounded students. Jefferson School offers students the opportunity to learn and compete in volleyball, basketball, and soccer. The Jefferson School advanced band has been performing for over sixty years and is an excellent public relations tool for our school. Annually they perform in at least three parades or competitions, including the Tracy High School Homecoming Parade, Ripon Almond Blossom, Alameda and Merced Band Reviews. In 2016 the band also attended a special trip to Disneyland and marched down Main Street of Disney's California Adventure Park. Over the past seven years two different associated student body (ASB) advisors have taken our leadership program from average to exemplary. Starting in 2004, the ASB leadership team began attending the California Association of Directors of Activities leadership camp. This camp provided the students and advisors with the foundation to improve student engagement on campus. The ASB regularly put on rallies, competitions, dances, spirit weeks, and fundraisers for charities. Recently, Jefferson School's ASB has joined forces and created a partnership with Tracy High Bulldog Project. The mission of the Bulldog Project is to promote anonymous reporting of bullying, revitalize school spirit, and teach others about social issues. With this partnership, we will all work collaboratively and in conjunction with Tracy Crime Stoppers. Our goals include raising awareness and providing students with resources and support to deal with emotional and social issues.

In November 2010 voters passed Measure J which allowed for a new Jefferson School and gymnasium. The school went under constructions and 5th - 8th grade students were housed off site. All students and staff returned to the newly built campus in January of 2016.

The Jefferson School staff is working on the implementation of the PLC process. We review and readopt our Mission, Vision and Collective committments for our students and families on a yearly basis. Furthermore, we are focusing on individualized intervention and a tiered intervention program (MTSS and PBIS). Through research, we are questioning grading strategies, implementing common formative assessments, reviewing data for re-teaching opportunities and working together to reach

our mission. Our goal is to meet student needs on a by student, by standard basis; meaning we will intervene for each child and for each essential standard they need to reach. Interventions for EL, special population and GATE students will be differentiated in the classroom as well as with outside support. Our efforts are not only to intervene academically. We strive to meet behavioral needs as well. Discipline is based on restorative practices and students have multiple opportunities and paths to learn from behaviors. Our on-site therapist provides students and families support for mental health needs, trauma, etc. Our PLC implementation and behavior processes are reviewed throughout the school year by small committees made of Jefferson staff and parents.

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).

Jefferson School Site Leadership, MTSS, and PBIS teams participate in the SWIFT FIA as a self-assessment to examine the current status of school-wide practices in the areas of administrative leadership, multi-tiered system of support, integrated education framework, family and community engagement, and inclusive policy structure and practice. The results allow us to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices and follow up on the effects of action plans on practices. Our students, staff and families participate in the California Healthy Kids Survey each year which provides valid indicators to promote student engagement, safety, health, positive development, and overall well being.

Classroom Observations

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

Classroom observations will be conducted throughout the school year by the site administrator. On top of the scheduled formal evaluations that include classroom observations, informal walkthroughs will be completed. School administration will dedicate school time during the week to visit classrooms to observe student engagement and instruction with the intent to be able to use captured information to support teachers in their instructional practice.

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)

The results of state and district assessments are analyzed and subsequently used to adjust instruction to increase student achievement. Furthermore, state assessments are used as a guide to adjust essential standards mapping and plans. The CAASPP state test results for ELA and Math in grades 4-7, as well as informal assessments, are used to determine students that require Tier 2 and Tier 3 interventions through a MTSS (Multi-Tiered System of Support/RTI (Response to Intervention) support system. BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) Dibels assessments, along with progress monitoring, allow for fluid intervention groupings throughout the school year. The data allows school teams to understand the performance levels of the student. Analyzing the data, along with discussions of pertinent information regarding the social-emotion elements of the student, allows the team to make accurate decisions regarding any necessary interventions.

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

On a regular basis, Jefferson teacher and staff use curriculum-embedded assessment data in a cycle of inquiry to examine and analyze student learning, the effectiveness of individual teaching practices and how the data can inform future decisions. Teams work in PLC's (Professional Learning Communities) to gather data, reflect upon it, refine teaching technique and strategies, and work as a team to acquire more knowledge to increase student engagement and learning. Weekly team meetings, coupled with district wide meetings, allows discussions to help influence the direction of staff growth and student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered "highly qualified," receive ongoing professional development, and newly hired staff receive support from designated teacher mentors and/or through Teacher Induction programs.

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

Jefferson School utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards, and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students. The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-2020 NGSS was added to science.

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

Teachers are provided staff development through minimum days, after-school courses, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction, in conjunction with the site principal and leadership team/instructional coaches, develop course offerings aligned with new textbook adoptions and the individual needs of each site. Together, professional development is provided throughout the school year to improve standards-based instruction. Teachers attended the Professional Learning Community (PLC) conference. Several of these teachers are part of the Jefferson School Site Leadership Team and lead content area meetings on minimum days. Their goals are to create formative assessments, essential standards, use research to make decisions, and use the data to plan for intervention and enrichment programs.

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

All teachers have equitable access to support from the Instructional Coach, EL specialist, Intervention Specialist and to ongoing professional development.

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

The school days are adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction. Teacher teams refine practices through lesson studies and the PLC process. We continue to meet on a weekly basis in site/district PLC teams and focus our work around essential standards, collecting data through informal/formal assessments, and adjusting teaching to ensure students are reaching standards in all classrooms.

Teaching and Learning

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

English/Language Arts
1. Current ELA adoption, addresses prior concern of lack of ELD support.
2. Teachers are meeting weekly in PLC meetings to discuss best practices, create formative assessments, collect data, and shift teaching practices where necessary to ensure all students are learning.
3. Pacing guides need to be created, adopted, and reviewed at each grade level to ensure a consistent curriculum and provide staff with opportunities to collaborate around common assessment data (California Common Core Standard Based).
4. English Learners continue to make progress on the CELDT test. This is a direct result of students at CELDT level one and two receiving daily reading and writing intervention from the bilingual aide.
5. Teachers have defined essential standards based on CAASPP data and curriculum suggestions. Teams will vertically align essential standards.
6. Teachers are implementing standards based grading across ELA classes.

Math
1. Teachers continue to utilize adopted curriculum and implementing the technology portion of the curriculum.
2. Continue to develop a program (and/or utilize supplemental resources) for front-loading math concepts and standards to those students performing below grade level.
3. Teachers are developing weekly formative standards based quizzes for immediate data and feedback. Intervention grouping are created, differentiated instruction occurs, and reteaching of that specific standard takes place until all students have mastered the standard.
4. Seventh and eighth grade math teachers are meeting weekly to discuss best practices, create formative assessments, review data, and shift teaching practices to ensure all students are learning.
5. Teachers are implementing a standards based grading practice and students are aware of which standards they need to continue to master.

Extended Learning Opportunities
1. Students are enrolled in reading intervention, math intervention, academic intervention during school hours if they are in danger of failing and based on their areas of need.
2. Students can participate in band in grades 5 - 8.
3. Science Olympiad: Fifth through eighth grade students will participate in the SJCOE Science Olympiad this year. This enrichment program involves parents, teachers and science coaches.
4. Math Olympiad: Fifth through eighth grade students will participate in the SJCOE Math Olympiad this year.
5. Spelling Bee: Fifth through eighth grade students participate in a school spelling bee and then move on to the district spelling bee. This year, 1 student will participate in the county spelling bee at SJCOE.
6. Book groups are held during lunches for students to participate in.
7. Chess groups are offered during lunch time for all student to learn the game of chess.
8. Art groups offered after school.
9. 3D Design/STEAM online course offered after school for grades 7-8.
10. Teachers offer online support/extension classes in all grade levels after school.
11. Fifth through eighth grade students can participate in after school art classes.
12. All students are invited and encouraged to attend weekly ASB meetings to provide input and help make decisions for Jefferson School's student body.

Areas of need
1. Master schedule needs to be aligned to offer an enrichment and intervention course offering each period to ensure students are provided with support within their class schedule.
2. The school needs to continue to evaluate the math and reading intervention, as well as academic intervention and enrichment classes to ensure effectiveness.
3. The school needs to continue to collect data and evaluate the reading intervention curriculum being used to ensure that students exit the program at an appropriate time.
4. The school need to continue behavioral interventions through training and implementation of PBIS (Positive Behavior Intervention Support) and Restorative Practices.

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

Jefferson School runs on period attendance. Students receive approximately 45 minutes per period per day (with the exception of ELA which receives two blocks of time).

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

Jefferson School runs on period attendance. Students receive an elective course which allows for enrichment or intervention courses when needed. Furthermore, students have one period per week that is dedicated to immediate standards based intervention on a by-student-by-standard basis.

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

All students have access to standards aligned materials including students in Special Education and English Language Learners. Ancillary materials are utilized along with the textbook adoption to assure that scaffolding occurs appropriately.

Jefferson School teachers are trained on the implementation of GLAD (Guided Language Acquisition Design) strategies. GLAD is designed to specifically target and promote language skills, academic achievement, and cross-cultural skills. The GLAD curriculum entourages project-based, student-centered learning that is inquiry driven. Elements of GLAD are used across curricular areas on a routine basis.

Supplementary materials appropriate to specific student groups are utilized to support classroom instruction.The Resource Specialist, Intervention Specialist and English Language Para collaborate with the general education teachers on a regular basis to ensure that our special education students and at-risk students are succeeding. They communicate accommodations, modifications and behavior needs in accordance with individual IEP, 504 and SST plans. Plans are reviewed on an annual and triennial basis.

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

Board Policy guides the text selection process in the district. The local board of the Jefferson School District certified, in November 2006, that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas. Monthly meetings provide opportunity to share Williams Act concerns.

The board adoption years for each subject area are as follows:
Language Arts- 2017 McGraw-Hill Wonders, Springboard
Mathematics- 2020 Illustrative Math
History/Social Science- 2018 TCI
Science- 2020 NGSS Standards
Social and Emotional - 2018 Second Step

Opportunity and Equal Educational Access

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

Jefferson School uses supplemental intervention curriculum to accelerate learning. The Accelerated Reader program is used as a motivator to help student gain individual practice reading. Language and READ 180 are used to increase fluency, build vocabulary, and increase comprehension. In the area of math, we are utilizing the core adopted curriculum is frontloaded to help students be prepared for the upcoming lesson as well as ALEKS and IXL.com to allow students to fill in the gaps in basic number sense foundation. Math 180 is also implemented for students showing regression or splinter skill deficits.

Students receiving level two intervention in fifth grade receive it during the RtI period that occurs daily before lunch. Students in sixth, seventh and eighth grade receive the same intervention provided during their elective period. In 2016 we changed the master schedule to allow sixth through eighth grades to have a more fluid intervention program. Our EL Specialist, Intervention Specialist, elective teacher(s) and academic intervention teacher are part of an Intervention PLC that meets regularly to review data and ensure students are receiving the appropriate support during their elective time. Currently our staff is working on a schedule to allow for tier three intervention during the school day. Currently, teachers are working with small groups during the school day and after school to intervene by-student-by-standard. Ideally we would want to use funding to support a multi-tiered program during the school day and for all students.

Students who are learning English are given primary instruction by the classroom teacher. At Jefferson School, all teachers except band hold a CLAD or equivalent credential. Jefferson has one bilingual paraprofessional, working 6 hours per day. She provides students that are level one or two on the CELDT with one period per day of additional instruction in reading and language arts. For students scoring three through five on the CELDT she provides classroom support to students and teachers.

The district contracts with Valley Community Counseling for two days per week of counseling services. The therapist works on a referral basis and consults with staff who have identified students with emotional needs that can interfere with learning in the classroom. The therapist contacts families and provides information about resources and services available outside of the school district. Students meet with the therapist individually or in small groups for a limited number of sessions. The therapist works closely with the Student Study Team to provide services for students when needed.

Evidence-based educational practices to raise student achievement

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level. Both site and district grade level teams continue to work collaboratively to ensure that all students are receiving high-quality instruction and are meeting identified core curricular essential standards.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, adopted curriculum assessments, PLC created assessments, etc. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade

GATE (Gifted and Talented Education Program) - Students are tested in the spring using the OLSAT testing tool. In addition, a portfolio process is used to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Jefferson School. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after-school/during school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

Parental Engagement

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

Jefferson School will continue efforts to improve academic achievement, attendance and discipline via the implementation of tiered intervention supports, progressive discipline, restorative practices, SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings. Student Study Team (SST) meetings are designed to support a student's academic, social, and emotional learning through communication between home and school, offering various interventions to support students.

Jefferson School has a number of opportunities for parents to be part of the school. The staff works to keep communication between the school, teacher, and parents open and accessible, having regular parent/teacher conferences, school newsletter, website, automated message, and email. Jefferson School maintains open and accessible communication among school staff, teachers and parents/guardians. The communication system, Aeries LOOP, is utilized to disseminate information via phone message, text message, and email. Our school maintains an open door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis. Our school holds annual parent/guardian-teacher conferences, and produces a weekly staff/school newsletters sent via Aeries LOOP and posted online.

Students participate in Jump/Hoops for Heart, a fundraiser for the American Heart Association. During the holidays, students also take part in a food and hygiene drive to help gather supplies for Brighter Christmas.

During each school year there are a number of community nights. The most highly attended event is the annual Math/Science Night where students and parents come to explore math and science related topics. Jefferson also holds a College and Career Week each year. Parents attend the Spring Musical, Winter Program, GATE field trips, and the PFA Carnival. In the Spring of 2017 Jefferson School hosted their first Oral Interpretation Fair and this tradition will continue every year. This is an opportunity for students to express themselves through literature. We also have incorporated several family nights: Science night (which is a joint effort with Monticello School) and movies nights which are held in our gymnasium.

Throughout the school year there are assemblies that involve community members and groups. Eighth grade parents are also asked to come in and participate in their student's exit interview. Awards assemblies are held throughout the school year to publicly recognize students for attendance, growth, citizenship and academics.

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)

Jefferson School maintains an active School Site Council (SSC) consisting of the following council members:

- Principal
- Classroom Teachers
- Other School Staff
- Parent or Community Members

The SSC is involved in the planning, implementation and evaluation of the consolidated application programs on the Jefferson campus. The primary goal of Jefferson's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities.

Funding

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

Jefferson School does not currently receive categorical funding.

Fiscal support (EPC)

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

The School Site Council (SSC) shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

Jefferson School follows the above guidelines and meets regularly throughout the school year to review the SPSA.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 5	84	94	87
Grade 6	93	95	100
Grade 7	99	97	95
Grade 8	124	102	98
Total Enrollment	400	388	380

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	46	53	34	11.5%	13.7%	8.9%
Fluent English Proficient (FEP)	55	52	73	13.8%	13.4%	19.2%
Reclassified Fluent English Proficient (RFEP)	4	1	6	7.8%	2.2%	11.3%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	92	85	85	91	85	84	91	85	84	98.9	100	98.8
Grade 6	96	89	97	95	88	94	95	88	93	99	98.9	96.9
Grade 7	129	98	97	128	97	92	128	97	92	99.2	99	94.8
Grade 8	120	126	97	120	125	95	120	125	95	100	99.2	97.9
All Grades	437	398	376	434	395	365	434	395	364	99.3	99.2	97.1

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2526.	2523.	2524.	27.47	24.71	25.00	36.26	38.82	42.86	21.98	21.18	11.90	14.29	15.29	20.24
Grade 6	2532.	2567.	2562.	12.63	30.68	24.73	40.00	36.36	40.86	32.63	23.86	23.66	14.74	9.09	10.75
Grade 7	2584.	2565.	2565.	24.22	18.56	13.04	45.31	40.21	53.26	20.31	22.68	18.48	10.16	18.56	15.22
Grade 8	2597.	2614.	2605.	27.50	29.60	26.32	38.33	41.60	38.95	21.67	20.00	26.32	12.50	8.80	8.42
All Grades	N/A	N/A	N/A	23.27	26.08	22.25	40.32	39.49	43.96	23.73	21.77	20.33	12.67	12.66	13.46

2019-20 Data:
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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	29.67	35.29	21.43	49.45	48.24	67.86	20.88	16.47	10.71
Grade 6	23.16	37.50	29.35	56.84	43.18	59.78	20.00	19.32	10.87
Grade 7	35.16	22.68	21.74	49.22	53.61	65.22	15.63	23.71	13.04
Grade 8	33.33	41.60	29.47	49.17	44.00	57.89	17.50	14.40	12.63
All Grades	30.88	34.68	25.62	50.92	47.09	62.53	18.20	18.23	11.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	39.56	32.94	30.95	50.55	54.12	48.81	9.89	12.94	20.24
Grade 6	20.00	26.14	18.28	50.53	63.64	69.89	29.47	10.23	11.83
Grade 7	41.41	30.93	19.78	43.75	54.64	64.84	14.84	14.43	15.38
Grade 8	44.17	40.00	30.53	39.17	46.40	61.05	16.67	13.60	8.42
All Grades	37.10	33.16	24.79	45.39	53.92	61.43	17.51	12.91	13.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	18.68	12.94	11.90	70.33	74.12	80.95	10.99	12.94	7.14
Grade 6	11.58	18.18	18.28	75.79	73.86	76.34	12.63	7.95	5.38
Grade 7	21.88	14.43	11.96	69.53	68.04	78.26	8.59	17.53	9.78
Grade 8	24.17	29.60	14.74	60.83	64.00	80.00	15.00	6.40	5.26
All Grades	19.59	19.75	14.29	68.66	69.37	78.85	11.75	10.89	6.87

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	28.57	31.76	26.19	52.75	44.71	58.33	18.68	23.53	15.48
Grade 6	26.32	42.05	27.96	61.05	51.14	65.59	12.63	6.82	6.45
Grade 7	39.06	29.90	27.17	53.13	51.55	60.87	7.81	18.56	11.96
Grade 8	39.17	45.60	26.32	46.67	45.60	67.37	14.17	8.80	6.32
All Grades	34.10	37.97	26.92	53.00	48.10	63.19	12.90	13.92	9.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	92	85	85	91	85	85	91	85	85	98.9	100	100.0
Grade 6	96	89	97	94	88	93	94	88	92	97.9	98.9	95.9
Grade 7	129	98	97	128	98	91	128	98	91	99.2	100	93.8
Grade 8	120	126	97	120	125	93	120	125	93	100	99.2	95.9
All Grades	437	398	376	433	396	362	433	396	361	99.1	99.5	96.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	2506.	2509.	2493.	16.48	14.12	15.29	20.88	25.88	18.82	38.46	45.88	29.41	24.18	14.12	36.47
Grade 6	2550.	2568.	2561.	21.28	27.27	30.43	27.66	32.95	28.26	39.36	30.68	26.09	11.70	9.09	15.22
Grade 7	2579.	2566.	2557.	30.47	20.41	21.98	25.78	34.69	24.18	27.34	26.53	35.16	16.41	18.37	18.68
Grade 8	2597.	2607.	2577.	37.50	37.60	27.96	21.67	23.20	18.28	17.50	21.60	24.73	23.33	17.60	29.03
All Grades	N/A	N/A	N/A	27.48	26.01	24.10	24.02	28.79	22.44	29.56	30.05	28.81	18.94	15.15	24.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 5	27.47	18.82	9.41	34.07	45.88	51.76	38.46	35.29	38.82
Grade 6	37.23	39.77	28.26	43.62	44.32	56.52	19.15	15.91	15.22
Grade 7	46.88	35.71	31.87	28.91	36.73	50.55	24.22	27.55	17.58
Grade 8	44.17	44.80	29.03	30.00	32.80	49.46	25.83	22.40	21.51
All Grades	39.95	35.86	24.93	33.49	39.14	52.08	26.56	25.00	22.99

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 5	19.78	14.12	16.47	50.55	63.53	57.65	29.67	22.35	25.88
Grade 6	24.47	29.55	17.39	55.32	50.00	68.48	20.21	20.45	14.13
Grade 7	26.56	21.43	16.48	60.16	57.14	61.54	13.28	21.43	21.98
Grade 8	35.00	32.00	18.28	43.33	48.80	55.91	21.67	19.20	25.81
All Grades	27.02	25.00	17.17	52.42	54.29	60.94	20.55	20.71	21.88

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 5	15.38	12.94	12.94	61.54	68.24	64.71	23.08	18.82	22.35
Grade 6	19.15	30.68	30.43	60.64	57.95	57.61	20.21	11.36	11.96
Grade 7	31.25	20.41	15.38	53.91	64.29	65.93	14.84	15.31	18.68
Grade 8	39.17	39.20	17.20	40.00	52.00	69.89	20.83	8.80	12.90
All Grades	27.48	27.02	19.11	53.12	59.85	64.54	19.40	13.13	16.34

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	1559.0	*	*	1546.0	*	*	1571.4	*	*	14	7	4
6	1534.9	1581.3	*	1530.1	1559.9	*	1539.5	1602.1	*	17	12	8
7	*	1560.8	1568.3	*	1557.4	1565.5	*	1563.7	1570.8	*	19	12
8	1518.5	*	1607.2	1476.8	*	1617.7	1559.6	*	1596.2	11	6	13
All Grades										52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	78.57	*	*	*	*	*		*	*		*	*	14	*	*
6	*	58.33	*	*	25.00	*	*	16.67	*	*	0.00	*	17	12	*
7	*	42.11	58.33	*	36.84	16.67	*	5.26	25.00		15.79	0.00	*	19	12
8	*	*	46.15	*	*	30.77	*	*	23.08	*	*	0.00	11	*	13
All Grades	44.23	50.00	51.35	34.62	27.27	29.73	*	13.64	18.92	*	9.09	0.00	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
5	85.71	*	*	*	*	*		*	*		*	*	14	*	*
6	*	50.00	*	*	50.00	*	*	0.00	*	*	0.00	*	17	12	*
7	*	63.16	58.33	*	21.05	25.00	*	0.00	16.67		15.79	0.00	*	19	12
8	*	*	61.54	*	*	23.08	*	*	15.38	*	*	0.00	11	*	13
All Grades	63.46	59.09	59.46	*	27.27	27.03	*	2.27	13.51	*	11.36	0.00	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
5	*	*	*	*	*	*	*	*	*		*	*	14	*	*
6	*	58.33	*	*	16.67	*	*	25.00	*	*	0.00	*	17	12	*
7	*	21.05	25.00	*	31.58	33.33	*	26.32	33.33	*	21.05	8.33	*	19	12
8	*	*	23.08	*	*	38.46	*	*	30.77	*	*	7.69	11	*	13
All Grades	38.46	36.36	21.62	21.15	25.00	43.24	25.00	27.27	29.73	*	11.36	5.41	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
5	78.57	*	*	*	*	*		*	*	14	*	*
6	*	75.00	*	*	25.00	*	*	0.00	*	17	12	*
7	*	36.84	25.00	*	52.63	75.00		10.53	0.00	*	19	12
8	*	*	38.46	*	*	46.15	*	*	15.38	11	*	13
All Grades	51.92	52.27	35.14	42.31	36.36	59.46	*	11.36	5.41	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
5	100.00	*	*		*	*		*	*	14	*	*
6	76.47	58.33	*	*	41.67	*	*	0.00	*	17	12	*
7	*	84.21	75.00	*	0.00	25.00	*	15.79	0.00	*	19	12
8	*	*	84.62	*	*	15.38	*	*	0.00	11	*	13
All Grades	71.15	72.73	83.78	*	15.91	16.22	*	11.36	0.00	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
5	*	*	*	*	*	*		*	*	14	*	*
6	*	50.00	*	*	41.67	*	*	8.33	*	17	12	*
7	*	26.32	25.00	*	36.84	41.67	*	36.84	33.33	*	19	12
8	*	*	38.46	*	*	46.15	*	*	15.38	11	*	13
All Grades	34.62	40.91	29.73	36.54	38.64	54.05	28.85	20.45	16.22	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
5	78.57	*	*	*	*	*		*	*	14	*	*
6	*	66.67	*	70.59	33.33	*	*	0.00	*	17	12	*
7	*	10.53	25.00	*	78.95	66.67		10.53	8.33	*	19	12
8	*	*	7.69	*	*	92.31	*	*	0.00	11	*	13
All Grades	40.38	27.27	18.92	53.85	65.91	78.38	*	6.82	2.70	52	44	37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
380	16.3	8.9	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	8.9
Foster Youth		
Homeless	1	0.3
Socioeconomically Disadvantaged	62	16.3
Students with Disabilities	33	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.8
American Indian or Alaska Native	3	0.8
Asian	67	17.6
Filipino	23	6.1
Hispanic	144	37.9
Two or More Races	23	6.1
Native Hawaiian or Pacific Islander	2	0.5
White	111	29.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
32.5 points above standard	20.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.8 points	Increased ++4.8 points	2
389	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
0 Students	16.6 points above standard	75.3 points below standard
	Increased ++4.4 points	Maintained -0.3 points
	108	28

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
43.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	70.1 points above standard	69 points above standard
Increased Significantly ++55.1 points	1	Increased ++6.1 points	Increased ++4.4 points
12		46	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
14.7 points above standard	40.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	31.5 points above standard
Increased ++5.7 points	Increased ++3.7 points	2	Maintained -2.7 points
157	22		128

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
31.3 points below standard	85.1 points above standard	30.5 points above standard
Maintained -0.9 points	Increased ++3.2 points	Increased ++4.9 points
42	34	292

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	5	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
9.3 points above standard	4.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.6 points	Increased ++6.6 points	2
389	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	No Performance Color
	6.8 points below standard	116.3 points below standard
	Increased ++6.3 points	Increased ++12.3 points
	108	28

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
6.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	59.1 points above standard	50.7 points above standard
Increased Significantly ++54.1 points	1	Declined -3.8 points	Increased Significantly ++30.2 points
12		46	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
12.2 points below standard	21 points above standard	Less than 11 Students - Data Not Displayed for Privacy	8.4 points above standard
Increased ++9.7 points	Maintained -2.9 points	2	Declined -10.8 points
157	22		128

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
50.3 points below standard	52.2 points above standard	7.4 points above standard
Increased Significantly ++17.4 points	Declined Significantly -17.1 points	Maintained ++2.3 points
42	34	292

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
67.4 making progress towards English language proficiency
Number of EL Students: 43
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.9	25.5	25.5	41.8

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.8	6.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.1	Increased +2.6	2
413	49	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.5	11.4
0	Increased +3.3	Increased +4.8
	116	35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	6.1	0
Declined -5	2	Increased +4.2	Maintained 0
12		49	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Orange
3.6	4.5	Less than 11 Students - Data Not Displayed for Privacy	6.5
Declined -1.9	Increased +4.5	2	Increased +3.1
166	22		139

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
4.3	2	Less than 11 Students - Data Not
Increased +1.5	Increased +0.4	2
419	50	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Orange
	5.9	8.3
	Declined -0.5	Increased +6.2
	118	36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
0	Less than 11 Students - Data 2	2	0
Declined -18.2		Increased +2	Maintained 0
12		50	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
4.2	13.6	Less than 11 Students - Data 2	4.2
Increased +1	Increased +4.9		Increased +3.6
167	22		143

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	4.3

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.1: Ensure that the ELA/ELD CCSS instructional units are implemented using CCSS strategies.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

Goal 1

Increase Schoolwide ELA Proficiency

When analyzing the 2020/20201 CAASPP data, not all students and statistically significant sub-groups scored within the Standard Met or Standard Exceeded ranges. The school must continue to focus on ELA proficiency in all grades and for all subgroups in order to meet future targets. CAASPP data is broken into four score ranges: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 10% over the course of three years, as reported on the CAASPP in ELA.

STUDENT GROUPS PARTICIPATING IN THIS GOAL: Students in fifth through eighth grades currently identified as those not meeting or nearly meeting Common Core State Standards.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS Scores and projected scores (according to goal):

2020/2021 ELA Data: 66.21%

Goals for 2022 CAASPP ELA Data: 69%

Goals for 2023 CAASPP ELA Data: 73%

Goals for 2024 CAASPP ELA Data: 76%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Each trimester, grade level teams will collect benchmark data and report progress toward this goal in a PLC meeting. This data will also be used to identify Level 2 and 3 RtI participants and for teachers to structure their classroom objective to reach these goals.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Ongoing progress toward goal objectives will be measured by:

1. Formative Classroom Assessments
2. Summative Classroom Assessments and Checking for Understanding (CFU)
3. District Benchmark Assessments
4. CAASPP Practice Assessments
5. CELDT Results

Source	Identified Need
ELA Dashboard	
Math Dashboard	
English Learner Progress	
College and Career	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	66.21	76.00

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 in grades five through eight.

Strategy/Activity

Using Data to Drive Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments each Trimester (Grade Level Representatives and Teachers)
4. Analyze Curriculum Benchmark Assessments following each assessment cycle (Grade Level Representatives and Teachers, Intervention Specialist, and EL Aide)
Measures
1. District Benchmark Assessments
2. Curriculum Assessments
7/1/2022- 6/30/2025

RtI-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during, or after school.
Tasks
1. Identify students who need Before and After School Academic Assistance (Principal, Grade Level Representatives, and Teachers)
2. Purchase instructional supplies, curriculum materials, and online content subscriptions (Principal, EL Teacher, Principal's Secretary)
3. Inform parents of the program (Principal, Principal's Secretary)
Measures
1. Student data reviewed and students identified by the second week of each trimester
2. Purchase instructional supplies, curriculum materials, and online content subscriptions by the fourth week of the school year
3. Parents informed a minimum of two weeks before the start of the intervention
7/1/2022 - 6/30/2025

Response to Intervention (RtI): Interventions at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier One, Two or Three interventions during the school day. Interventions will be based on their academic weakness and previously tiered intervention as it pertains to the Common Core State Standards for their grade level.
Tasks
1. Analyze all student assessment data within two weeks of the end of each trimester. (Principal)
2. Build master schedule in early Spring of 2018, test out new schedule, make changes, and implement for 2018/2019 school year. (Principal)
3. Determine teachers for intervention classes and intervention pull out programs by June 1. (Principal)
4. Assign students to the proper intervention program before the start of each trimester.(Principal, Grade Level Representatives and Teachers)
5. Parents and students need to be notified of their placement into intervention classes and intervention pull out programs. (Principal's Secretary)
6. Instructional materials and curriculum needs to be purchased for classes by August 1. (Principal's Secretary)
Measures
1. CAASPP/SBAC Data
2. District Benchmark Assessments
3. Curriculum Assessments
4. Classroom Formative Assessments/Data
7/01/2022- 6/30/2025

Differentiation: Language Arts instruction will be differentiated to meet the needs of all students.
Tasks
1. GATE, RSP, SDC, ELD, students are clustered together for whole group instructions. (Principal)
2. GLAD/SDAIE Strategies for ELD students. (Teachers)
3. Direct Instruction. (Teachers)
4. Small group instruction. (Teachers)
5. Collaborative groups. (Teachers)

6. Individual instruction with an instructional aide for Special Education and ELD students. (Special Education Teacher and EL Aide)
7. Independent study. (Teachers)
Measures
1. Review class placements
2. Classroom observations at least once per week
3. IEP for all Special Education and ELD students
7/1/2022- 6/30/2025

Learning Resources: Students will be provided access to a library with sufficient books, magazines, reference materials, and online resources.
Tasks
1. Provide for teacher classroom supplies. (Teachers and Principal)
2. Continue to purchase novels for the library. (Librarians and Principal)
3. Renew and acquire new magazine subscriptions. (Librarians and Principal)
5. Pilot or start a digital library. (Librarians and Principal)
Measures
1. Teachers have necessary supplies to teach
2. Book inventory
3. Magazine inventory
4. AR use logs and reports
6/30/2022- 07/01/2025

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)
1500	SIP
350	SIP
2650	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.5 - Provide two in-service days on meeting the needs of diverse learners.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

Goal 2

Increase Schoolwide Math Proficiency

When analyzing the 2020/2021 CAASPP data, not all students and statistically significant sub-groups met the targets or scoring within the Standard Met or Standard Exceeded ranges. The school must continue to focus on math proficiency in all grades, and for all subgroups in order to meet future targets. The CAASPP is broken into four ranges: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded.

GOAL OBJECTIVE: Increase the overall percentage of students meeting and exceeding the standard by 15% over the course of three years, as reported on the CAASPP in Mathematics.

PERFORMANCE GAINS EXPECTED FOR STUDENTS:

2020/2021 Math Data: 51.5

Goal for 2022 CAASPP Math Data: 56.5%

Goal for 2023 CAASPP Math Data: 61.5%

Goal for 2024 CAASPP Math Data: 66.5

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL: At the end of each unit, teachers will use the assessments contained in the adopted curriculum to monitor progress towards standards. Grade level teams will collect data and report progress toward goals in Professional Learning Community (PLC) meetings. This data will also be used to identify Level 2 and Level 3 RtI participants. Teachers will use PLC time to create formative assessments based on essential standards, look at collected data, reteach and refine practices on a weekly basis to help increase mastery of standards tested on the CAASPP.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Go Math Assessments
2. CELDT

3. IAB Assessments/Data
4. Formative Assessments/Data

Source	Identified Need
FIA	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	51.5	66.5

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in fifth through eighth grade.

Strategy/Activity

Using Data to Guide Decisions: Data will be analyzed at all levels (Administrative, Grade Levels, and Teachers) to improve the quality of instruction and increase student achievement.
Tasks
1. Analyze State Summative Assessment Data from the previous school year (Principal)
2. Present Annual State Summative Assessment Data to Staff and Community (Principal)
3. Analyze District Formative Benchmark Assessments Each Trimester (Grade Level Representatives and Teachers, Intervention Specialist, EL Aide, Principal)
4. Analyze Curriculum Assessments (Grade Level Teams, Intervention Specialist, EL Aide, Principal)

Rti-Extended Learning Opportunities: Extended Learning Opportunities (ELO) at Jefferson will be aligned to the multi-tiered Response to Intervention program. Students will receive Tier Two or Three interventions through an extended learning opportunity. ELO's will be based on their academic weakness and previously tiered intervention, as it pertains to the California State Standards for their grade level and the RtI program. Students will have the opportunity for extended learning opportunities before, during and after school.
Tasks
1. Identify students who need before, during and after school academic assistance. (Principal, Teachers
2. Purchase instructional supplies, curriculum materials, and on-line content subscriptions. (Principal)
3. Inform parents of the program. (Principal)
4. Fully implement the program. (Principal, Teachers)

Measures
1. Student data reviewed and students identified by the second week of school as well as on a weekly basis for WIN enrichment.
7/1/2022 - 6/30/2025

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)

Strategy/Activity

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

Amount(s)	Source(s)
1800	SIP
1600	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.8 - Monitor and refine the Response to Intervention program district-wide including before, during, and after school.

AS 1.9 - Provide all students access to enrichment/advanced courses/activities that focus on real-word experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Goal 3

Provide all students access to enrichment activities: Increase instruction focus to real-world experiences, performing arts, technology and STEAM.

Source	Identified Need
Suspension Rate	
Chronic Absenteeism	
Graduation Rate	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WIN Schedule		All students receive enrichment on a weekly basis.
CAASPP Scores		Increase in students meeting standard by Goal 1 / Goal 2 percentage expectations.

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)

Student Enrichment : Students will be provided with enrichment opportunities to enhance the learning in our standards-based instructional program.
Tasks
1. Determine destination and coordinate transportation. (Grade Level Representative or SSC)
2. Send and receive permission slips. (Grade Level Representative or Teacher)

3. Take students on the educational opportunity and connect it to the standards. (Teachers)
Measures
1. Determine destination, check standards connections, reserve transportation/admission a minimum of one month prior
2. Invite students one month prior
3. Permission slips one month prior
7/1/2022- 6/30/2025

Extended Learning Opportunities
Tasks: Provide extended learning opportunities at Jefferson that are aligned with the district LCAP goal. Students will receive support through drama, orchestra, STEAM, robotics, coding, musicals, and technology. Increase incentives for proficiency on CAASPP assessment.
Measures
1. Students will be provided opportunities to have elective course in the above areas. (Principal and Teachers)
2. Master schedule will include courses. (Principal and Principal's Secretary)
3. Before, during and after school extended learning opportunities available to students.(Principal, Teachers)
4. Purchase instructional supplies, curriculum materials to support these courses.(Principal and Principal's Secretary)
5. Incentives during the week of CAASPP testing. (Principal)
6. Field trip for students that meet or exceed standards on CAASPP. (SSC)
7/1/2022- 6/30/2025

Strategy/Activity

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

Amount(s)	Source(s)
2499.00	Gate
1500.00	Art Instruction - Services
1500.00	Art Instruction - Staff
1200.00	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.1 - Survey parents, students, and staff annually on school climate, engagement and safety.

2.2 - Enhance and expand school to home communication utilizing email, text, social media, and websites.

Goal 4

Increase Communication Among School, Home, and Community

ISSUE STATEMENT
Every student will be supported, and relationships enhanced, through open communication with parents, students, colleagues and the community to develop partnerships.

GOAL OBJECTIVE
Increase community parnterships by encouraging community organizations, businesses, and families to support Jefferson School.

GROUPS PARTICIPATING IN THIS GOAL
MJPFA
Community Partners
Businesses
Parents

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS
1. Increase partnerships from one to three
2. Increase attendance on all committees including MJPFA, ELAC, and SSC
3. Increase attendance at award's assemblies, Back to School Night, Open House, parent conferences, Winter Program, parenting classes, and orientations
4. Provide school/grade level parent education and orientation nights (district wide)

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL
1. Attendance at events/meetings
2. Feedback
3. Logs

DATA NEEDED TO MEASURE ACADEMIC GAINS:
1. Attendance at events/meetings
2. Feedback
3. Logs

Source	Identified Need

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Logs at Meetings		Parents from each grade level at every meeting.

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 in grades five through eight and their parents/guardians, community members, faculty.

Strategy/Activity

Using Data to Guide Decisions

Data will be analyzed in an effort to get more parents involved at Jefferson School.

Actions
Parent Involvement

Tasks
1. Hold parent informational meetings
2. Collect input/feedback from parent, students, teachers, and community members
3. Create a parental involvement plan from feedback
4. Purchase resources, develop programs to increase parental involvement based on the input
5. Implement resources/programs to educate, inform, and involve parents in Jefferson School
Measures
1. Hold parent meeting monthly (Principal, MJPFA)
2. Collect on-going input (Principal, MJPFA)
3. Create plan by June 1 (Principal, MJPFA)
4. Purchase by September 1 and based on student need (Principal)
5. Implementation is on-going (Principal)
7/01/2022- 6/30/2025

Increase the number of site-level parent education opportunities regarding:
1. Graduation requirements (Back to School Night and Parent Teacher Conferences)
2. Grade-level requirements (Back to School Night and Parent Teacher Conferences)
3. Improving the achievement of their student
4. Common Core Curriculum and Strategies
5. Homework/Studying support
6. How to use Online Communication Tools and Gradebook
7. Bullying
8. Positive Behavior Intervention Support (PBIS)

7/01/2022- 6/30/2025

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)
2500	Character Education
400	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

2.3 - Provide a research based Character Education program that promotes social emotional wellness.

2.4 - Implement the PBIS model to reduce the number of discipline incidents in all school settings.

2.5 - Provide counseling and supports to students/families that are in need.

2.6- Provide training and support to all staff supervising students on the playground/cafeteria.

Goal 5

Maintain a Safe School Environment

ISSUE STATEMENT

In 2019/2020, Jefferson School had 2 suspensions. Jefferson must provide a positive and effective learning environment. Jefferson must decrease incidents, so that suspension incidents will be below 2 by 2021/2022 School Year.

GOAL OBJECTIVE

To lower incidents of suspension to less than 2 by the year 2021/2022 and to use restorative practices for disciplinary action when appropriate.

GROUPS PARTICIPATING IN THIS GOAL
1. PBIS Committee
2. Staff
3. All students

PERFORMANCE GAINS EXPECTED FOR THESE GROUPS 2017-2018 8 or fewer each year for the next three years.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL Weekly and monthly discipline reports.

DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Knowledge gains from classroom formative assessments
2. District Benchmark Assessment Results
3. State Summative Assessment Results

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Documents	2	0

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 in grades five through eight.

Strategy/Activity

Develop and Implement Safety Plan: Jefferson School's Safety Plan will be developed annually with input from all stakeholders. Implementation of the Safety Plan will be on-going daily, with revisions made when needed. Plan will be complete by November 1.

Develop and Implement Crisis Component: Jefferson School will develop crisis procedures with input from the school safety team and local law enforcement. These procedures will be practiced school wide, through a series of drills held monthly on campus.

Develop and Implement Discipline Component: Jefferson School will provide students with a safe and positive learning environment everyday. In order for this to happen, a strict code of discipline will be enforced daily. The code of discipline will be developed from input from teachers, staff, students, parents, and community members, and will be enforced by students, teachers, staff, administration, and law enforcement when needed. Per Ed. Code 49079, at the beginning of each every trimester or any time new students enroll, administration will provide teachers with a discipline report of any of their students who have been suspended or expelled for violation of Ed. Code 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Code of Discipline Contract
Tasks
1. Attend PBIS training (2-year program, starting in the 2019/2020 school year)
2. Create Behavioral Expectations
3. Send expectation home to parents and students.
4. Obtain signatures from parents students.
5. Post expectations around the school.
Measures
1. Send home by the end of the first week of school (Teachers and Office Staff)
2. Return by the end of the second week of school (Teacher, Students and Parents)
3. File all by the end of the first month of school (Office Staff)
7/1/2022- 6/30/2025

Behavior Expectation Assemblies

Tasks
1. Calendar assemblies for the school year (Principal)
2. Inform teachers (Principal)
3. Hold assemblies (Principal and Staff)
Measures
1. Calendar by August 1
2. Inform teachers by the first day of school
3. Hold assemblies by the end of the first week of each trimester
7/1/2022- 6/30/2025

Behavior Expectation Classes
Tasks
1. Identify class components (Teachers and Principal)
2. Develop process for student identification (Teachers and Principal)
3. Notify parents and students when required to take the course (Principal and Counselor)
4. Conduct the course (Principal, Counselor or Designee)
Measures
1. Identification is on-going
2. Seek input from teachers and parents
3. Send communication to parents
4. Implement when needed
07/01/2022- 06/30/2025

Lunch Time Intramural Sports/Peaceful Playgrounds
Tasks
1. Develop an intramural lunch time schedule (Principal and Teachers)
2. Advertise, teach, and create teams (Principal and Teachers)
4. Hold games (Campus Aides, Teachers, Principal)
Measures
1. Review number of lunch time referrals
2. Number of students participating
07/01/2022 - 06/30/2025

Positive Behavior Intervention Support
Tasks
1. Develop a PBIS Team (Principal)
2. Attend PBIS Training (Principal and PBIS Team)
3. Enhance Jefferson CREED with positive reinforcement and student accountability program (PBIS Team)
4. Post Expectations in all settings (PBIS Team)
5. Provide parent information nights (Principal and PBIS Team)
Measures
1. Attend PBIS Training during the 2019-2020 school year (following steps take place post training)
2. Create positive reinforcement and student accountability program.
3. Post expectations
07/01/2022- 06/30/2025

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)
3600	SIP
500	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

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	$
Total Supplemental and Concentration Funds provided to the school from District LCAP	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$21,599.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
Art Instruction - Services	$1,500.00
Art Instruction - Staff	$1,500.00
Character Education	$2,500.00
Gate	$2,499.00
SIP	$13,600.00

Subtotal of state or local funds included for this school: $21,599.00

Total of federal, state, and/or local funds for this school: $21,599.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Chris Potts	Parent or Community Member
Lori Scott	Classroom Teacher
Alyssa Wooten	Principal
Lauren Beith	Other School Staff
Angela Hewey	Parent or Community Member
Brandy Jones-Hsia	Parent or Community Member
Andrea Jennings	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 6/10/2019.

Attested:

Alyssa Wooten	Principal, Alyssa Wooten on 5/5/2020
CHRIS POTTS	SSC Chairperson, Chris Potts on 5/5/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

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
Monticello Elementary School	39-68544-6110373	May 15, 2022	

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)

The primary purpose of this Schoolwide plan is to improve academic achievement throughout Monticello so that all students demonstrate proficiency on the California State Standards. The increased achievement is to result from improving the entire educational program of the school.

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.

ABOUT THIS SCHOOL

Monticello Elementary School is one of four schools in the Jefferson School District in Tracy, California. Our district is located at the southern boundaries of Tracy and continues into the foothills. Jefferson was once a one school district, housing Kindergarten through eighth grades, from 1898-1991. It is steeped in tradition with many area farming families and those who have bought or built in the area because of the school district's outstanding reputation.

Monticello Elementary School opened its doors in January of 1991 with a mid-year transfer of all Kindergarten through third grade students from the original Jefferson campus. In subsequent years, Monticello Elementary School has housed students ranging from Kindergarten to fifth grade, with the grade level configurations changing from year to year to meet growth of the district. Monticello Elementary School will continue to house students from the nearby neighborhoods and rural areas, currently serving students in grades Transitional Kindergarten through fourth grade.

The library building was completed during the 1998-1999 school year. This building consists of a computer lab, library, and nine general education classrooms, along with a Special Education and English Learner classroom. Monticello's construction was finalized during the 1999-2000 school year

with the completion of the multi-purpose room.

We are fortunate to have a very active and supportive Parent Faculty Club. Their contributions of time, creativity, and fundraising continue to enhance our educational programs and learning opportunities for students.

Monticello Elementary School is proud of the many contributions it makes to our local community throughout the year, supporting various non-profit organizations such as Pennies for Patients, Brighter Christmas, Caps for Kids, Jump Rope for Heart (American Heart Association), and our local Animal Shelter.

The goal of Monticello Elementary School's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities. Monticello staff has the goal of increasing individual student learning with the implementation of Common Core strategies, thus promoting the cultivation of critical, collaborative, argumentative, and evident based thinking. Our Response to Intervention (RTI) and Intensive Intervention programs provide additional ELA support, focusing on our English language learner and socio-economically disadvantaged student population, as well as our low performing students.

The current vision of Monticello Elementary is to continually improve our ability to deliver a quality, well-rounded education to each student that is reflective in the implementation of Common Core thinking skills and the CAASPP (California Assessment of Student Performance Progress). The CAASPP assessment has been implemented district wide in grades third through eighth.

Mission Statement:
"Our educational community shares responsibility for all students reaching high levels of learning."

All Monticello Elementary School students are given the research based DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment at the beginning, middle and end of the school year, with progress monitoring assessments being given to those students exhibiting a particular need. Assessment results help to drive intervention implementation by addressing the individual needs of each student. Monticello Elementary School prides itself on creating a safe, positive, and well maintained school environment. This past year, the district implemented the use of a comprehensive social and emotional curriculum called Second Step in all grades. Student actively participate on social skills lessons on a weekly basis, and the tools and strategies being taught are reinforced throughout the school.

Monticello Elementary School is continuing to utilize a PBIS (Positive Behavior Interventions and Supports) program. PBIS focuses on the utilization of positives behavior reinforcements and restorative justice, as opposed to punitive punishments, as a means of behavior modification and improvement. We are in the process of altering our progressive discipline protocols to match these ideals.

PLCs (Professional Learning Communities) have been successfully implemented both school and district wide. Our grade level teams collect data and monitor student progress on a continual basis. The teams’ decisions and progression center around four essential questions of learning. What do we want students to learn? How will we know if they have learned? What will we do if they didn’t learn? What will we do if they already know it?

Our progress indicators consist of:

- CAASPP (California Assessment of Student Performance Progress) - given one time per year.
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) - a reading fluency test for kindergarten through fourth grade.
- DAZE (DIBELS test for comprehension) – a reading comprehension test for grades first through third.
- General Education Progress Reports
- English Learner Progress Reports
- Trimester report cards

Monticello Elementary School places a strong emphasis on the academic achievement of its students. Various programs are offered on our campus to foster the academic success of all students. Programs offered at Monticello include: Rigorous academic curriculum, a strong special education program, after school academic support classes (as funding allows), ELAC (English Learner Advisory Committee), a growing GATE (Gifted and Talented Education) program, Science Olympiad, 1:1 technology integration, an Associated Student Body and student council, RTI (Response To Intervention), and Intensive Intervention. Monticello supports a strong English Learner Program, a remediation program with an intervention specialist, a resource classroom, one SDC (Special Day Class), and two county SDC classes. Our students are also exposed to a general education music program, as well as a physical education program taught by a credentialed physical education teacher beginning in the fourth grade.

Literacy is an important goal at Monticello Elementary School. With the recent adoption of the McGraw-Hill Wonders curriculum, Monticello students are receiving a more rigorous and comprehensive ELA curriculum than ever before. Monticello staff implement numerous engagement strategies on a continual basis, consistent amongst classrooms and across grade levels. Certificated staff focus on the use of common formative assessments, the calibration of assignments, and grading alignment.

Monticello Elementary School utilizes Houghton Mifflin Harcourt Go Math! curriculum. Go Math! is taught in grades kindergarten through eighth, district wide. The Go Math! curriculum utilizes engaging and interactive lesson design, offered in a variety of mediums, encouraging students to think critically about their results and understand the rationale behind the Math concepts being taught. Go Math! employs numerous interactive technology components that differentiate for each grade level. Teachers also have access to the online math intervention program, IXL. This is an individualized math remediation program that adjust to the needs of the student.

The provision of a balanced curriculum is of the utmost importance to the Monticello Elementary School staff. Physical Education is taught at all grade levels for an average of 200 minutes every two weeks. Music appreciation is taught to Transitional Kindergarten through fourth grade students. Additional visual and performing art classes are taught at all grade levels, providing students with a wide variety of learning opportunities. Students are encouraged to hone their listening and speaking skills within each subject matter. A great emphasis is placed on the use of critical, collaborative, and evidence based thinking skills on a daily basis within the classroom setting. The expectation is that every child is provided the opportunity to succeed at a high level.

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).

Monticello Elementary School Site Leadership and MTSS teams participate in the SWIFT FIA as a self-assessment to examine the current status of school-wide practices in the areas of administrative leadership, multi-tiered system of support, integrated education framework, family and community engagement, and inclusive policy structure and practice. The results allow us to identify and prioritize practices for transformation, make internal decisions about actions to install and implement those practices and follow up on the effects of action plans on practices.

Classroom Observations

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

Classroom observations will be conducted throughout the school year by the site administrator. On top of the scheduled formal evaluations that include classroom observations, informal walkthroughs will be completed. Site administration will dedicate time each week to visit classrooms. Observations will focus on student engagement and instruction in an effort to provide teacher with feedback and ongoing support in the areas of classroom management, and the implementation and use of instructional and engagement strategies.

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)

The results of state and district assessments are analyzed and subsequently used to reflect upon and improve classroom instruction in an effort to increase student achievement. Furthermore, state assessments are used as a guide to adjust essential standards mapping and plans. The CAASPP state test results for ELA and Math in third and fourth, as well as formative and summative assessments and DIBELS data for Kindergarten through fourth grade, are used to determine students that require Tier 2 and Tier 3 interventions through a MTSS (Multi-Tiered System of Support/RTI (Response to Intervention) support system. BOY (Beginning of Year), MOY (Middle of Year), and EOY (End of Year) DIBELS assessments, along with progress monitoring, allow for fluid intervention groupings throughout the school year. The data allows grade level teams to assess and reflect upon the performance levels of each individual student. Analyzing the data, along with discussions of pertaining to the social-emotional status of the student, allows the grade level teams to make accurate decisions regarding necessary interventions.

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

On a regular basis, Monticello teachers and staff use curriculum-specific assessment data in a continuous cycle of inquiry to examine and analyze student learning, assess student mastery of essential standards, reflect upon the effectiveness of individual teaching practices, and implement data informed practices. Grade level teams work as PLC's (Professional Learning Communities) to gather data, reflect upon it, refine teaching practices and strategies, and collaborate to increase student engagement and high levels of learning and mastery. Weekly team meetings, coupled with district wide grade level meetings, fosters collaborative staff growth and overall student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are considered "highly qualified," receive ongoing professional development, and continued instructional support. Newly hired staff receive additional support from designated teacher mentors and/or through a vetted Teacher Induction program.

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

Monticello Elementary School utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards, and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments are used to monitor student progress, assess individual student needs, and support student mastery of essential standards. Classroom instruction is differentiated to meet the needs of all students. The Jefferson Elementary School District adopted and implemented new ELA curriculum K-8 in 2017- 2018, and Social Studies curriculum in 2018 - 2019.

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

Teachers are provided staff development through minimum days, after-school courses offerings, staff meetings, and professional development courses. The Coordinator of Curriculum and Instruction, in conjunction with the site principal and leadership team, develop course offerings aligned with new textbook adoptions and the individual needs of each school site. Professional development is provided throughout the school year to improve standards-based instruction. Ninety percent of the Monticello teaching staff have attended the Professional Learning Community (PLC) conference. All of our site leadership team members are PLC trained and lead content area meetings on minimum day Mondays. The primary goal of the weekly PLC meetings is to create formative assessments, identify content area essential standards, use data to make informed instructional decisions, and collaborate in the planning of intervention and enrichment programs.

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

All teachers are afforded equitable access to support from an Instructional Coach, EL Specialist, Intervention Specialist and ongoing professional development.

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

Beginning in the 2015 - 2016 school year, the daily and hourly school schedule was adjusted to accommodate a 1:30pm dismissal every Monday to ensure teachers receive protected grade level collaboration time in the form of PLCs. This PLC team time is dedicated to improving academic results through the development of summative and formative assessments, providing data that can be used to improve classroom instruction. Grade level teams work through a continuous process of inquiry and reflection, focusing on the refinement of instructional practices through lesson studies, observations, book studies, and the PLC process. Throughout the 2021-2022 school year, teacher teams met to and worked through cycles of analyzing data and providing targeted interventions to specific students.

Teaching and Learning

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

The Monticello Elementary School instructional process is designed to ensure that all students show progress and develop the skills necessary to become contributing members of society. A collaborative partnership among staff, students, parents/guardians, and our community assist in each student's educational success. PLC (Professional Learning Communities) assists with the provision of a cohesive curriculum throughout each grade level classroom.

ENGLISH/LANGUAGE ARTS
McGraw-Hill Wonders is utilized in Kindergarten through fourth grade. This district adopted series provides universal access to all students. Student progress is measured via summative and theme based skills assessments, formative assessments, classroom assignments, and DIBELS fluency results.

Students receiving special education services work in small clusters or one-on-one for their designated amount of time as defined within student IEP's. The resource teacher and support staff work on specific goals that have been created to meet the individual learning needs of each student. Monticello Elementary School uses a combined pull-out and push-in Response to Intervention (RTI) and English Lerner intervention model. Students identified as at-risk receive services four to five times per week.

MATH
The district adopted Go Math! curriculum is utilized in Kindergarten through fourth grade at Monticello Elementary School. This program, aligned with the Common Core Standards, assists in achieving success through teacher differentiated instruction and technology integration. Supplemental Math materials might include Daily Math Review and/or various online videos, and the use of IXL, an online math remediation program. After school Math intervention will occur, as funding allows.

HISTORY/SOCIAL SCIENCES
The History/Social Science curriculum utilized at Monticello Elementary School is TCI. This program is aligned with state framework and addresses social skills in grades kindergarten through third grade. Students study social skills as they pertain to school, neighborhood, community, and region. The program exposes students to exploratory activities related to geography, economics, and local history. Fourth grade students study California state history. Within this Social Sciences program, current events are addressed, as well as cultural activities and character traits. Monticello recognizes patriotic days, reflects on Project Wisdom's Words of Wisdom quotes, participates in multi-cultural activities, organizes community service projects, and celebrates our diverse student population. Each year, our fourth grade students participate in Walk Through California; an interactive on-site field trip that takes our students through California's rich history. Our third grade students participate in a simulation of Pioneer life, culminating with a field trip to a one room school house dating back to the 1800s.

SCIENCE
Monticello Elementary School currently utilizes the STEMScopes Science curriculum. Students are encouraged to participate in a hands-on learning approach. Grade level teams utilize GLAD curriculum to supplement current NGSS based Science lessons. The strategic implementation of NGSS (Next Generation Science Standards) continues, with teachers implementing amazing lessons within their classrooms. Monticello Elementary School staff is receives condescend NGSS professional development sessions throughout the school year during site staff meetings.

TECHNOLOGY
Monticello Elementary School continues to integrate technology throughout all curriculum areas. Students in first through fourth grade have one to one Chromebook access within the classroom, while Transitional Kindergarten and Kindergarten classrooms are provided with ten Chromebooks a piece. All classrooms are equipped with document cameras, as well as projectors. Certificated staff members are provided with a personal lap top computer.

FINE ARTS
In 2007 the district hired a certificated music teacher to provide music instruction one day per week to all students in Transitional Kindergarten through fourth grade at Monticello Elementary. Students participate in many activities, including a school wide sing along, a winter program presentation and various musicals throughout the school year. An Artist in Residence program has been a part of our school curriculum for over twenty years. This program is wildly popular with staff and students alike. The Artist in Residence program occurs, as funding allows, in the areas art and/or dance.

PHYSICAL EDUCATION
Fourth grade students are provided a comprehensive physical education program, taught by a credentialed physical education teacher, five days per week for a forty-five minute period each day. Students in Kindergarten through fourth grade adhere to the standards and guidelines, providing students with a minimum of 200 minutes of instruction every ten school days. Student goals also include fitness concepts that align with state testing which begins in the fifth grade.

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

All teachers are required to turn in weekly lesson plans reflecting their daily schedule and time allocated for all subjects, specifically ELA and Math.

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

Monticello Elementary has implemented a RTI program (Response to Intervention) that occurs four to five days a week (depending on grade level) in 45 minute sessions to assist all students in meeting, as well as exceeding, the essential ELA standards. During these sessions, students are grouped by both ability and area of need. RTI services are provided primarily via push-in services by our site intervention specialist, our English Learner instructional aide, classroom instructional aides, and our credentialed classroom teachers. Student groups are fluid and flexible, reviewed on a regular basis, and based upon the progress of each individual student. In addition to push-in RTI services, students demonstrating exceptional need receive pull-out Intensive Intervention services. Intensive Intervention occurs four to five times a week in 45 minute sessions in a small group setting. Every effort is made to keep grade level groups at a size of four to six students to one intervention aide. Intensive Intervention focuses on the recouping of skills necessary to fully access grade level ELA curriculum.

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

All students have access to standards aligned materials including students in Special Education and English Language Learners. Ancillary materials are utilized along with the textbook adoption to assure that scaffolding occurs appropriately.

Monticello Elementary School teachers are trained on the implementation of GLAD (Guided Language Acquisition Design) strategies. GLAD is designed to specifically target and promote language skills, academic achievement, and cross-cultural skills. The GLAD curriculum encourages project-based, student-centered learning that is inquiry driven. Elements of GLAD are used across curricular areas on a routine basis.

Supplementary materials appropriate to specific student groups are utilized to support classroom instruction. The Resource Specialist, Intervention Specialist and English Language Para collaborate with the general education teachers on a regular basis to ensure that our special education students and at-risk students are succeeding. They communicate accommodations, modifications and behavior needs in accordance with individual IEP, 504 and SST plans. Plans are reviewed on an annual and triennial basis.

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

Board Policy guides the text selection process in the district. The local board of the Jefferson School District certified, in November 2006, that each pupil in the district has equal access to textbooks or basic instructional materials in each of the following areas. Monthly meetings provide opportunity to share Williams Act concerns.

The board adoption years for each subject area are as follows:
Language Arts- 2017 (McGraw-Hill Wonders)
Mathematics- 2014 (Houghton Mifflin Harcourt Go Math!)
History/Social Science- 2018 (TCI)
Science- 2020 (STEMScopes)
Social and Emotional - 2018 (Second Step)

Opportunity and Equal Educational Access

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

All students at Monticello Elementary have the opportunity of equal access to all instructional materials appropriate to student groups. Our student population currently includes a 13.7% (approximately 54 students) English Learner population. We utilize all available resources in an effort to ensure that our students are provided an optimal learning environment. All students are given equal access to curriculum taught at their grade level. Teachers utilize thematic skills based tests, chapter assessments, and curriculum provided benchmark assessments to monitor student progress.

Monticello Elementary provides services to our special education population in a variety of ways. We currently have one resource teacher, providing both push-in and pull-out services in accordance with IEP specifications. She is assisted by one instructional aides. In addition, Monticello Elementary houses a Mild/Moderate Special Day Class (SDC), providing services for the district's 1st through 3rd grade students. Students within our SDC program participate in general education mainstreaming activities with their peers, as permitted/identified per their IEP.

Monticello Elementary has one full-time Speech and Language pathologist on site. Services are provided to students in Transitional Kindergarten through fourth grade per their IEP specifications. Additional speech services are provided, via an RTI (Response to Intervention) model, to those students identified through the SST process as needing additional general education speech support. In addition, Monticello Elementary currently houses an on-site pre-school speech program, serving a portion of our district’s special education students not yet enrolled in compulsory education. We currently house two County Special Education classrooms serving students in Kindergarten through fourth grade. Students are mainstreamed with their grade level peers as appropriate. School based counseling services are provided at Monticello Elementary two days per week for 6.0 hours each day, supporting students with special issues that may deter them from being successful within the general education school setting.

Monticello Elementary has one bilingual instructional paraprofessional who assists our EL (English Learner) student population for 5.75 hours per day. Our students requiring EL services are identified via the Home Language Survey information provided upon a student’s initial enrollment in school. Students are assessed in English through oral, written, and reading skills using the ELPAC (English Language Proficiency Assessments for California) assessment. Those students identified as limited in their English language development receive additional English language instruction, as well as instruction in the core curriculum, within a regular classroom setting from the classroom teacher. The classroom teacher is supported by the English Learner Instructional aide.

Evidence-based educational practices to raise student achievement

Teachers monitor student growth utilizing both formative and summative assessments. Such assessments are collaborated upon throughout the PLC (Professional Learning Communities) process within each grade level. Both site and district grade level teams continue to work collaboratively to ensure that all students are receiving high quality instruction and are meeting identified core curricular essential standards.

Throughout the school year, students are assessed utilizing a variety of assessment tools, including but not limited to: DIBELS, DAZE, McGraw-Hill Wonders, and Houghton Mifflin Harcourt Go Math!. All assessments align with Common Core Standards. The California Assessment of Student Performance and Progress (CAASPP) is given each year in the spring to students in third and fourth grade.

GATE (Gifted and Talented Education Program) - Children in third and fourth grade are tested in the fall and spring of each school year, and all second grade students are tested in the spring using the OLSAT testing tool. In addition, a portfolio process is used in second through fourth grade, to assist with the identification of GATE students. To be considered for GATE, students must meet the criteria outlined in the district's comprehensive GATE plan. GATE program opportunities vary at Monticello Elementary School, dependent on the number of identified students. The program currently includes daily differentiated instruction in the classroom setting, along with clustered students at their respective grade level, in a designated classroom. As funding allows, additional resources are offered, such as field trips and after school enrichment programs. Teachers consistently differentiate with their students to ensure educational success.

Parental Engagement

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

Monticello Elementary School will continue efforts to improve academic achievement, attendance and discipline via the implementation of tiered intervention supports, progressive discipline, restorative practices, SART (Student Attendance Review Team) and SARB (Student Attendance Review Board) meetings. Student Study Team (SST) meetings are designed to support a student's academic, social, and emotional learning through communication between home and school, offering various interventions to support students.

Monticello Elementary maintains open and accessible communication among school staff, teachers and parents/guardians. The communication system, Aeries LOOP, is utilized to disseminate information en masse via phone message, text message, and email. Our school maintains an open door policy, allowing parents/guardians to visit and/or volunteer on our site on an as-needed basis. Our school holds annual parent/guardian-teacher conferences, and produces a weekly staff/school newsletters sent via Aeries LOOP and posted online. Staff members communicate by phone, text, and email on a consistent basis with the parents/guardians of their respective students.

Classroom teachers invite community members to speak in their classrooms, presenting various materials such as career related information and various available community programs and activities.

Throughout the school year, Monticello sponsors fundraisers in support of various charities to raise awareness within our school community. Examples of such charities include: Food Drives, Brighter Christmas, and Pennies for Patients.

Monticello Elementary participates in an annual Jump Rope for Heart fundraiser, supporting the American Heart Association whilst promoting student outdoor activity and exercise.

The Monticello Elementary community assists with and participates in a variety of activities throughout the school year. Those activities may include: The Fall Carnival, The Winter Program, Jump Rope for Heart, Holiday Gift Shop, Book Fair, classroom plays, Monticello/Jefferson Carnival, Spring Sing, PFA (Parent Faculty Association) Movie Nights, and our Parent Volunteer Program.

Some barriers to student success include limited involvement from the parents of at-risk students, and students who are English Language Learners and/or new to the country. We continue to support our at-risk students, providing both push-in and pull-out intensive intervention services (Tier II and Tier III), English language acquisition services, differentiated instruction, the use of Guided Language Acquisition and Development (GLAD) strategies, and the provision of school-based counseling services.

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)

Monticello Elementary School maintains an active School Site Council (SSC) consisting of the following council members:

- The Principal
- Site Teacher representatives
- Parents
- Classified Staff representation

The SSC is involved in the planning, implementation and evaluation of the consolidated application programs on the Monticello campus. The primary goal of Monticello's School Site Council is to facilitate, implement, and make significant funding decisions with the intent of supporting the provision of high quality, well-balanced learning opportunities.

Funding

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

Monticello Elementary School does not currently receive categorical funding.

Fiscal support (EPC)

Funds allocated to Monticello Elementary School are used to support teacher collaboration to ensure that all students are receiving standards-based instruction. In addition, teacher release time is used to align curriculum, develop interventions, and ensure that all students are receiving appropriate support in the general education learning environment.

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

The School Site Council (SSC) shall develop the content of the School Plan for Student Achievement (SPSA) (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP), if any, by the SSC (EC Section 64001[i]).

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).

Monticello Elementary School follows the above guidelines and meets regularly throughout the school year to review the SPSA.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	108	97
Grade 1	93	69	100
Grade 2	79	91	76
Grade3	97	82	105
Grade 4	91	88	85
Grade 5	1		
Total Enrollment	460	438	463

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	75	65	70	16.3%	14.8%	15.1%
Fluent English Proficient (FEP)	21	28	24	4.6%	6.4%	5.2%
Reclassified Fluent English Proficient (RFEP)	8	10	8	14.0%	13.3%	12.3%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	95	102	95	94	100	95	94	100	99	98.9	98.0
Grade 4	80	90	91	78	89	86	78	89	85	97.5	98.9	94.5
All Grades	176	185	193	173	183	186	173	183	185	98.3	98.9	96.4

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2455.	2443.	2426.	34.74	28.72	25.00	31.58	35.11	26.00	18.95	22.34	26.00	14.74	13.83	23.00
Grade 4	2463.	2512.	2486.	23.08	35.96	32.94	24.36	35.96	24.71	24.36	19.10	16.47	28.21	8.99	25.88
All Grades	N/A	N/A	N/A	29.48	32.24	28.65	28.32	35.52	25.41	21.39	20.77	21.62	20.81	11.48	24.32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.00	32.98	19.00	41.05	54.26	65.00	18.95	12.77	16.00
Grade 4	16.67	40.45	31.76	61.54	50.56	54.12	21.79	8.99	14.12
All Grades	29.48	36.61	24.86	50.29	52.46	60.00	20.23	10.93	15.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.84	23.40	20.00	46.32	58.51	55.00	16.84	18.09	25.00
Grade 4	20.51	32.58	16.47	53.85	56.18	57.65	25.64	11.24	25.88
All Grades	29.48	27.87	18.38	49.71	57.38	56.22	20.81	14.75	25.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.32	21.28	11.00	65.26	65.96	79.00	8.42	12.77	10.00
Grade 4	17.95	33.71	30.59	67.95	60.67	60.00	14.10	5.62	9.41
All Grades	22.54	27.32	20.00	66.47	63.39	70.27	10.98	9.29	9.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.37	25.53	19.00	55.79	54.26	64.00	16.84	20.21	17.00
Grade 4	23.08	33.71	15.29	51.28	57.30	72.94	25.64	8.99	11.76
All Grades	25.43	29.51	17.30	53.76	55.74	68.11	20.81	14.75	14.59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	96	95	102	95	95	100	95	95	98	99	100	98.0
Grade 4	79	90	91	77	89	88	77	89	88	97.5	98.9	96.7
All Grades	175	185	193	172	184	188	172	184	186	98.3	99.5	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2458.	2439.	2428.	24.21	15.79	14.29	41.05	43.16	35.71	25.26	23.16	27.55	9.47	17.89	22.45
Grade 4	2466.	2504.	2473.	11.69	24.72	20.45	32.47	41.57	21.59	32.47	28.09	34.09	23.38	5.62	23.86
All Grades	N/A	N/A	N/A	18.60	20.11	17.20	37.21	42.39	29.03	28.49	25.54	30.65	15.70	11.96	23.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.21	26.32	20.41	41.05	52.63	54.08	14.74	21.05	25.51
Grade 4	27.27	39.33	18.18	37.66	42.70	48.86	35.06	17.98	32.95
All Grades	36.63	32.61	19.35	39.53	47.83	51.61	23.84	19.57	29.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	27.37	30.53	21.43	55.79	45.26	60.20	16.84	24.21	18.37
Grade 4	12.99	28.09	22.73	49.35	58.43	51.14	37.66	13.48	26.14
All Grades	20.93	29.35	22.04	52.91	51.63	55.91	26.16	19.02	22.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	36.84	27.37	20.41	53.68	53.68	67.35	9.47	18.95	12.24
Grade 4	19.48	34.83	21.59	53.25	53.93	51.14	27.27	11.24	27.27
All Grades	29.07	30.98	20.97	53.49	53.80	59.68	17.44	15.22	19.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	1475.2	1485.5	*	1471.8	1480.4	*	1482.7	1497.6	*	19	16
1	1466.1	1485.5	1531.6	1450.4	1485.9	1553.3	1481.2	1484.8	1509.5	16	13	14
2	1491.5	1503.2	1499.1	1492.6	1487.4	1505.5	1489.9	1518.6	1492.1	11	14	17
3	*	*	1515.6	*	*	1527.1	*	*	1503.4	*	8	14
4	*	1567.4	1547.4	*	1580.6	1548.7	*	1553.5	1545.8	*	11	16
All Grades										50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	36.84	56.25	*	31.58	12.50	*	31.58	12.50		0.00	18.75	*	19	16
1	*	30.77	57.14	*	53.85	28.57	*	7.69	14.29	*	7.69	0.00	16	13	14
2	*	28.57	35.29	*	35.71	58.82	*	35.71	0.00		0.00	5.88	11	14	17
3	*	*	42.86	*	*	21.43		*	35.71		*	0.00	*	*	14
4	*	36.36	31.25	*	63.64	31.25		0.00	37.50	*	0.00	0.00	*	11	16
All Grades	36.00	29.23	44.16	42.00	46.15	31.17	*	21.54	19.48	*	3.08	5.19	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	31.58	50.00	*	47.37	18.75		21.05	18.75		0.00	12.50	*	19	16
1	*	38.46	78.57	*	46.15	7.14	*	15.38	14.29	*	0.00	0.00	16	13	14
2	*	28.57	70.59	*	35.71	17.65	*	35.71	5.88		0.00	5.88	11	14	17
3	*	*	50.00	*	*	42.86	*	*	7.14		*	0.00	*	*	14
4	*	81.82	43.75	*	9.09	43.75		9.09	12.50	*	0.00	0.00	*	11	16
All Grades	42.00	43.08	58.44	40.00	33.85	25.97	*	20.00	11.69	*	3.08	3.90	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	31.58	43.75	*	31.58	25.00	*	31.58	18.75	*	5.26	12.50	*	19	16
1	*	38.46	42.86	*	38.46	35.71	*	15.38	14.29	*	7.69	7.14	16	13	14
2	*	14.29	17.65	*	42.86	52.94	*	35.71	23.53	*	7.14	5.88	11	14	17
3	*	*	0.00	*	*	42.86	*	*	42.86		*	14.29	*	*	14
4	*	27.27	18.75	*	63.64	31.25	*	9.09	37.50	*	0.00	12.50	*	11	16
All Grades	30.00	24.62	24.68	36.00	38.46	37.66	*	30.77	27.27	*	6.15	10.39	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	36.84	37.50	*	63.16	56.25		0.00	6.25	*	19	16
1	*	53.85	71.43	*	46.15	28.57	*	0.00	0.00	16	13	14
2	*	35.71	35.29	*	64.29	58.82		0.00	5.88	11	14	17
3	*	*	42.86	*	*	57.14		*	0.00	*	*	14
4	*	63.64	62.50	*	36.36	37.50	*	0.00	0.00	*	11	16
All Grades	60.00	43.08	49.35	34.00	53.85	48.05	*	3.08	2.60	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	36.84	56.25	*	57.89	18.75		5.26	25.00	*	19	16
1	*	23.08	85.71	*	61.54	7.14	*	15.38	7.14	16	13	14
2	*	14.29	76.47	*	85.71	17.65		0.00	5.88	11	14	17
3	*	*	71.43	*	*	28.57	*	*	0.00	*	*	14
4	*	72.73	31.25	*	27.27	68.75	*	0.00	0.00	*	11	16
All Grades	42.00	33.85	63.64	48.00	60.00	28.57	*	6.15	7.79	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	26.32	37.50	*	73.68	56.25		0.00	6.25	*	19	16
1	*	46.15	71.43	*	46.15	28.57	*	7.69	0.00	16	13	14
2	*	21.43	47.06	*	71.43	41.18	*	7.14	11.76	11	14	17
3	*	*	7.14	*	*	78.57		*	14.29	*	*	14
4	*	18.18	25.00	*	81.82	43.75	*	0.00	31.25	*	11	16
All Grades	38.00	24.62	37.66	50.00	67.69	49.35	*	7.69	12.99	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	68.42	62.50	*	21.05	18.75	*	10.53	18.75	*	19	16
1	*	23.08	14.29	*	69.23	71.43	*	7.69	14.29	16	13	14
2	*	28.57	17.65	*	64.29	76.47	*	7.14	5.88	11	14	17
3	*	*	7.14	*	*	78.57		*	14.29	*	*	14
4	*	27.27	25.00	*	72.73	68.75	*	0.00	6.25	*	11	16
All Grades	38.00	35.38	25.97	50.00	56.92	62.34	*	7.69	11.69	50	65	77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
463	19.0	15.1	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	15.1
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	88	19.0
Students with Disabilities	41	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.3
American Indian or Alaska Native		
Asian	90	19.4
Filipino	23	5.0
Hispanic	186	40.2
Two or More Races	28	6.0
Native Hawaiian or Pacific Islander	5	1.1
White	109	23.5

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
24.6 points above standard	30.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.2 points	Increased ++7.3 points	2
181	38	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
0 Students	25.7 points above standard	30 points below standard
	Increased Significantly ++24.8 points	Increased Significantly ++38.4 points
	49	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	71.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Increased Significantly ++27.8 points	9
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
15.7 points above standard	53.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	12.2 points above standard
Increased Significantly ++16.6 points	Declined Significantly -19.7 points	1	Maintained -1.1 points
70	14		61

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
12.6 points below standard	70 points above standard	22.4 points above standard
Declined -9 points	Increased Significantly ++24.1 points	Increased ++13.8 points
18	20	141

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
12.4 points above standard	15.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points	Increased ++6.6 points	2
181	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	No Performance Color
	4 points above standard	20.3 points below standard
	Increased ++8.6 points	Increased ++6.7 points
	49	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	38.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4	1	Increased ++8.5 points	9
		21	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
4.9 points above standard	33.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	9.7 points above standard
Increased Significantly ++16 points	Declined Significantly -24.6 points	1	Declined -8.3 points
70	14		61

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
21.2 points below standard	48.4 points above standard	10.7 points above standard
Declined -6.1 points	Increased Significantly ++19.9 points	Increased ++3.4 points
18	20	141

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
68.2 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.0	22.7	11.3	56.8

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Green	No Performance Color
6.4	6.6	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Declined -3.1	3
470	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	10.5	4.8
0	Maintained +0.3	Declined -4.2
	133	63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	4	4.8
Declined -12.5	2	Increased +1.4	Declined -6.3
16		50	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
8.3	3.6	Less than 11 Students - Data Not Displayed for Privacy	5.8
Increased +0.8	Declined -7.9	5	Increased +1.8
192	28		156

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.5	0	Less than 11 Students - Data Not
Declined -0.4	Declined -1.5	3
480	80	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Orange
	0	6.2
	Declined -2.5	Declined -1.1
	137	65

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
6.3	Less than 11 Students - Data 2	0	4.8
Increased +6.3		Maintained 0	Increased +4.8
16		51	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
1	0	Less than 11 Students - Data 5	1.9
Declined Significantly -1.5	Maintained 0		Declined -0.6
199	28		158

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.9	1.5

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.1: Ensure that the ELA/ELD CCSS instructional units are implemented using CCSS strategies.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.

Goal 1

Goal: Increase School-wide ELA Proficiency

In analyzing the 2020-2021 ELA CAASPP data, 51 percent of our third and fourth grade students scored within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on ELA proficiency at all grade levels in order to meet future goals. The goal will be to increase proficiency by four percent annually.

Over the course of the next three years, we will see an increase in the overall percentage of students meeting and exceeding the standard by 4% or more each year, as reported on the CAASPP in ELA. Students in Kindergarten through second grade will demonstrate an increase of 10% or more students at meeting or above benchmark as measured by the DIBELS Composite Score.

Students in third and fourth grades will participate in this CAASPP goal. All students at Monticello Elementary, including Kindergarten through second grade, who will be identified by individual levels using DIBELS, summative, formative assessments, and classroom work.

Monticello Elementary will utilize several sources of data available to evaluate progress toward these goals. There will be Professional Learning Communities (PLC), to collect and share student data and information regarding student progress. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) fluency scores, as well as DIBELS Next scores will be recorded and evaluated. ELPAC test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade.

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments
2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. ELPAC Results

All components of the newly adopted McGraw-Hill Wonders ELA curriculum assist in addressing the needs of our socio-economically disadvantaged students, EL students, GATE students, intervention students and the general education student population of Monticello Elementary.

Source	Identified Need
ELA Dashboard	
Math Dashboard	
English Learner Progress	
College and Career	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Percentage of students meeting and exceeding the standard	51%	53% (2022-2023) 57% (2023-2024) 61% (2024-2025)
DIBELS Composite Score (Kindergarten)	47%	51%(2022-2023) 55% (2023-2024) 59% (2024-2025)
DIBELS Composite Score (First Grade)	72%	76%(2022-2023) 80%(2023-2024) 84% (2024-2025)
DIBELS Composite Score (Second Grade)	64%	68% (2022-2023) 72% (2023-2024) 76% (2024-2025)

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 in grades Kindergarten through fourth grade.

Strategy/Activity

Monticello Elementary will monitor the implementation of the recently adopted ELA curriculum, McGraw-Hill Wonders. Data will be analyzed at all areas (Administrative, Grade Level, and

Teachers) in an effort to improve the quality of instruction and increase overall student achievement.

Students will receive support, as needed, via the RTI (Response to Intervention) program, the classroom teacher, the Intervention Specialist, and/or EL instructional aide through the implementation and utilization of adopted curricular materials in an effort to assist all students, especially our English Learner and socioeconomically disadvantaged population.

Ongoing progress toward goal objectives will be measured by:

1. DIBELS Composite Score
2. Curriculum Assessments
3. ELPAC scores
4. Formative and Summative Assessments
5. CAASPP Interim Assessments (IABs)

The following personnel will be responsible for progress monitoring, data collection, and implementation.

1. Principal
2. Grade Level Representatives and Teachers
3. Intervention Specialist
4. English Learner Instructional Aide

Start Date - End Date

7/1/2022 - 6/30/2025

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)
255.00	SIP
1257.00	SIP
1000.00	SIP

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1:
Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Goal 2

Goal: Increase School-wide Math Proficiency

In analyzing the 2020-2021 CAASPP data, approximately 49 percent of our third and fourth grade students scored within the Standard Met or Standard Exceeded range. CAASPP data is broken into four areas as defined by scaled score ranges: Standard Exceeded, Standard Met, Standard Nearly Met and Standard Not Met. Monticello Elementary must continue to focus on Math proficiency at all grade levels in order to meet future goals.

Over the course of the next three years, we will see an increase in the overall percentage of students meeting and exceeding the standard by 4% or more each year, as reported on the CAASPP in Math.

Students in third and fourth grade will participate in this goal equally, with the focal point being our socioeconomically disadvantaged and English Learner student population. Monticello Elementary School will use formative and summative assessments to guide instruction and identify students in need. It is expected that teachers will be teaching differentiated lessons within their classrooms to assist all students in understanding the various essential Math standards. An after school intervention program has been proposed, as funding allows.

Students will be expected to achieve an increase in scale score by fifteen points, as reported by the CAASPP. Students demonstrating exceptional need will receive assistance from our EL Instructional aide, site intervention aides, resource teacher, instructional aide and classroom teacher to assist in an effort to address student Math deficiencies.

Monticello Elementary School will utilize several sources of data available to evaluate progress toward these goals. Professional Learning Communities (PLC) collect and share student data and information regarding student progress. These meetings will assist teachers in advancing students into the next level of their Mathematics ability. ELPAC test scores will be used to note progress among our English Learner population. CAASPP test score results are used to note progress and deficits in third and fourth grade. Teachers will utilize differentiated instruction within the classroom setting.

Ongoing progress toward goal objectives will be measured by:

1. Formative and Summative Classroom Assessments

2. DIBELS and DIBELS Next scores
3. CAASPP Practice Assessments
4. ELPAC Results
5. Chapter and Unit Assessments

Source	Identified Need
FIA	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Percentage of students meeting and exceeding the standard	49%	53% (2022-2023) 57% (2023-2024) 61% (2024-2025)

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 in third and fourth grade.

Strategy/Activity

Supporting Student Needs

Monticello Elementary School will support the district adopted Mathematics curriculum, Go Math!, taught daily in each classroom. Monticello Elementary will continue to emphasize the nurturing of critical, collaborative, evidentiary and argumentative thinking skills with students, as defined by Common Core State Standards. Students will have access to IXL, an online math tutorial/remediation program, as needed.

Ongoing progress towards goal objectives will be measured by:

1. Curriculum Assessments
2. ELPAC scores
3. Formative and Summative Assessments
4. CAASPP Interim Assessments

The following personnel will be responsible for progress monitoring, data collection, and implementation.

1. Principal

2. Grade Level Representatives and Teachers

Start Date - End Date

7/1/2022 - 6/30/2025

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

Amount(s)	Source(s)
2,000.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

State Priority:
Priority 6 - School Climate (Engagement)

Goal 3

Goal: Attendance

Students must be present in school to benefit from the daily instruction in the classroom. Monticello Elementary School must increase their daily attendance rate so that quality instruction is able to be received by all students each day. Monticello's current attendance rate is 96.36%. Our goal is to increase our daily attendance rate by a minimum of 1% each year over the course of three years, utilizing both individual and class based incentives, increased parent communication pertaining to the importance of attendance, and improved and consistant monitoring of individual student attendance. coordinated by the attendance clerk, School Site Council, Parent Faculty Association and site principal.

All students in grades Transitional Kindergarten through fourth grade will participate in this goal.

Office staff and/or site administration maintain communication with parents/guardians, keeping them informed of current attendance and tardy rates in an effort to educate parents as tot he importance of regular school attendance, and to encourage them to arrive at school on time. Student attendance notices are sent to the parents of students with excessive absences, unexcused absences, and/or excessive tardies. . Attendance review meetings and SARB hearings are held as necessary.

Goal progress will be routinely monitored through the collection of various forms of data. Monthly and yearly attendance summary reports generated via our Aeries attendance reporting system. PBIS incentives will be issued to students as positive rewards for meeting attendance requirements, and are logged as given.

Source	Identified Need
Suspension Rate	
Chronic Absenteeism	
Graduation Rate	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual attendance rate as reported by Aries	96.36%	97.36% (2022-2023) 98.36% (2023-2024) 99.36% (2024-2025)

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 student in Transitional Kindergarten through fourth grade, as well as site staff members, will participate in this goal.

Strategy/Activity

Attendance will be monitored by the school attendance clerk and site administrator. PBIS incentives are given to classes each time they reach ten days with perfect attendance. An annual drawing takes place at the final awards assembly including all students with perfect attendance for the entire year.

Parents are notified via phone call when students are absent. Letters are sent home to notify parents when students have excessive tardies, excessive absences, unexcused absences, and chronic absences. SART and SARB meetings are held at both the site and district level as needed.

Data is collected by both the site attendance clerk and site principal via AERIES attendance queries. Student attendance will be monitored on a daily basis, in addition to monthly attendance reports. The SARB (Student Attendance Review Board) process will be implemented as needed, based on unexcused absences and tardies in excess of thirty minutes. Those students with excellent attendance will be recognized.

Start Date - End Date

7/1/202022-6/30/2025

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)
500.00	Character Education
1000.00	SIP
2000.00	School Safety

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning
environment.

AS 2.1: Survey parents, students, and staff annually on school climate, engagement and safety.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

AS 2.6: Provide training and support to all staff supervising students on the playground/cafeteria. (Campus Aides, Teachers, and Administrators)

Goal 4

Goal: Safe School Environment

In 2020-2021, Monticello Elementary had nine suspensions. In order to meet our established goal of decreasing our annual suspension rate, it is imperative that Monticello Elementary School provides a positive and effective learning environment. Monticello Elementary School must decrease behavioral incidents in an effort to decrease the average suspension. Monticello Elementary School's goal is to lower suspensions of all students, specifically those that have more than one suspension, to one student suspended by the 2024-2025 school year. This is possible with the provision of school based counseling, positive behavior intervention support, and the continual use of restorative justice.

It will be imperative that all stakeholders have positive communication, have a thorough understanding of all rules and expectations, and are provided with the sport necessary to accomplish our goal. The following groups will participate in the accomplishing of this goal: students, parents/guardians, all site staff members and site administration.

Bench passes, behavior referrals, and suspensions have shown a drastic decrease since implementing a positive behavior intervention system (PBIS). This will be expected as we continue to implement PBIS strategies in conjunction with our newly adopted social and emotional development curriculum, Second Step. Parents/Guardians are informed, via a phone call, email or note home, each time their child receives any form of disciplinary action.

Site administration will be looking for a consistent decrease in bench passes, behavior referrals, and overall suspensions. All behavioral infractions are recorded in Aeries. Aeries behavior reports are generated to measure student behavior infractions and track student infractions and suspensions.

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Suspension Date	3 Students Suspended	3 Students Suspended (2022-2023) 2 Students Suspended (2023-2024) 1 Student Suspended (2024-2025)

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 student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Monticello Elementary will continue to follow a progressive discipline model, insuring a safe, responsible, and respectful learning environment of all students. Administration will send positive notes home to students and make positive phone calls to families. Parents/guardians will receive information regarding student discipline issues, as well as notification from staff and administration regarding positive student behavior. Emails and phone calls will be made detailing the positive progress students are making at school, both academically and socially.

The following measure will be utilized to collect and analyze behavior data and the implementation of positive behavior interventions.
* Record all negative student behavioral issues in Aeries.
* Low level discipline infractions taking place in the classroom and on the play yard are tracked via a Google Survey/Doc.
* Record all students who have had zero behavioral issues.
* Reward students who have been making positive choices.
* Student behavior data.

Start Date - End Date

7/1/2022 - 6/30/2025

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)
374.00	Character Education
2500.00	SIP
2370.00	School Safety

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Student will receive Jaguar Den tickets when making good choices, and given an opportunity to purchase items at the Jaguar Den store utilizing their incentive tickets. Both individual and social group counseling will be offered on site by Valley Community Counseling to those students demonstrating areas of need that are specifically impacting school success. Communication with parents is maintained throughout the year by both classroom teacher and site administration to ensure a collaborative approach to positive behavior outcomes.

Items will be purchased on a routine basis to keep the Jaguar Den stocked with various age appropriate incentives. On an annual basis Jaguar Den tickets and "Take Paws for Good Behavior" certificates are purchased,

Data is kept to track the number of Jaguar Den tickets distributed to students and the number of "Take Paws for Good Behavior" certificates issued on an annual basis.

Start Date - End Date

7/1/2018 - 6/30/2021

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)
1200.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2:
Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning
environment.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

Goal 5

Goal: Increase Positive Student Choices

Students will participate in the social and emotional character education program, Second Step. Second Step is a research-based, teacher-informed, and classroom-tested program that promotes social-emotional development, safety, and well-being of children from Transitional Kindergarten through Grade 8. We also focus on our anti-bullying policies throughout the school year. Monticello is in the implementation phase of a PBIS (Positive Behavior Intervention Support) program.

Site staff and administration strive to promote positive student behavior within the school community, with all students in all social settings. The intent is to see an overall decrease in the occurrence of low-level discipline referrals by ten percent each year over the course of three years.

Positive student behavior will be gained from the implementation of Second Step social and emotional curriculum, the use of Project Wisdom positive messaging each morning, and the implementation of a comprehensive PBIS program. As a result, we hope to see a noted decrease in suspensions and discipline incidents.

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students participating in Jaguar Den Store (PBIS Store)	50% of students	60% of students (2022-2023) 70% of students (2023-2024) 80% of students (2024-2025)

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 student in Transitional Kindergarten through fourth grade, and all site staff members and site administration.

Strategy/Activity

Students will participate in a character education program that assists them in making sound, positive decisions, steering them toward a productive life both inside and outside of the school setting. Students will participate in the Second Step social and emotional education program. Students will be recognized for the positive choices they make. Our character education PBIS committee will continuously work on the development of new and innovative ways to provide character education to our students.

Students will participate in a school wide social and emotional education program to assist in making positive and productive choices. Lessons will be mapped out for the duration of the school year in an effort to align the content being covered in all grade levels. Concepts and strategies are practiced and reinforced throughout the campus on a regular basis. PBIS encourages our students to make good choices by being responsible, respectable and safe, and reinforces the importance of displaying positive character traits at all times.

Progress will be dictated by a decrease in suspensions and disciplinary issues per Aeries data and Google documentation.

Start Date - End Date

7/1/2022- 6/30/2025

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,248.00	Performing Arts
1,000.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

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	$
Total Supplemental and Concentration Funds provided to the school from District LCAP	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$18,704.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
Character Education	$874.00
Performing Arts	$3,248.00
School Safety	$4,370.00
SIP	$10,212.00

Subtotal of state or local funds included for this school: $18,704.00

Total of federal, state, and/or local funds for this school: $18,704.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

1 Parent or Community Members

Name of Members	Role
Jamie Watson	Classroom Teacher
Morgan Gama	Parent or Community Member
Christina Million	Other School Staff
Tessa Bunch	Principal
Rita Lassell	Classroom Teacher
Scott Huber	Classroom Teacher
Peggi Johnson	Other School Staff

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

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 .

Attested:

Principal, Tessa Bunch on May 15, 2022

SSC Chairperson, Morgan Gama on May 15, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

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
Tom Hawkins Elementary School	39-68544-6117618	May 24, 2022	June 9, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

ABOUT THIS SCHOOL

District Mission Statement:

We take collective responsibility for ensuring all students achieve at high levels.

Mission Statement:

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, school safety, and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education and character and know that all students have individual paths to success. Tom

Hawkins students are leaders in and outside of school and leave the halls of the school prepared for high school and success in the 21st century.

History:

The school opened in August, 2000, as a K-3 neighborhood walking school, serving approximately 200 students. The student population was projected to increase due to the area's population growth. During the 2001-2002 school year, Hawkins added 7 portables and served K-5 grades with 326 students. The permanent school was completed in June 2002, and opened with 519 K-6 students in August 2002. Due to growth a portable campus was reopened for the 2003-2004 school year. In August 2005, our 6th-8th grade students moved into a brand new middle school wing. The school currently has approximately 730 students in grades TK-8, including a special day class for 3rd - 5th grades. The school is named after Mr. Tom Hawkins. For over 30 years, Mr. Hawkins served as teacher, principal, and superintendent for Jefferson School District. He was an integral part of the Tracy education community, involved in many Tracy service clubs, community programs, and Tom Hawkins School. Mr. Hawkins' core values help shape the culture of Tom Hawkins Elementary School and is regarded as a role model for staff and students. Mr. Hawkins family is still involved in school activities which help to perpetuate his legacy and example for the staff and students. The school colors are royal blue, gray, and white and the mascot is the Huskies.

Technology:

Technology is a fundamental instructional tool utilized by students and all staff. One-to-one Chromebook sets are utilized in all 1st-8th grade classrooms. Transitional Kindergarten and Kindergarten classrooms have Chromebooks at a 2:1 ratio. It is a core belief at Tom Hawkins that every student has a right to technology enhanced instruction. All classrooms are equipped with LCD projectors, document cameras, and wireless routers. All 5th-8th grade classrooms are equipped with SMART projectors. The District and Hawkins site personnel maintain the district website at jeffersonschooldistrict.com with a link to Hawkins Elementary School.

School Wide Programs:

The staff of Tom Hawkins provides a variety of programs to address the strengths of all learners. A robust athletic program offers students the opportunity to play volleyball, basketball, and soccer. The Hawkins community continues to value music and art instruction. TK-4th grade students receive weekly music instruction and 5th - 8th grades may choose to participate in the band program which provides daily music instruction. For the past several years, School Site Council and the Hawkins Parent Faculty Club have elected to fund the Artist in Residence program in order to provide visual and performing arts instruction to all students. An organized Response to Intervention Program in grades K-6 provides additional support for students in need of language arts and math intervention. Study skills classes are available to 7th and 8th grade students. The school has a strong focus on Social Emotional Learning. The school successfully implemented Second Step curriculum weekly as a component of their Multi-Tiered Systems of Support. GATE classes such as Spanish are offered throughout the school year. Tom Hawkins Elementary School historically participates in Math and Science Olympiad.

Pillars of Character:
The school recognizes and promotes ten essential pillars of character. Each month the school focuses on a specific trait and character role model. The 10 traits are Safety, Respect, Compassion, Sportsmanship, Cooperation, Perseverance, Trustworthiness, Creativity, Leadership, and

Excellence. Students receive instructions on these pillars through weekly Unity Assemblies, daily announcements, BARKing Pass recognition awards, and Husky Bucks to spend in the PBIS store.

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).

Tom Hawkins Elementary School participates in the California Healthy Kids Survey. Students in grades 5 and 7 participate along with parents and the staff.
The key finding from this survey are as follows:

School Engagement and Supports	
School Connectedness	5th (74%), 7th (74%)
Academic Motivation	5th (88%), 7th (74%)
Caring adults in school	5th (80%), 7th (72%)
High expectations-adults in school	5th (87%), 7th (87%)
Meaningful participation	5th (37%), 7th (32%)
Facilities upkeep	5th (73%), 7th (45%)
Parent involvement in schooling	5th (85%), 7th (63%)
School Safety	
Feel Safe at school	5th (81%), 7th (73%)
Substance Use and Mental Health	
Marijuana use	5th (0%), 7th (0%)
Cigarette use	5th (0%), 7th (0%)
E-cigarette use	5th (0%), 7th (0%)
Experienced sadness	5th (19%), 7th (32%)

In addition to the CHKS and Staff Survey, the Instructional Leadership team also participated in the SWIFT-FIA survey. They analyzed multiple aspects of the implementation of the MTSS to determine which stage of implementation the school is currently in.

Classroom Observations

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

Both school administrators prioritize classroom observations and coaching. This includes classroom modeling of instruction, whisper coaching, data team meetings and backwards planning meetings. Professional development through lesson studies were implemented. Administrative and coach walkthroughs with feedback are conducted regularly. In addition, teachers on evaluation cycles had two formal evaluations and two additional walkthroughs.

Summary of Findings:

- Teachers were actively implementing instructional norms and engagement strategies
- Teachers were conducting weekly Social Emotional Learning Lessons
- Teachers were implementing a differentiated rotational model of intervention at several grade levels.
- Students were utilizing technology on a frequent basis.

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)

The School Site Council Reviewed CAASPP data thoroughly and found that the greatest area of need is in math instruction and interventions. Overall 42.43% of the 3rd-8th grade students are meeting or exceeding the standard in math. The team determined that insufficient intervention time was provided to this subject area as the focus of the bulk of Tier 2 and Tier 3 interventions were focused on Language Arts.

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

Teachers monitor student progress with curriculum-embedded assessments on a weekly basis. The team then meet to analyze the data and determine necessary instructional changes and interventions to be put into place.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers at Tom Hawkins meet the requirements for highly qualified staff (ESEA).

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

100% of teaching staff is sufficiently credentialed.

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

Staff receives professional development on district wide staff development days, at monthly staff meetings, through after school professional development opportunities and book studies, at conferences, from instructional coaching cycles, lesson study, and outside consulting services.

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

Tom Hawkins Elementary School provides ongoing coaching and release time in order to provide instructional assistance and support for all teachers. Three release 1/2 days per year are offered to each grade level for collaboration, data analysis, and planning. All staff participates in Professional Learning Community meetings on a weekly basis.

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

Every teacher at Tom Hawkins participates in weekly collaboration with Professional Learning Community (PLC) teams. For TK-6th grade, PLC teams meet as site groups with 3 district wide meetings per year. Singletons and middle school teachers meet as district wide teams 3 times per month and site based teams weekly.

Teaching and Learning

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

All grade levels utilized district adopted curriculum and materials to teach the content and performance standards for all subject areas. Each grade level and content area Professional Learning Community has identified essential standards at each grade level.

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

All teachers adhere to the recommended number of instructional minutes for reading/language arts and mathematics in Kindergarten-8th grade.

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

The Kindergarten-8th grade master schedule is flexible enough to allow for Tier 2 and Tier 3 intervention courses to take place daily.

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

All students have access to standards-based instructional materials appropriate to their grade level.

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

Tom Hawkins Elementary School Utilizes SBE-adopted, standards-aligned instructional materials.

Language Arts:
K-5th Grades: Houghton Mifflin Wonders
6th-8th Grades: Collegeboard Springboard
Both of these curricula include embedded interventions as well as intervention resources for struggling readers. They included standards aligned leveled text. English Learners are given language acquisition support through the use of the Imagine Learning English program as well as GLAD strategies.

Mathematics:
K-8th Grades: Go Math!
Teachers continue to utilize all components of the Go Math! curriculum in addition to its many online resources and assessments. In addition, teachers are able to provide intervention in math through the IXL program.

History/Social Studies:
K-5th Grades: TCI
6th-8th Grades: National Geographic

Science:
K-6th Grades: Scott Foresman
7th-8th Grades: Glencoe

Supplemental/Intervention Materials:
GLAD Units, Sonday System, Amplify, IXL Math

Opportunity and Equal Educational Access

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

Tom Hawkins is in the initial phase of implementing a Multi-Tiered System of Support to assist underperforming students in meeting standards.
Tier 1, 2, 3 three interventions occur daily in grades K-8. On site there are 2 intervention specialist, 1 educational specialist, 1 English Learner paraprofessional, 1 Speech and Language Pathologist, 1 school psychologist, 2 counselors, and 1 therapist to support staff and students in meeting the needs of all learners.

Evidence-based educational practices to raise student achievement

Teachers at Tom Hawkins employ several evidence-based practices to improve student achievement including:

Sonday System is utilized to support struggling readers and students with the hallmarks of dyslexia.

DIBELS assessments and lessons are used as a universal screener as well as a progress monitoring tool to track students' reading progress throughout the year. The staff is also able to tap into targeted lessons in order to address specific skill deficits in RTI.

Amplify is our data collection and analysis tool for the DIBELS assessments. PLC teams utilize data on this platform to help inform choices about intervention group placement. Amplify is also used as a tool for parent communication of their progress.

IXL Math is an online math tool that provides diagnostic information and longitudinal data on students' math skills. The program is computer adaptive and highly engaging.

GLAD Strategies are being implemented at Tom Hawkins Elementary school. These instructional strategies, while research-based and supportive of language acquisition are also extremely engaging and motivational to students.

Imagine Learning English is an online language instructional platform utilized by our beginning/newcomer English Learners to help jump-start their language acquisition skills.

Parental Engagement

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

The school district allocates funds annually to provide remediation services to under-achieving students. These funds are primarily used to provide after school intervention to students in need of assistance.

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)

The ConApp is prepared annually . The Local Control Accountability Plan is evaluated and modified annually with input from parents, community members, staff, and student leadership.

Funding

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

Tom Hawkins Elementary School is currently not eligible to receive categorical funds.

Fiscal support (EPC)

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

Each year the Tom Hawkins Elementary School Site Council reviews progress towards existing goals and evaluates and sets priorities and spending. The School Site Council is comprised of parents, staff, and administrators. It is critical to seek input from these varied stakeholders in order to determine school goals and priorities. The team analyzes school wide data in order to drive decision making. The School Site Council meets multiple times per year.

Resource Inequities

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

Tom Hawkins currently has 120 English Learners need services, progress monitoring, and routine assessment.
The school currently employees one EL Aide for 5.75 hours daily to service these students.
It is determined that due to the high number of English Learners serviced at Tom Hawkins, additional personnel to support this population is needed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	92	77	83
Grade 1	66	65	56
Grade 2	74	74	63
Grade3	75	73	78
Grade 4	77	83	71
Grade 5	72	85	89
Grade 6	90	85	85
Grade 7	96	92	81
Grade 8	92	99	90
Total Enrollment	734	733	696

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	125	113	106	17.0%	15.4%	15.2%
Fluent English Proficient (FEP)	44	56	62	6.0%	7.6%	8.9%
Reclassified Fluent English Proficient (RFEP)	9	14	14	8.1%	11.2%	12.4%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	76	79	71	75	78	71	75	78	100	98.7	98.7
Grade 4	77	78	68	75	78	65	75	78	65	97.4	100	95.6
Grade 5	84	72	90	84	72	84	84	72	84	100	100	93.3
Grade 6	93	88	86	93	87	82	93	87	81	100	98.9	95.3
Grade 7	90	95	83	88	93	80	88	93	80	97.8	97.9	96.4
Grade 8	91	93	89	91	90	85	91	90	85	100	96.8	95.5
All Grades	506	502	495	502	495	474	502	495	473	99.2	98.6	95.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2410.	2391.	2383.	14.08	10.67	15.38	29.58	22.67	16.67	26.76	29.33	23.08	29.58	37.33	44.87
Grade 4	2493.	2486.	2441.	34.67	29.49	16.92	29.33	29.49	26.15	21.33	23.08	18.46	14.67	17.95	38.46
Grade 5	2511.	2514.	2468.	22.62	29.17	9.52	36.90	27.78	23.81	19.05	23.61	29.76	21.43	19.44	36.90
Grade 6	2530.	2530.	2517.	11.83	19.54	18.52	37.63	28.74	28.40	34.41	27.59	20.99	16.13	24.14	32.10
Grade 7	2552.	2551.	2537.	11.36	8.60	13.75	44.32	44.09	35.00	23.86	27.96	30.00	20.45	19.35	21.25
Grade 8	2606.	2572.	2544.	18.68	12.22	18.82	56.04	45.56	25.88	18.68	26.67	24.71	6.59	15.56	30.59
All Grades	N/A	N/A	N/A	18.53	17.78	15.43	39.64	33.74	26.00	24.10	26.46	24.74	17.73	22.02	33.83

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.94	16.00	12.82	50.70	45.33	55.13	25.35	38.67	32.05
Grade 4	32.00	29.49	13.85	53.33	52.56	70.77	14.67	17.95	15.38
Grade 5	23.81	31.94	8.33	57.14	50.00	61.90	19.05	18.06	29.76
Grade 6	23.66	25.29	22.22	52.69	48.28	49.38	23.66	26.44	28.40
Grade 7	20.45	17.20	17.50	54.55	51.61	57.50	25.00	31.18	25.00
Grade 8	31.87	33.33	19.05	57.14	46.67	55.95	10.99	20.00	25.00
All Grades	25.90	25.45	15.68	54.38	49.09	58.05	19.72	25.45	26.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.86	6.67	5.19	59.15	49.33	48.05	30.99	44.00	46.75
Grade 4	24.00	29.49	6.15	60.00	51.28	61.54	16.00	19.23	32.31
Grade 5	27.38	18.06	14.29	48.81	55.56	45.24	23.81	26.39	40.48
Grade 6	12.90	22.99	19.75	61.29	49.43	45.68	25.81	27.59	34.57
Grade 7	29.55	31.18	20.00	47.73	47.31	55.00	22.73	21.51	25.00
Grade 8	35.16	22.22	24.10	54.95	58.89	42.17	9.89	18.89	33.73
All Grades	23.51	22.22	15.32	55.18	51.92	49.15	21.31	25.86	35.53

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.49	12.00	6.41	66.20	57.33	65.38	18.31	30.67	28.21
Grade 4	22.67	25.64	12.31	66.67	65.38	64.62	10.67	8.97	23.08
Grade 5	13.10	31.94	8.33	72.62	50.00	71.43	14.29	18.06	20.24
Grade 6	17.20	18.39	14.81	76.34	66.67	66.67	6.45	14.94	18.52
Grade 7	7.95	11.83	7.50	77.27	76.34	83.75	14.77	11.83	8.75
Grade 8	20.88	13.33	11.90	70.33	70.00	66.67	8.79	16.67	21.43
All Grades	16.14	18.38	10.17	71.91	65.05	69.92	11.95	16.57	19.92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	11.27	12.00	14.10	47.89	41.33	58.97	40.85	46.67	26.92
Grade 4	34.67	20.51	10.77	52.00	60.26	72.31	13.33	19.23	16.92
Grade 5	33.33	30.56	13.10	41.67	47.22	59.52	25.00	22.22	27.38
Grade 6	31.18	25.29	19.75	56.99	54.02	64.20	11.83	20.69	16.05
Grade 7	30.68	22.58	12.50	52.27	53.76	70.00	17.05	23.66	17.50
Grade 8	48.35	24.44	20.24	40.66	60.00	58.33	10.99	15.56	21.43
All Grades	32.27	22.63	15.25	48.61	53.13	63.56	19.12	24.24	21.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	76	79	71	76	77	71	76	77	100	100	97.5
Grade 4	77	78	68	75	78	65	75	78	65	97.4	100	95.6
Grade 5	84	72	90	84	72	84	84	72	84	100	100	93.3
Grade 6	93	88	86	93	88	83	93	88	81	100	100	96.5
Grade 7	90	95	83	88	94	80	88	94	79	97.8	98.9	96.4
Grade 8	91	93	89	91	91	83	91	91	82	100	97.8	93.3
All Grades	506	502	495	502	499	472	502	499	468	99.2	99.4	95.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2411.	2400.	2394.	8.45	3.95	7.79	30.99	22.37	25.97	28.17	40.79	27.27	32.39	32.89	38.96
Grade 4	2490.	2492.	2452.	22.67	21.79	6.15	21.33	33.33	33.85	48.00	33.33	33.85	8.00	11.54	26.15
Grade 5	2476.	2491.	2455.	5.95	11.11	7.14	15.48	26.39	9.52	45.24	26.39	29.76	33.33	36.11	53.57
Grade 6	2538.	2532.	2502.	16.13	25.00	18.52	31.18	22.73	14.81	35.48	31.82	20.99	17.20	20.45	45.68
Grade 7	2552.	2529.	2504.	20.45	15.96	10.13	30.68	14.89	15.19	25.00	35.11	25.32	23.86	34.04	49.37
Grade 8	2569.	2560.	2500.	17.58	17.58	8.54	31.87	26.37	17.07	25.27	30.77	21.95	25.27	25.27	52.44
All Grades	N/A	N/A	N/A	15.34	16.23	9.83	27.09	24.05	18.80	34.26	33.07	26.28	23.31	26.65	45.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.31	11.84	12.99	43.66	44.74	53.25	38.03	43.42	33.77
Grade 4	38.67	38.46	18.46	44.00	33.33	49.23	17.33	28.21	32.31
Grade 5	8.33	18.06	1.19	30.95	37.50	46.43	60.71	44.44	52.38
Grade 6	30.11	30.68	14.81	45.16	39.77	40.74	24.73	29.55	44.44
Grade 7	31.82	22.34	12.66	31.82	34.04	46.84	36.36	43.62	40.51
Grade 8	21.98	24.18	10.98	47.25	42.86	43.90	30.77	32.97	45.12
All Grades	24.90	24.45	11.54	40.44	38.68	46.58	34.66	36.87	41.88

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.94	13.16	11.69	43.66	57.89	49.35	32.39	28.95	38.96
Grade 4	18.67	19.23	9.23	58.67	58.97	60.00	22.67	21.79	30.77
Grade 5	9.52	15.28	5.95	50.00	45.83	47.62	40.48	38.89	46.43
Grade 6	18.28	11.36	8.64	55.91	53.41	54.32	25.81	35.23	37.04
Grade 7	23.86	15.96	10.13	51.14	47.87	53.16	25.00	36.17	36.71
Grade 8	21.98	17.58	9.76	59.34	61.54	48.78	18.68	20.88	41.46
All Grades	19.32	15.43	9.19	53.39	54.31	51.92	27.29	30.26	38.89

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.49	10.53	12.99	53.52	50.00	61.04	30.99	39.47	25.97
Grade 4	33.33	29.49	13.85	50.67	51.28	58.46	16.00	19.23	27.69
Grade 5	8.33	11.11	8.33	54.76	59.72	67.86	36.90	29.17	23.81
Grade 6	20.43	21.59	13.58	53.76	50.00	58.02	25.81	28.41	28.40
Grade 7	21.59	18.09	10.13	57.95	53.19	55.70	20.45	28.72	34.18
Grade 8	25.27	23.08	8.54	51.65	61.54	58.54	23.08	15.38	32.93
All Grades	20.72	19.24	11.11	53.78	54.31	60.04	25.50	26.45	28.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1434.4	*	1459.8	1442.5	*	1467.3	1415.8	*	1442.1	15	8	13
1	1504.8	1474.7	*	1472.7	1477.6	*	1536.5	1471.4	*	13	14	5
2	1479.7	1516.6	*	1479.2	1510.1	*	1479.9	1522.6	*	18	15	5
3	*	1483.7	1500.9	*	1481.5	1502.9	*	1485.4	1498.5	*	18	15
4	*	1538.8	1526.5	*	1532.2	1534.6	*	1545.0	1517.8	*	11	11
5	1520.1	*	1539.2	1512.4	*	1547.9	1527.5	*	1530.2	11	9	18
6	1550.5	1532.1	1536.1	1533.5	1529.1	1543.3	1567.2	1534.5	1528.3	11	16	12
7	*	1542.9	1547.7	*	1534.4	1551.0	*	1550.9	1543.8	*	11	12
8	*	*	1556.8	*	*	1561.2	*	*	1551.8	*	8	17
All Grades										101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	30.77	*	*	38.46		*	23.08	*	*	7.69	15	*	13
1	84.62	7.14	*	*	64.29	*		28.57	*		0.00	*	13	14	*
2	*	26.67	*	*	60.00	*	*	6.67	*		6.67	*	18	15	*
3	*	11.11	13.33	*	27.78	60.00	*	55.56	26.67	*	5.56	0.00	*	18	15
4	*	36.36	18.18	*	45.45	72.73	*	18.18	0.00		0.00	9.09	*	11	11
5	*	*	22.22	*	*	50.00		*	16.67		*	11.11	11	*	18
6	*	25.00	16.67	*	50.00	33.33	*	6.25	50.00		18.75	0.00	11	16	12
7	*	27.27	33.33	*	36.36	50.00	*	18.18	0.00	*	18.18	16.67	*	11	12
8	*	*	41.18	*	*	35.29	*	*	17.65		*	5.88	*	*	17
All Grades	40.59	20.91	26.85	44.55	49.09	46.30	10.89	22.73	20.37	*	7.27	6.48	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	46.15	*	*	30.77	*	*	15.38	*	*	7.69	15	*	13
1	92.31	35.71	*	*	42.86	*		21.43	*		0.00	*	13	14	*
2	*	46.67	*	*	46.67	*		0.00	*		6.67	*	18	15	*
3	*	16.67	33.33	*	61.11	60.00	*	11.11	0.00		11.11	6.67	*	18	15
4	*	54.55	72.73	*	45.45	18.18	*	0.00	0.00		0.00	9.09	*	11	11
5	*	*	66.67	*	*	27.78		*	0.00		*	5.56	11	*	18
6	*	50.00	25.00	*	31.25	66.67		0.00	8.33		18.75	0.00	11	16	12
7	*	36.36	50.00	*	45.45	33.33	*	0.00	8.33	*	18.18	8.33	*	11	12
8	*	*	47.06	*	*	41.18		*	0.00		*	11.76	*	*	17
All Grades	54.46	39.09	48.15	38.61	44.55	38.89	*	9.09	6.48	*	7.27	6.48	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	15.38	*	*	30.77	*	*	46.15	*	*	7.69	15	*	13
1	*	14.29	*	*	50.00	*		28.57	*		7.14	*	13	14	*
2	*	26.67	*	*	26.67	*	*	40.00	*	*	6.67	*	18	15	*
3	*	11.11	6.67	*	5.56	26.67	*	55.56	66.67	*	27.78	0.00	*	18	15
4		27.27	9.09	*	36.36	27.27	*	27.27	45.45		9.09	18.18	*	11	11
5		*	11.11	*	*	22.22	*	*	55.56		*	11.11	11	*	18
6	*	0.00	16.67	*	50.00	8.33	*	25.00	41.67	*	25.00	33.33	11	16	12
7	*	18.18	8.33	*	18.18	41.67	*	45.45	33.33	*	18.18	16.67	*	11	12
8	*	*	11.76	*	*	23.53		*	47.06	*	*	17.65	*	*	17
All Grades	29.70	16.36	10.19	42.57	30.91	28.70	17.82	39.09	48.15	*	13.64	12.96	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	80.00	*	46.15	*	*	53.85		*	0.00	15	*	13
1	100.00	71.43	*		28.57	*		0.00	*	13	14	*
2	66.67	46.67	*	*	46.67	*		6.67	*	18	15	*
3	*	16.67	33.33	*	27.78	60.00		55.56	6.67	*	18	15
4	*	54.55	63.64	*	45.45	36.36	*	0.00	0.00	*	11	11
5	*	*	27.78	*	*	72.22		*	0.00	11	*	18
6	*	25.00	25.00	*	62.50	75.00		12.50	0.00	11	16	12
7	*	27.27	16.67	*	63.64	66.67		9.09	16.67	*	11	12
8	*	*	29.41	*	*	58.82		*	11.76	*	*	17
All Grades	63.37	32.73	34.26	35.64	53.64	61.11	*	13.64	4.63	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	15.38	*	*	69.23	*	*	15.38	15	*	13
1	*	0.00	*	*	92.86	*		7.14	*	13	14	*
2	*	60.00	*	*	33.33	*		6.67	*	18	15	*
3	*	77.78	53.33	*	16.67	46.67		5.56	0.00	*	18	15
4	*	63.64	81.82	*	36.36	9.09		0.00	9.09	*	11	11
5	*	*	88.89	*	*	5.56		*	5.56	11	*	18
6	*	62.50	66.67	*	18.75	33.33		18.75	0.00	11	16	12
7	*	63.64	75.00	*	18.18	16.67	*	18.18	8.33	*	11	12
8	*	*	82.35	*	*	11.76		*	5.88	*	*	17
All Grades	49.50	57.27	65.74	48.51	35.45	28.70	*	7.27	5.56	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	15.38	*	*	76.92	*	*	7.69	15	*	13
1	100.00	35.71	*		50.00	*		14.29	*	13	14	*
2	*	26.67	*	*	66.67	*	*	6.67	*	18	15	*
3	*	11.11	0.00	*	27.78	80.00	*	61.11	20.00	*	18	15
4	*	27.27	9.09	*	45.45	72.73		27.27	18.18	*	11	11
5	*	*	11.11	*	*	72.22		*	16.67	11	*	18
6	*	6.25	16.67	*	56.25	25.00	*	37.50	58.33	11	16	12
7	*	9.09	16.67	*	45.45	41.67	*	45.45	41.67	*	11	12
8	*	*	17.65	*	*	35.29	*	*	47.06	*	*	17
All Grades	32.67	20.91	15.74	52.48	50.00	56.48	14.85	29.09	27.78	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	*	38.46	*	*	46.15	*	*	15.38	15	*	13
1	*	0.00	*	*	100.00	*		0.00	*	13	14	*
2	*	26.67	*	61.11	66.67	*	*	6.67	*	18	15	*
3	*	11.11	13.33	*	77.78	86.67	*	11.11	0.00	*	18	15
4	*	18.18	9.09	*	72.73	90.91	*	9.09	0.00	*	11	11
5	*	*	5.56	*	*	83.33		*	11.11	11	*	18
6	*	25.00	0.00	*	68.75	100.00		6.25	0.00	11	16	12
7	*	9.09	16.67	*	81.82	66.67		9.09	16.67	*	11	12
8	*	*	0.00	*	*	88.24		*	11.76	*	*	17
All Grades	41.58	20.00	10.19	50.50	74.55	82.41	*	5.45	7.41	101	110	108

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
696	27.0	15.2	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	15.2
Foster Youth	3	0.4
Homeless	4	0.6
Socioeconomically Disadvantaged	188	27.0
Students with Disabilities	65	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	4.9
American Indian or Alaska Native	4	0.6
Asian	105	15.1
Filipino	11	1.6
Hispanic	278	39.9
Two or More Races	20	2.9
Native Hawaiian or Pacific Islander	15	2.2
White	219	31.5

Conclusions based on this data:

1. Almost 1/3 of Hawkins students are socioeconomically disadvantaged.

2. Resources should be explored to help support the growing Foster Youth population.

3. Students with disabilities has increased to 9.4%. This is very evident in our growing Special Education populations.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Orange		

Conclusions based on this data:

1. Improvement is needed in the academic areas of Language Arts and especially Mathematics.
2. The suspension rate continues to improve over time due to the implementation of Peaceful Playgrounds, PBIS, and the Second Step program.
3. Chronic Absenteeism is improving. This is likely due to the streamlining of the SARB process as well as implementation of reengagement strategies during Distance Learning.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
1.6 points below standard	27.5 points below standard	0 Students
Declined -11.1 points	Declined Significantly -16.7 points	
484	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	24.7 points below standard	78.3 points below standard
	Declined -12.5 points	Increased ++3 points
	150	47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
3.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	19.6 points above standard	5.8 points below standard
Declined Significantly -15.3 points	4	Maintained -0.4 points	Maintained -1 points
20		73	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
19 points below standard	31.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	9.3 points above standard
Declined -13.3 points	Increased ++11.9 points	9	Declined -9.6 points
178	20		167

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.8 points below standard	40 points above standard	4.4 points above standard
Declined -14.2 points	Declined -8.9 points	Declined -8.6 points
67	39	365

Conclusions based on this data:

1. Though RFEP and EO students are scoring above standard, they are declining in English Langue Arts.
2. Students with disabilities increased slightly
3. In general, there were significant declines in the performance of most subgroups.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	
25.1 points below standard	47.1 points below standard	
Declined -6.3 points	Declined -9.5 points	
484	106	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Red
	56 points below standard	113.6 points below standard
	Declined Significantly -16.4 points	Declined Significantly -25.9 points
	150	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
55.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	8.7 points above standard	41.6 points below standard
Declined -8.4 points	4	Maintained -0.1 points	Declined Significantly -23 points
20		73	11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
45 points below standard	11.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10 points below standard
Declined -11.5 points	Declined -14.9 points	9	Maintained ++2.3 points
178	20		167

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.4 points below standard	8.3 points above standard	19.7 points below standard
Declined -10.6 points	Maintained ++1.2 points	Declined -3.4 points
67	39	365

Conclusions based on this data:

1. Many of the subgroups are in the orange performance range for Mathematics.
2. Mathematics is an area where improvement is needed and resources should be allocated and programs evaluated.
3. There were significant areas of decline in many subgroups.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
47.9 making progress towards English language proficiency
Number of EL Students: 96
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.9	28.1	6.2	41.6

Conclusions based on this data:

1. Most of the English Learner populations is proficient enough to benefit from classroom strategies and interventions rather than intensive pull out structures.
2. Additional resources should be provided to support our lowest Beginning Stage, English Learners who require the most intensive supports.
3. Professional development and resources should continue to support the implementation of Guided Language Acquisition Design (GLAD) instructional practices.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. No college/career data is collected.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	3	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
8.1	2.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined -5.4	3
751	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	10.7	12.5
0	Declined Significantly -5.8	Declined -3
	243	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	No Performance Color
8.8	Less than 11 Students - Data Not Displayed for Privacy	3.6	0
Increased +3.7	4	Declined -1.9	Declined -11.1
34		111	14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
9.7	10	25	7.8
Declined -1.2	Increased +1.2	12	Declined -0.7
288	30		258

Conclusions based on this data:

1. Chronic absenteeism has declined significantly in most subgroups.
2. It is concluded that additional resources should be allocated to help continue the decline in chronic absenteeism and improve attendance.
3. Revisions to SARB process and the Independent Study process have yielded improvements in the area of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. Since Jefferson is a TK-8th grade district, graduation rate data is not collected.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	1	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
1.7	1.5	Less than 11 Students - Data Not
Maintained -0.1	Maintained -0.1	3
768	132	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Green
	3.2	2.9
	Increased +1.6	Declined -2.6
	250	68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Yellow	No Performance Color
0	Less than 11 Students - Data	0.9	6.7
Declined -2.5	4	Increased +0.9	Declined -4.4
34		113	15
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Yellow
1.4	0	7.7	2.3
Increased +0.6	Declined -5.9	13	Maintained -0.1
296	30		263

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.8	1.7

Conclusions based on this data:

1. Suspension rates for African American students has declned.
2. Suspension rate continues to be less than 2%.
3. Implementation of deterant and prevention systems such as Peaceful Playgrounds, PBIS, and Second Step may account for this decline.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes:
Ensure all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students develops citizenship, leadership, and innovative thinking.

AS 1.3: Provide training on Next Generation Science Standards.

AS 1.4: Implement GLAD strategies in all 3-5 grade classrooms.

AS 1.6: Provide all school and district teams with time to collaborate around developing formative assessments in all subject areas to provide data to ensure all learners are succeeding at high levels and to develop effective interventions.

AS 1.8: Monitor and refine the Response to Intervention program district-wide including before, during, and after school.

AS 1.9: Provide all students access to enrichment/advanced courses/activities that focus on real-world experiences utilizing Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Goal 1

Increase student achievement in ELA and Math

By 2023, 55% of tested students will meet or exceed the standard on CAASPP ELA and 50% on CAASPP Math. In order to achieve this goal, the site will focus on three specific areas:

Area 1: Teacher teams will need time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels.

Area 2: All students will need access to enrichment activities that focus on real-world experiences, performing arts, and technology in addition to academic supports.

Area 3: Educators will need to provide differentiated instruction, remediation, and intervention to improve student achievement.

Source	Identified Need
ELA Dashboard	
Math Dashboard	
English Learner Progress	
College and Career	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results	Baseline 2021-22 ELA: 41.43% met or exceeded standard Baseline 2021-22 Mathematics: 28.63% met or exceeded standard	Expected Outcome ELA: 55% Expected Outcome Math: 50%

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 Served by the Strategy including at risk students, English Language Learners, Special Education Students, and GATE students.

Strategy/Activity

In order to effectively improve students achievement, teacher teams must engage in structured and facilitated meetings focused on analyzing student data, implementing interventions, monitoring progress and adjusting instruction on a regular basis.

GOAL OBJECTIVE:

By 2023, PLC, coaches, and administrators will meet throughout the school year to receive professional development, analyze student data and plan strategic interventions accordingly.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

Teachers will have 2 half days and 1 full day in order to meet with their Professional Learning Community (PLC) teams to set performance goals, analyze the results of formative assessments, fluidly move students in and out of interventions, and plan effective instructional strategies.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. Progress on PLC SMART goals
2. Results of Formative Classroom Assessments
3. District Benchmark Assessment Data - DIBELS
4. CAASPP Data
5. ELPAC Data

ACTIONS:

Structured and facilitated Data Team Meetings - 3 per year (1 full day, 2 half days)

TASKS:

Support will be provided to teachers through Grade Level Lead teachers, instructional coaching, observations, evaluations, and Professional Learning Opportunities.

MEASURES:

1. Hawkins Instructional Leadership Team members will meet twice a month.

2. Hawkins Instructional Leadership Team and administrators help facilitate PLC meetings.

3. Illuminate, Amplify and online curriculum tools will be utilized to review and analyze data by the teams.

PEOPLE ASSIGNED:

1. Instructional Leadership members, administrators, School Psychologist

2. Instructional Leadership members, administrators, teaching staff

3. District office staff, teachers, administrators

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

Amount(s)	Source(s)
5,000.00	SIP

Strategy/Activity 2

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

All Students Served by the Strategy

Strategy/Activity

GOAL OBJECTIVE

Students at Tom Hawkins Elementary School will receive annual art instruction.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will develop fine motor and observation skills and attention to detail.
Students will develop important soft skills such as perseverance, pride in workmanship, and confidence.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

All grade levels will receive multiple art lessons from an Artist in Residence.

ACTIONS:

Contract with Artist in Residence
Purchase materials needed for the program

TASKS:

Students will successfully be able to participate in visual arts projects throughout the school year.

MEASURES:

1. Students knowledge of Visual and Performing Arts standards will increase.

PEOPLE ASSIGNED:

1. Teacher, Administrator, Artist in Residence Professional

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

Amount(s)	Source(s)
1,500.00	Art/Dance/Theater
6,000.00	SIP

Strategy/Activity 3

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

Students in grade 2-8 who are GATE identified

Strategy/Activity

GOAL OBJECTIVE

GATE Students will participate in at least one engaging activity beyond the typical curriculum offered.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will be engaged and challenged through an interactive and enriching field trip experience.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

95% of GATE identified students will participate in the district wide GATE field trip and afterschool programs.

ACTIONS:

Collaborate with other schools in district to coordinate a GATE field trip.
Communicate with parents about the field trip.

TASKS:

Students will successfully participate in at least one GATE field trip each year.

MEASURES:

1. Students will show positive outcomes after taking a GATE field trip feedback form.

PEOPLE ASSIGNED:

1. GATE Coordinator

2. Teachers

3. Administrators

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

Amount(s)	Source(s)
1,625.00	Gate

Strategy/Activity 4

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

All students in grades 5-8

Strategy/Activity

GOAL OBJECTIVE

Ensure students have access to a broad course of study.

TASKS:

Students will have access to a real world elective offerings including STEAM, Music, and Leadership.

MEASURES:

1. Courses designed to provide students with real world experiences will have adequate funding.

2. Course requests for real world electives will increase by 20% in the spring of 2023.

PEOPLE ASSIGNED:

1. Administrators, teachers

2. Students, Administrators, teachers

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

Amount(s)	Source(s)
1,000.00	SIP

Strategy/Activity 5

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

All Students Served by this Strategy

Strategy/Activity

GOAL OBJECTIVE:

Provide differentiated instruction, remediation, and intervention to improve student achievement in mathematics.

ISSUE STATEMENT

When analyzing student data for the 2020-21 CAASPP test, 28.63% of 3rd through 8th grade students are meeting or exceeding the standard in mathematics. The school must strategically focus on improvement on math interventions.

GOAL OBJECTIVE

By 2025, 60% of students will meet or exceed standards on the math CAASPP test.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Students in grades 3-8 are participating in this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

All Students who Met/Exceeded Standard:

Current scores: 28.63%

2021/22: 40%
2022/23: 50%
2023/24: 60%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

School Site Council will evaluate achievement of this goal by analyzing CAASPP data results.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Ongoing progress towards goal objectives will be measured by:

1. Common Formative Assessment data
2. IAB Data

ACTIONS:

Purchase subscriptions to online math intervention software to be used during blended differentiation rotational instruction.

TASKS:

Improve intervention program focused on the acquisition of math skills.

MEASURES:

1. 3rd-8th Grade students will have access to timely math intervention.

2. Assessments scores

PEOPLE ASSIGNED:

1. Teachers

2. Teachers, Intervention Specialists, Administrators

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)
4,000.00	SIP

Strategy/Activity 6

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

All Students are Served

Strategy/Activity

GOAL OBJECTIVE:
Increase exposure to Next Generation Science Standards

ISSUE STATEMENT:

In the transition of adopting new curriculum, it is concluded that teachers need supplemental materials aligned to the Next Generation Science Standards.

GOAL OBJECTIVE:

By 2023, all TK-4 and 5th-8th grade science classrooms will be utilizing Next Generation Science Standards daily.

STUDENT GROUPS PARTICIPATING IN THIS GOAL:

All Hawkins students will benefit from this goal.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS:

Students in Grades 5 and 8 will increase their performance on the CAST assessment by 10% over the next 3 years.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL:

CAST Data will be analyzed annually.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS:

1. Classroom science assessment data
2. CAST Data
3. Student grades in science courses

ACTIONS:

Students will gain access to informational text related to Next Generation Science Standards. Teachers will gain access to standards aligned resources and consumables to help improve instruction.

TASKS:

Teachers will implement close reading strategies using a variety of non-fiction and fiction text containing Next Generation Science Standards topics.

MEASURES:

1. Teachers will utilize non-fiction periodicals to teach close reading.
2. Teachers will adopt supplemental classroom literature aligned to Next Generation Science Standards.
3. Teachers will utilize appropriate selection criteria when selecting texts based on Lexile level, text complexity, and instructional tasks.
4. Teachers will conduct lab activities with students weekly.

PEOPLE ASSIGNED:

1. Teachers
2. Teachers, Administrator
3. Teachers, Administrator
4. Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teacher PLC teams are in the implementation stage. Teachers are meeting weekly to have valuable conversations about students. Additional oversight would be beneficial, not only to increase accountability but also to provide needed professional development and support to teachers needing additional resources. Most teams took the opportunity for release time collaboration. Those teams had higher functioning PLCs and their student achievement data show growth.

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

Although IXL was originally purchased as a screener and formative assessment, PLC teams rely on this important data to drive instruction and purchasing.

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

The team will review this goal over the next three years to ensure that progress is occurring and if any adjustments are required.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement:
Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

AS 2.2: Survey parents, students and staff annually on school climate, engagement and safety.

AS 2.3: Provide a research based Character Education program that promotes social emotional wellness.

AS 2.4: Implement the PBIS model to reduce the number of discipline incidents in all school settings.

AS 2.6: Provide training and support to all staff supervising students on the playground/cafeteria.

Goal 2

Implementation of MTSS model including PBIS and RTI

By 2025, the suspension rate will decrease to 1% or less for TK-8th grades. In order to achieve this goal, the site will focus on three specific areas:

Area 1: Teachers will implement a token economy and Tier 2 PBIS program in order to reinforce positive behavior choices.

Area 2: School will continue implementation and expansion of the Peaceful Playground program.

Area 3: Campus aides and administrators will meet regularly for collaboration and training.

Source	Identified Need
FIA	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard	2017: 5.2% suspended at least once 2018: 1.8% suspended at least once 2019: 1.7% suspended at least once 2020: .4% suspended at least once 2021: 2.7% project suspended at least once	2024: >1% suspended at least once

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 are Served by the Strategy

Strategy/Activity

Continued implementation of token economy and PBIS System

GOAL OBJECTIVE:

By 2024, Tier 2 of PBIS will be fully implemented.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. California Healthy Kids Survey results
2. Office referral and bench pass data
3. Suspension data
4. Husky Bucks and PBIS Store accounting

ACTIONS:

PBIS team will monitor and track implementation and collect PBIS impact data.

TASKS:

Training on restorative practices will be provided to staff.
Students explicitly instructed on character traits and behavior expectations.
Reinforcement of positive behaviors with Husky Buck.
Students shop at the Husky Store each month with the Husky Bucks they have earned.

MEASURES:

1. Staff and students will work collaboratively to identify character pillars that will serve as behavior exemplars.
2. Character pillars will be promoted around campus through assemblies, instruction, daily announcements and signage.
3. Discipline data will be tracked and reviewed by staff monthly.
4. Husky Bucks economy will be tracked and reviewed by PBIS team monthly.

PEOPLE ASSIGNED:

1. Hawkins Instructional Leadership Team, Hawkins ASB, PBIS Team
2. Hawkins Instructional Leadership Team, Teachers, Administrators
3. Teachers, Administrators
4. PBIS team, Clerical staff, Administrators

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)
4,000.00	SIP

Strategy/Activity 2

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

All Students are Served by the Strategy

Strategy/Activity

Continued implementation and expansion of the Peaceful Playground Program

GOAL OBJECTIVE:

By 2025, there will be 100% implementation of the Peaceful Playgrounds Program in grades TK-8 resulting in a school wide suspension rate below 1% for all subgroups.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Progress towards this goal will be measured by:

1. California Healthy Kids Survey results
2. Office referral and bench pass data
3. Suspension data

ACTIONS:

TK-Kindergarten staff will be trained and begin implementing Peaceful Playgrounds
The 1st-8th Grade staff will receive additional training on Peaceful Playgrounds.
Additional game choices will be created on the play yards.
Additional recess equipment will be purchased.

TASKS:

Students and staff know all playground rules and games.
Adequate activities are available for students.
Train staff on restorative practices as alternatives to bench passes.

MEASURES:

1. Discipline data will be tracked and reviewed by staff monthly.

PEOPLE ASSIGNED:

1. Administrators, teachers, clerical staff

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

Amount(s)	Source(s)
2,000.00	SIP

Strategy/Activity 3

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

All Students are Served by this Strategy

Strategy/Activity

Campus aides and administrators will meet regularly for collaboration and training

GOAL OBJECTIVES:

100% of active campus aides will be fully trained in Peaceful Playgrounds, school safety procedures and strategic supervision.

ACTIONS:

Creation of a Campus Aide Training Manual
Scheduling of bi-monthly campus aide meetings

TASKS:

The quality of campus aide training will improve and increase in frequency.

MEASURES:

1. There will be fewer conflicts between campus aides and students.
2. Decrease in lunch time conflicts and injuries.

PEOPLE ASSIGNED

1. Administrators, campus aide staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,690.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All stakeholders have responded positively to the implementation of the Peaceful Playgrounds program in 2017. The results are evident in the continued decline of suspendable offenses and recess conflicts. Students are demonstrating an increased ability to solve conflicts. Staff and students are demonstrating an improved and consistent understanding of recess games. The campus aides are a critical component of conflict free recess time and their training should be prioritized.

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

Both the PBIS economy system and the Peaceful Playgrounds program need to be continuously funded as it the supplies require replenishing and the equipment gets worn out.

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.

Both PBIS and Peaceful Playground programs have been adequately funded with the resources provided in the SPSA and it is recommended that funding for these initiatives continue.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning:
Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

AS 3.2: Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.

AS 3.3: Continue the life cycle repair/replacement for all technology devices, network equipment, servers, teacher laptops, projectors, document cameras and support staff computers.

Goal 3

Increased access and instruction utilizing technology

By 2025, the school library will provide a wide variety of instructional opportunities for students during recesses, enrichment, and after school. In order to achieve this goal, the site will focus on one specific area:

Area 1: Librarians will be offering learning opportunities to students throughout the day.

Source	Identified Need
Suspension Rate	
Chronic Absenteeism	
Graduation Rate	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th-8th Grade Course Offerings in Library	2018-19: 1 course offering	2020-21: 5 course offerings

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)

Students in grades 5-8

Strategy/Activity

The Tom Hawkins Library will house a full set of Chromebooks so that students have access to technology and technology based enrichment activities.

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS
Students will become more effective word processors and typist.
Students will learn how to conduct research from credible sources.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Tracking of student participation and attendance at enrichment classes.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS Ongoing progress towards goal objectives will be measured by:

1. Rates of students attending Library offerings
2. CAASPP scores

ACTIONS:

Purchase additional Chromebooks for library cart.
Fully train library staff on the use of the Chromebooks along with digital literacy skills.

TASKS:

Students will be able to leverage technological resources on their CAASPP ELA test.

MEASURES:

1. Students access to instructional technology will increase.

2. Students utilizing the additional technological resources will improve performance on CAASPP assessments.

3. Library staff technology skills and comfort will increase.

PEOPLE ASSIGNED:

1. Teacher, Administrator, Librarians

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

Amount(s)	Source(s)

1,500.00	SIP

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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 strategies described above are in the implementation stage. The librarians were surveyed to decipher specific skill sets and background knowledge. The administrators will continue to work collaboratively with the librarians to create course descriptions and a calendar of offerings.

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

It was determined that this will be a 4 year implementation process. In the 2017-18 school year, half of the Chromebooks were purchased. The remainder of the set was purchased in the 2018-19 school year. The library now has a complete set of Chromebooks and a charging cart.

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.

Based on participation in specific course offerings, it may be necessary to adjust them. It may also be necessary to provide additional training to the librarians so that they are able to provide high quality instruction to the students.

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	$122
Total Supplemental and Concentration Funds provided to the school from District LCAP	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$31,315.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
Art/Dance/Theater	$1,500.00
Gate	$1,625.00
SIP	$28,190.00

Subtotal of state or local funds included for this school: $31,315.00

Total of federal, state, and/or local funds for this school: $31,315.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Christina Orsi	Principal
Cori Price	Classroom Teacher
Amber Freitas	Classroom Teacher
Rahila Amani	Other School Staff
Kelsey Chatard	Parent or Community Member
Sonia Sharma	Parent or Community Member
Priya Sivaraman	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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/24/22.

Attested:

Principal, Christina Orsi on 5/24/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2022-23**

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
Anthony C. Traina Elementary School	39-68544-0105718	5-7-2019	

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
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

ABOUT THIS SCHOOL

Traina's mission was developed during the 2016-17 school year through a collaborative process led by the instructional leadership team and is as follows:

The Traina staff takes collective responsibility to guarantee all students learn at high levels.

Traina's vision was developed after the mission was adopted a was agreed to in May of 2017 and is as follows;

In order to achieve our mission, we envision a school in which the staff unite to achieve a common purpose by:

- Using data and assessment to drive instruction
- Working together – interdependently – in collaborative teams focused on student-centered learning
- Seeking out and implementing a variety of best practices to improve student achievement
- Addressing the specific needs and learning styles of all students

- Demonstrating a personal commitment to the whole child in order to achieve academic success
- Partnering with the school community to better enrich the lives of our students

School History

Anthony C. Traina Elementary School is the newest of four schools comprising the Jefferson School District located in Tracy, California. It bears the name of the now deceased, long time Tracy resident and Jefferson School District Trustee; Anthony C. Traina, a man that had championed the cause of education in this district for several years. Construction on Phase I of Traina School began in mid 2004, in response to the influx of residents moving into the master planned subdivision, Edgewood, in southern Tracy.

At that time staff, parents and students were surveyed to decide the school spirit colors and mascot. Since many of Traina School students and staff were transferred from the other three schools in the district, one color was selected representing each of the other three school sites as one of the two choices for spirit colors. The results of the survey determined that Traina students would be called "The Traina Tigers" and would show their school spirit by wearing the colors purple (Monticello), yellow (Jefferson), and gray (Hawkins).

The school opened in August 2004 as a K-8 neighborhood walking school, serving approximately 289 students in grades K-3. The campus consisted of 14 portable classrooms, 1 administration portable, 1 cafeteria portable, and 1 restroom portable.

Phase II completion of the permanent campus suffered setbacks due to poor weather conditions, trade union disputes, etc. In August 2005 to prepare for the transition into the permanent site, Traina 4th-6th grade students were identified and taught by Traina teachers in self-contained classrooms at the Monticello and Jefferson campuses. A vice principal was hired in the 05/06 school year to help meet the academic and discipline needs of a growing Traina School community both on and off campus. The move into the permanent site did not begin until the last week of May 2006. The new campus opened the following August serving students in Kindergarten through seventh grades. Eighth grade was added the following year.

The facility consists of 32 classrooms, a library, cafeteria, and administration offices. The portables from Phase I are available as enrollment fluctuates from year to year. The Physical Education department is currently housed in the Phase I portables.

In the late Spring of 2016, construction was completed in the new Traina Gym and band room. This new facility offers a large indoor space for athletics and school or community gatherings. It also has an attached music room which doubles as a large stage.

Who attends Anthony C. Traina School

The Traina community is a diverse one full of lively and enthusiastic students, who enjoy learning and extra-curricular activities. The population (in the 21-22 school year) was officially made up of the following groups: African Americans 6.9%, American Indian 0.6%, Asian 17.5%, Filipino 7.2%, Hispanic/Latino 38.9%, Pacific Islander 1.3%, White 20.9%, 2 or more ethnicities 5.6%.

The state of California also tracks other subgroups on campuses. Traina has 14.9% English Language Learners and 28.6% socio-economically disadvantaged, which qualifies the school as a targeted Title I school.

Traina School is a special place to educate children. All of our staff members, certificated as well as classified, truly care and want what is best for each and every child. Several parent community members are active participants in our Parent Teacher Association and as classroom volunteers supporting the exceptional education our children receive. Traina School continues to maintain its academic excellence through a well-balanced curriculum. Our dedicated staff continues to seek out creative and innovative techniques to deliver the curriculum that is taught each day in the classroom. Traina School is an extraordinary place to learn and work. The values of our community play a significant role in all that we do. These values are encapsulated in our Tiger Truths which are:

Trustworthy
Inclusive
Grateful
Empathetic
Respectful
Thoughtful
Responsible
Unselfish
Truthful
Honorable
Self Control

The Anthony Traina School Site Council is comprised of members that represent the stakeholders of the school community as a whole which includes families, the administration, teachers, school support personnel and our future leaders. The Council's Mission is as follows:

- To facilitate, implement and make significant funding decisions affecting the quality of curriculum,instruction and programs offered at Traina Elementary School
- To enhance staff objectives and continually improve the school’s ability to deliver a quality education to each student
- To strive to create a learning atmosphere that nurtures a life long love of learning and a sense of pride in exemplary character in every Traina student

Technology:

The Jefferson School District and Traina Elementary place a high priority on technology. One-to-one Chromebook carts are utilized in all 1st-8th grade Chromebooks. The use of technology is an essential tool for 21st century learning, and the use of Chromebooks, document cameras, teacher laptops, wireless routers and projectors give the staff multiple tools to increase learning. In 2017-18, interactive smartboards were added for grades 5-8 as a way to increase student engagement and learning.

School Wide Programs:

The Traina staff is focused on teaching the whole child, meaning it offers wide variety academic and extra-curricular activities as well as making sure the social and health needs of the children are also addressed. This is evident in that all 10 grade levels on campus receive instruction from a credentialed music teacher. The elective band program in grades 5-8 has 138 students. The school

runs 5th-8th grade soccer, volleyball, girls basketball and boys basketball teams that include several hundred students. The school runs Science Olympiad and Math Olympiad teams. For the past several years, the School Site Council has elected to fund the Artist in Residence program in order to provide visual and performing arts to multiple grade levels of students. The school's RTI program serves students grades K-6 in small groups and grades 7-8 with one on one intervention and ELD support.

The majority of the staff has been trained in GLAD. The schools ASB program provides real-life learning activities for its team and fun school activities including rallies, dances and other events for all grades TK-8. The PBIS team worked with the staff to create a school-wide character education program that promotes positive behaviors, positive messaging in classes and opportunities for improve the overall school climate. Programs like DARE (fifth grade), Pioneer school (third grade) and science camp (sixth grade) and others allow students to learn in hands-on fashions.

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).

Traina's leadership team, SSC and administration used the Healthy Kids Survey, Eighth Grade Exit Interviews (which were postponed this year), FIA, surveys conducted by PBIS, TILT, DILT and the DO to determine the needs, wants and concerns of the campus.

Classroom Observations

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

Formal Classroom observations occur two times a year for non-tenured teachers, every other year for most tenured teachers and once every five years for teachers who have met the requirements for an alternative cycle of observations. Classroom walk-thrus are conducted periodically all year for all classrooms (with a pre-planned number for teachers on the evaluation cycle).

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)

Students in the third through eighth grades are assessed annually by the Smarter Balance Assessment Consortium. Students scoring “Standard Not Met” or “Standard Nearly Met” in ELA and/or math are identified for the purpose of targeted assistance programs. Students in this sub-group receive intervention services (ELA, math, and if applicable EL) by way of RTI and/or small group pull-out and differentiated instruction in the classroom. Additionally, teachers use classroom tests and quizzes as well as formative assessments developed by grade level teams to identify student needs and respond to them. DIBELS will be used to identify and progress monitor student performance. EL students are assessed annually on the CELDT. Special education students are evaluated annually and tri-annually based upon legal guidelines and progress made on I.E.P. goals. Fifth and Seventh grades participate in the California Physical Fitness Testing program.

The site administrative team with the instructional coach, district administrative team, instructional leadership team, PLC teams, school site council and PTA examined the results from the state testing and allocated monies and resources to work on areas of growth. The school purchased math intervention programs, provided after-school intervention in both math and ELA. We also used the Amplify program (DIBELS) as a universal screener. That data was utilized to help identify students who needed Tier III intervention. We used Sonday System as a tier III intervention with our intervention team, which is made up of one intervention specialist, an EL paraprofessional, an EL aide and three intervention instructional aides. We also utilized the ELPAC test results to identify students of need in our ELD program. We utilized Imagine Learning to work on improving the students language acquisition and work with teachers to see where their gaps in the curriculum lie. We also utilized IABs from the CAASPP website to help determine the students progression with the standards.

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

Our teachers used common formative assessments throughout the year to help modify instruction as we went. Classroom teachers utilized formative and summative assessments throughout the year to guide their instruction and assure student learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Traina’s teaching staff consists of 35 general education classroom teachers, two resource teachers, one special day teacher, one school psychologist, one full-time band/general music teacher (included in the 35) and 2.5 physical education teachers (included in the 35). Traina also has the following personnel on staff: a principal, a vice-principal, school secretary, one full and one part-time office clerk, one part-time intervention specialists, three part-time intervention instructional aides, two part-time EL instructional aides, one part-time SDC instructional aides, two part-time resource instructional aides, one speech therapist, three custodians, one full time and two part-time cafeteria workers, six part-time campus aides, and two part-time librarians. Additional district supported personnel include: one full-time instructional coach, one part-time school therapist and one part-time school counselor. The site also presently has a student community liaison paid for through Title I funds.

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students. The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district be piloted and selected NGSS science curriculum (Stemscopes).

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

A variety of staff development activities address professional needs. In the summer of 2016, the Traina Instructional Leadership Team (TILT) attended a Professional Learning Communities institute from Solution Tree. This institute provided inspiring and dynamic professional development which gave the members of the TILT tools, ideas and motivation to share with their grade-level and subject teams as the school community continues to grow into a more effective and vibrant Professional Learning Community. The TILT is preparing specifically targeted professional learning activities to present to the staff on Mondays during the “Site Collaboration” time. During the summer of 2017, Traina sent another 18 staff members to the PLC conference. In the summer of 2018, nine more teachers went, leaving just five teachers who hadn't attended prior to the 18-19 school year, plus both administrators also attended. The district continued that training with two years worth of training fro Angie Freese of the Solution Tree (PLC) group.
The majority of the teachers at Traina have been trained in the use of Guided Language Acquisition Design (GLAD). The district has also now trained the teachers at the other sites. In addition to those teachers, some of the new staff at Traina were trained in order to continue the plan of having a completely GLAD-trained staff. There are plans each year to continue the training and to give time to work on the instructional strategies.
New teachers participate in an induction program for two years.
Teachers very frequently pursue professional development opportunities outside of those provided by the school and district. The district and site pay for other professional development opportunities.

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

The district employs three Instructional coaches who work together to assist teachers in the classroom, with outside PD and mentor teachers. They deliver PD at staff meetings, after school and during staff development days. They also lead book studies and other learning opportunities. They have assisted with lesson studies as well. The district utilizes induction support providers to help new teachers.

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

In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction. Our K-6 grade levels had common prep time this year, where they were also able to collaborate as teams.

Teaching and Learning

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students.
In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction.
The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18. In 2018-19, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district will be piloting and selecting NGSS science curriculum.

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

Traina Elementary meets the required instructional minutes for reading/language arts and mathematics K-8.

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

The master schedule is designed in a way that allows us to have intervention support for Tier III intervention (pullout) for all students including designated ELD support.

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

In compliance with the Williams Act, all Traina Elementary students have equal access to standards-aligned instructional materials, safe and decent school facilities and highly qualified teachers. The Jefferson School District has adopted the following curricula for Kindergarten through 8th grades:

History/Social Sciences:
K-5th Grades: TCI
6th-8th Grades: National Geographic

Science:
TK: STEMscopes Early Explorer, Accelerate Learning
K-8: STEMscopes CA NGSS 3D, Accelerate Learning

Mathematics:
K-8: CA Go Math, Houghton Mifflin Harcourt

Reading/Language Arts
TK: World of Wonders, McGraw Hill
K-5: California Wonders, McGraw Hill
6-8 Collegeboard Spring Board

Visual & Performing Arts/Music:
K-4: Spotlight On Music, Macmillan/McGraw Hill

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

Traina Elementary utilizes State adopted curriculum that is aligned to the California State Content Standards in Kindergarten through 8th grades. State Frameworks, Content Standards and research-based curriculum are continually referenced and reviewed as a means of guiding instruction. Ongoing formative, summative and criterion-referenced assessments identify student progress and individual student needs. Classroom instruction is differentiated to meet the needs of all students.
In the 2015-2016 school year, the school days were adjusted to allow for early release on every Monday to provide collaboration of teacher teams. These teams are dedicated to improving academic results through developing formative assessments which provide data that can be used to adjust and improve instruction.
The Jefferson district adopted and implemented new ELA curriculum K-8 in 2017-18, the district piloted and then selected Social Studies Curriculum. In 2019-20, the district piloted and adopted NGSS science curriculum. In 2020-21 and 2021-22, the district also updated the math curriculum.

Opportunity and Equal Educational Access

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

- Classroom teachers use a wide variety of strategies and materials to provide differentiated instruction to all sub-groups in all subject areas. Multiple modality teaching strategies are utilized in an effort to reach all learning styles.
- Technology is incorporated whenever possible as it is a preferred mode of learning for many. There is a one to one Chromebook to student ratio in grades 1 – 8.
- The results of on-going progress monitoring tools (DIBELS) to place and tailor learning programs for all students. These assessments also allow the teaching staff to monitor progress and if necessary, begin the process of referring students for additional services.
- Participation in the Accelerated Reader and STAR Reader Program is highly emphasized. Students receive award certificates, books, public recognition, medals and earned reading celebration flex time. These programs are proven effective in increasing reading fluency.
- There are many award and incentive programs which motivate our students academically.
- Daily "Words of Wisdom" are presented to develop student character. Additionally, Tiger Truths are emphasized and students receive rewards for exemplifying the spirit of these truths.
- Students have access to a district provided counselor and therapist through Valley Community Counseling Services.
- Traina shares two school psychologists with another site.
- A full time speech pathologist provides services to those students who are identified as needing Speech Services (And currently has an SLP A)
- There is a school Gifted And Talented Education (GATE) program for those students who qualify.

Evidence-based educational practices to raise student achievement

The following categorical funded positions and programs help under-performing students to meet standards (ESEA)

- A robust after school intervention program which is being instituted in phases. This program utilizes certificated staff (Teachers), classified staff (Intervention Specialists and EL Aides), Advanced Placement High School Students and the 7th and 8th grade Leadership Students. The program is offered four days a week for up to 2 hours after school, and provides targeted intervention in academics for students who are identified as needing extra support. Students are identified by multiple indicators including: Grade Point Average, test data, individual class grades, teacher recommendation, parent recommendation, and student request.
- Professional development in the latest and best practices for improving student achievement is sought, identified and funded using these funds.
- Supplementary instructional materials for use in interventions, both during the school day and after school, are funded using these materials.
- Professional Development materials for Certificated and Classified staff are funded using these materials.

Students in the third through eighth grades are assessed annually by the Smarter Balance Assessment Consortium. Students scoring "Standard Not Met" or "Standard Nearly Met" in ELA and/or math are identified for the purpose of targeted assistance programs. Students in this sub-group receive intervention services (ELA, math, and if applicable EL) by way of RTI and/or small group pull-out and differentiated instruction in the classroom. Additionally, teachers use classroom tests and quizzes as well as formative assessments developed by grade level teams to identify student needs and respond to them. DIBELS will be used to identify and progress monitor student performance. EL students are assessed annually on the CELDT. Special education students are evaluated annually and tri-annually based upon legal guidelines and progress made on I.E.P. goals. Fifth and Seventh grades participate in the California Physical Fitness Testing program.

Parental Engagement

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

Parent volunteers in classrooms provide one-on-one or small group support for struggling students. Our Parent Teacher Association provides assemblies and activities to enhance our students' educational experiences. Family Literacy Night, Science Night, After School Remediation, Summer Bridge Camp, Math Night, Scholastic Book Fair, APEX fun run, Back to School Night, Open House and Science Camp are just a few of the programs and activities Traina students and their families participate in each year. At the end of the 2018-2019, Train

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)

Funding

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

The following categorical funded positions and programs help under-performing students to meet standards (ESEA)

- A robust after school intervention program which is being instituted in phases. This program utilizes certificated staff (Teachers), classified staff (Intervention Specialists and EL Aides), Advanced Placement High School Students and the 7th and 8th grade Leadership Students. The program is offered four days a week for up to 2 hours after school, and provides targeted intervention in academics for students who are identified as needing extra support. Students are identified by multiple indicators including: Grade Point Average, test data, individual class grades, teacher recommendation, parent recommendation, and student request.
- Professional development in the latest and best practices for improving student achievement is sought, identified and funded using these funds.
- Supplementary instructional materials for use in interventions, both during the school day and after school, are funded using these materials.
- Professional Development materials for Certificated and Classified staff are funded using these materials.
- We hired a student community liaison to connect with students, support them when they struggle both academically and socially.

Fiscal support (EPC)

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

The school site council discussed and gave input on the Site Plan throughout the year and approved updates to goals, spending and the rest of the document in May. The staff received the entire plan, discussed progress at different points throughout the year and were offered the opportunity for input. The info in the Site Plan was also shared with the PTA.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	86	78	64
Grade 1	81	70	67
Grade 2	73	79	70
Grade3	72	71	79
Grade 4	77	81	70
Grade 5	84	77	83
Grade 6	96	85	82
Grade 7	96	91	89
Grade 8	99	96	93
Total Enrollment	764	728	697

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	123	109	104	16.1%	15.0%	14.9%
Fluent English Proficient (FEP)	79	91	76	10.3%	12.5%	10.9%
Reclassified Fluent English Proficient (RFEP)	6	32	11	4.9%	26.0%	10.1%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	72	77	68	72	76	68	72	76	97.1	100	98.7
Grade 4	87	79	74	85	76	69	85	76	69	97.7	96.2	93.2
Grade 5	91	84	88	91	82	86	91	82	84	100	97.6	97.7
Grade 6	93	91	85	92	90	81	92	90	81	98.9	98.9	95.3
Grade 7	90	97	89	90	95	82	90	95	80	100	97.9	92.1
Grade 8	90	96	95	90	96	93	90	96	93	100	100	97.9
All Grades	521	519	508	516	511	487	516	511	483	99	98.5	95.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2452.	2423.	2430.	42.65	22.22	27.63	22.06	22.22	22.37	20.59	34.72	28.95	14.71	20.83	21.05
Grade 4	2462.	2498.	2449.	18.82	34.21	20.29	34.12	34.21	23.19	17.65	19.74	20.29	29.41	11.84	36.23
Grade 5	2491.	2517.	2480.	21.98	17.07	13.10	27.47	43.90	27.38	20.88	21.95	25.00	29.67	17.07	34.52
Grade 6	2520.	2537.	2536.	10.87	16.67	23.46	34.78	36.67	35.80	38.04	30.00	18.52	16.30	16.67	22.22
Grade 7	2563.	2553.	2574.	20.00	17.89	21.25	38.89	34.74	43.75	23.33	27.37	20.00	17.78	20.00	15.00
Grade 8	2571.	2582.	2562.	7.78	19.79	13.98	43.33	37.50	32.26	37.78	29.17	30.11	11.11	13.54	23.66
All Grades	N/A	N/A	N/A	19.38	20.94	19.67	33.91	35.23	31.06	26.74	27.20	24.02	19.96	16.63	25.26

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.71	29.17	18.42	42.65	51.39	64.47	17.65	19.44	17.11
Grade 4	18.82	38.16	11.59	57.65	52.63	71.01	23.53	9.21	17.39
Grade 5	20.88	35.37	15.48	57.14	46.34	67.86	21.98	18.29	16.67
Grade 6	17.39	30.00	20.99	55.43	47.78	58.02	27.17	22.22	20.99
Grade 7	24.44	23.16	21.25	51.11	52.63	66.25	24.44	24.21	12.50
Grade 8	27.78	30.21	22.58	50.00	42.71	49.46	22.22	27.08	27.96
All Grades	24.22	30.72	18.63	52.71	48.73	62.32	23.06	20.55	19.05

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.29	15.28	7.89	48.53	58.33	67.11	16.18	26.39	25.00
Grade 4	12.94	26.32	7.35	56.47	56.58	58.82	30.59	17.11	33.82
Grade 5	26.37	23.17	15.66	41.76	62.20	50.60	31.87	14.63	33.73
Grade 6	14.13	16.67	14.81	53.26	63.33	64.20	32.61	20.00	20.99
Grade 7	28.89	27.37	33.75	56.67	54.74	48.75	14.44	17.89	17.50
Grade 8	16.67	22.92	17.20	61.11	62.50	67.74	22.22	14.58	15.05
All Grades	21.90	22.11	16.42	53.10	59.69	59.67	25.00	18.20	23.91

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.35	18.06	11.84	58.82	69.44	77.63	8.82	12.50	10.53
Grade 4	18.82	28.95	7.35	68.24	57.89	77.94	12.94	13.16	14.71
Grade 5	10.99	15.85	8.33	63.74	67.07	75.00	25.27	17.07	16.67
Grade 6	13.04	12.22	11.11	77.17	80.00	77.78	9.78	7.78	11.11
Grade 7	10.00	17.89	16.25	67.78	61.05	70.00	22.22	21.05	13.75
Grade 8	7.78	20.83	9.68	83.33	68.75	78.49	8.89	10.42	11.83
All Grades	14.73	18.79	10.79	70.35	67.51	76.14	14.92	13.70	13.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	32.35	16.67	18.42	52.94	59.72	68.42	14.71	23.61	13.16
Grade 4	20.00	28.95	13.04	56.47	59.21	72.46	23.53	11.84	14.49
Grade 5	21.98	25.61	11.90	53.85	58.54	67.86	24.18	15.85	20.24
Grade 6	27.17	34.44	25.93	53.26	46.67	60.49	19.57	18.89	13.58
Grade 7	35.56	31.58	28.75	51.11	44.21	60.00	13.33	24.21	11.25
Grade 8	20.00	27.08	18.28	61.11	52.08	72.04	18.89	20.83	9.68
All Grades	25.97	27.79	19.46	54.84	52.84	66.87	19.19	19.37	13.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70	72	77	68	72	76	68	72	76	97.1	100	98.7
Grade 4	87	79	74	86	77	69	86	77	67	98.9	97.5	93.2
Grade 5	91	84	88	91	82	86	91	82	86	100	97.6	97.7
Grade 6	93	91	85	93	90	80	93	90	80	100	98.9	94.1
Grade 7	90	97	89	90	96	80	90	96	80	100	99	89.9
Grade 8	90	96	95	90	96	90	90	96	90	100	100	94.7
All Grades	521	519	508	518	513	481	518	513	479	99.4	98.8	94.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2460.	2439.	2432.	26.47	22.22	11.84	41.18	18.06	40.79	20.59	41.67	22.37	11.76	18.06	25.00
Grade 4	2473.	2499.	2448.	16.28	25.97	10.45	31.40	33.77	22.39	30.23	31.17	40.30	22.09	9.09	26.87
Grade 5	2489.	2506.	2454.	17.58	17.07	11.63	17.58	15.85	11.63	32.97	43.90	22.09	31.87	23.17	54.65
Grade 6	2507.	2506.	2503.	7.53	5.56	11.25	29.03	25.56	21.25	31.18	38.89	32.50	32.26	30.00	35.00
Grade 7	2523.	2519.	2522.	13.33	8.33	16.25	21.11	23.96	15.00	33.33	33.33	30.00	32.22	34.38	38.75
Grade 8	2522.	2529.	2503.	12.22	10.42	12.22	8.89	22.92	8.89	34.44	18.75	23.33	44.44	47.92	55.56
All Grades	N/A	N/A	N/A	15.06	14.23	12.32	24.13	23.39	19.42	30.89	34.11	27.97	29.92	28.27	40.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	55.88	26.39	21.05	33.82	50.00	56.58	10.29	23.61	22.37
Grade 4	34.88	48.05	17.91	24.42	27.27	46.27	40.70	24.68	35.82
Grade 5	23.08	20.73	8.14	38.46	50.00	39.53	38.46	29.27	52.33
Grade 6	17.20	12.22	10.00	40.86	46.67	48.75	41.94	41.11	41.25
Grade 7	25.56	12.50	22.50	32.22	42.71	41.25	42.22	44.79	36.25
Grade 8	14.44	14.58	8.89	28.89	34.38	44.44	56.67	51.04	46.67
All Grades	27.22	21.44	14.41	33.20	41.72	45.93	39.58	36.84	39.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.29	26.39	17.11	45.59	44.44	57.89	19.12	29.17	25.00
Grade 4	20.93	33.77	11.94	41.86	42.86	53.73	37.21	23.38	34.33
Grade 5	15.38	15.85	8.14	51.65	56.10	40.70	32.97	28.05	51.16
Grade 6	9.68	4.44	8.75	55.91	52.22	53.75	34.41	43.33	37.50
Grade 7	18.89	12.50	15.00	51.11	53.13	48.75	30.00	34.38	36.25
Grade 8	11.11	17.71	13.33	60.00	44.79	45.56	28.89	37.50	41.11
All Grades	17.76	17.74	12.32	51.35	49.12	49.69	30.89	33.14	38.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.76	27.78	18.42	44.12	56.94	67.11	19.12	15.28	14.47
Grade 4	22.09	37.66	11.94	51.16	40.26	62.69	26.74	22.08	25.37
Grade 5	13.19	12.20	11.63	49.45	59.76	56.98	37.36	28.05	31.40
Grade 6	12.90	20.00	12.50	51.61	46.67	65.00	35.48	33.33	22.50
Grade 7	16.67	12.50	17.50	60.00	65.63	63.75	23.33	21.88	18.75
Grade 8	11.11	7.29	12.22	50.00	64.58	60.00	38.89	28.13	27.78
All Grades	17.95	18.71	13.99	51.35	56.14	62.42	30.69	25.15	23.59

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1426.0	1434.8	1434.1	1435.6	1442.3	1447.2	1403.4	1417.1	1403.5	14	13	11
1	1518.9	*	1474.1	1488.6	*	1480.8	1548.9	*	1467.0	16	10	17
2	1540.1	1483.5	1505.3	1526.1	1483.3	1513.7	1553.7	1483.1	1496.5	18	12	13
3	1530.9	*	1514.3	1522.1	*	1520.9	1539.4	*	1507.2	16	9	11
4	1515.3	1539.2	*	1517.4	1547.1	*	1512.9	1530.8	*	14	13	10
5	*	1542.3	1518.4	*	1531.1	1511.4	*	1553.2	1524.8	*	13	18
6	1552.3	*	1571.5	1538.5	*	1582.3	1565.8	*	1560.3	16	6	12
7	*	1574.5	1561.9	*	1571.5	1561.7	*	1577.2	1561.6	*	15	14
8	*	*	*	*	*	*	*	*	*	*	7	9
All Grades										118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	7.69	18.18	*	30.77	36.36	*	61.54	36.36	*	0.00	9.09	14	13	11
1	81.25	*	23.53	*	*	64.71	*	*	5.88		*	5.88	16	*	17
2	72.22	8.33	15.38	*	66.67	76.92		16.67	7.69		8.33	0.00	18	12	13
3	*	*	36.36	*	*	45.45	*	*	9.09		*	9.09	16	*	11
4	*	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	14	13	*
5	*	30.77	11.11	*	46.15	44.44		7.69	38.89		15.38	5.56	*	13	18
6	*	*	41.67	*	*	41.67	*	*	8.33	*	*	8.33	16	*	12
7	*	46.67	28.57	*	40.00	57.14		6.67	7.14	*	6.67	7.14	*	15	14
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	55.93	25.51	26.96	30.51	51.02	50.43	10.17	18.37	16.52	*	5.10	6.09	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	15.38	27.27	*	38.46	45.45	*	46.15	18.18		0.00	9.09	14	13	11
1	87.50	*	47.06		*	41.18	*	*	0.00		*	11.76	16	*	17
2	72.22	25.00	38.46	*	50.00	53.85		8.33	7.69	*	16.67	0.00	18	12	13
3	*	*	63.64	*	*	18.18	*	*	18.18		*	0.00	16	*	11
4	*	76.92	*	*	7.69	*	*	0.00	*	*	15.38	*	14	13	*
5	*	38.46	33.33	*	38.46	55.56		15.38	0.00		7.69	11.11	*	13	18
6	*	*	58.33	*	*	33.33		*	0.00	*	*	8.33	16	*	12
7	*	73.33	50.00		13.33	42.86	*	6.67	0.00		6.67	7.14	*	15	14
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	66.10	45.92	49.57	21.19	34.69	37.39	10.17	12.24	6.96	*	7.14	6.09	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	7.69	18.18	*	30.77	0.00	*	53.85	63.64	*	7.69	18.18	14	13	11
1	68.75	*	11.76	*	*	70.59	*	*	5.88		*	11.76	16	*	17
2	72.22	0.00	7.69	*	58.33	61.54	*	41.67	30.77		0.00	0.00	18	12	13
3	*	*	9.09	*	*	27.27	*	*	54.55	*	*	9.09	16	*	11
4	*	23.08	*	*	46.15	*	*	15.38	*	*	15.38	*	14	13	*
5	*	23.08	11.11	*	15.38	22.22	*	53.85	50.00		7.69	16.67	*	13	18
6	*	*	25.00	*	*	25.00	*	*	16.67	*	*	33.33	16	*	12
7	*	40.00	14.29	*	26.67	42.86	*	20.00	28.57	*	13.33	14.29	*	15	14
8	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	45.76	19.39	12.17	27.12	39.80	39.13	17.80	32.65	33.91	9.32	8.16	14.78	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	23.08	27.27	*	61.54	63.64		15.38	9.09	14	13	11
1	87.50	*	41.18	*	*	52.94		*	5.88	16	*	17
2	83.33	33.33	38.46	*	66.67	61.54		0.00	0.00	18	12	13
3	*	*	36.36	*	*	45.45	*	*	18.18	16	*	11
4	*	61.54	*	*	23.08	*	*	15.38	*	14	13	*
5	*	23.08	16.67	*	69.23	77.78		7.69	5.56	*	13	18
6	*	*	66.67	*	*	25.00	*	*	8.33	16	*	12
7	*	26.67	14.29	*	66.67	71.43		6.67	14.29	*	15	14
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.86	36.73	34.78	33.90	56.12	58.26	*	7.14	6.96	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	23.08	36.36	*	76.92	36.36	*	0.00	27.27	14	13	11
1	*	*	52.94	*	*	35.29	*	*	11.76	16	*	17
2	72.22	25.00	38.46	*	58.33	61.54	*	16.67	0.00	18	12	13
3	75.00	*	100.00	*	*	0.00	*	*	0.00	16	*	11
4	*	69.23	*	*	23.08	*	*	7.69	*	14	13	*
5	*	61.54	72.22		30.77	16.67		7.69	11.11	*	13	18
6	87.50	*	75.00	*	*	16.67	*	*	8.33	16	*	12
7	*	86.67	85.71	*	6.67	7.14		6.67	7.14	*	15	14
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	70.34	53.06	66.09	23.73	40.82	26.09	*	6.12	7.83	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	7.69	9.09	*	92.31	72.73	*	0.00	18.18	14	13	11
1	87.50	*	29.41	*	*	58.82		*	11.76	16	*	17
2	83.33	0.00	15.38	*	83.33	84.62		16.67	0.00	18	12	13
3	*	*	9.09	68.75	*	54.55	*	*	36.36	16	*	11
4	*	23.08	*	*	53.85	*	*	23.08	*	14	13	*
5	*	23.08	22.22	*	69.23	44.44		7.69	33.33	*	13	18
6	*	*	33.33	*	*	16.67	*	*	50.00	16	*	12
7	*	46.67	28.57	*	33.33	42.86	*	20.00	28.57	*	15	14
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.61	21.43	20.87	38.98	63.27	53.04	14.41	15.31	26.09	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	38.46	36.36	*	46.15	27.27	*	15.38	36.36	14	13	11
1	68.75	*	11.76	*	*	82.35		*	5.88	16	*	17
2	66.67	16.67	23.08	*	83.33	76.92		0.00	0.00	18	12	13
3	*	*	45.45	*	*	45.45		*	9.09	16	*	11
4	*	46.15	*	*	46.15	*	*	7.69	*	14	13	*
5	*	23.08	11.11	*	69.23	72.22		7.69	16.67	*	13	18
6	*	*	25.00	75.00	*	58.33	*	*	16.67	16	*	12
7	*	20.00	21.43	*	73.33	64.29		6.67	14.29	*	15	14
8	*	*	*	*	*	*		*	*	*	*	*
All Grades	51.69	25.51	20.87	41.53	67.35	65.22	*	7.14	13.91	118	98	115

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
697	28.6	14.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	104	14.9
Foster Youth	2	0.3
Homeless	1	0.1
Socioeconomically Disadvantaged	199	28.6
Students with Disabilities	57	8.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	6.9
American Indian or Alaska Native	4	0.6
Asian	122	17.5
Filipino	50	7.2
Hispanic	271	38.9
Two or More Races	39	5.6
Native Hawaiian or Pacific Islander	9	1.3
White	146	20.9

Conclusions based on this data:

1. Our socio-economically disadvantaged number shrank a little, but they are still a key focus for success. As a leadership team and a site we work hard to make sure all students succeed. We are aware that some students need more assistance in reaching grade level standards.

2. We are also working on using our targeted Title I funds more efficiently and effectively to improve student learning.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Orange
Mathematics Orange		

Conclusions based on this data:

1. We were very effective in improving the school climate, lowering the chronic absenteeism rate significantly to earn a blue rating. In 2021-22 there was a bump in suspensions and absenteeism as students and staff adjusted to returning to the classroom in full.
2. Work on restorative practices and a PBIS program has helped lower suspension rates every year, and this year's drop allowed us to reach blue standing in that category as well.
3. We are seeing growth in ELA and Math, but there is a need for an increased focus on math.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	4	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
10.2 points above standard	15.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.9 points	Increased ++10 points	1
499	137	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	5 points below standard	76.4 points below standard
2	Increased ++7.9 points	Increased ++7.6 points
	212	56

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Blue	Green
11.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	37.4 points above standard	29.1 points above standard
Increased ++10.5 points	1	Increased Significantly ++18 points	Increased ++7.2 points
40		83	39
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
8.9 points below standard	38.4 points above standard	23.2 points above standard	17.4 points above standard
Increased ++4.5 points	Increased Significantly ++28.7 points	11	Increased ++4.5 points
192	26		104

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
41.9 points below standard	54.8 points above standard	4.7 points above standard
Declined -8.1 points	Increased Significantly ++16.4 points	Increased ++7.1 points
56	81	344

Conclusions based on this data:

1. We still have work to do with our significant subgroups. Our biggest area of concern is within our special education population, where we saw an increase, but still have room to grow.
2. We saw an increase in the scores of our socio-economically disadvantaged, but we still have plenty of room for growth.
3. Our EL population, both current EL and reclassified saw an increase in scores.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
27.4 points below standard	21.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.6 points	Maintained ++0.5 points	1
499	137	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	38.8 points below standard	92.8 points below standard
2	Increased ++4.7 points	Increased Significantly ++15.2 points
	212	56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Green
72.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.9 points above standard	9.8 points below standard
Maintained ++1.4 points	1	Increased ++9.6 points	Increased ++13 points
40		83	39
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
47.8 points below standard	3.3 points above standard	35.3 points below standard	11.6 points below standard
Maintained -1.5 points	Increased ++12.2 points	11	Maintained ++2.9 points
192	26		104

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
66.9 points below standard	9.2 points above standard	32.3 points below standard
Declined -12.2 points	Increased ++4.2 points	Increased ++4.6 points
56	81	344

Conclusions based on this data:

1. We saw growth across the board with EL, Socio-Economically Disadvantaged students and Students With Disabilities. The numbers are still low, but the progress in math is nice.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
65.8 making progress towards English language proficiency
Number of EL Students: 79
Performance Level: Very High

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.9	20.2	10.1	55.6

Conclusions based on this data:

1. We are happy that 86.4% percent of our ELs are in the Level 3 and Level 4
2. We are working on increasing our EL Tier III services (which are generally used for Level I and Level II students)
3. We are also working on a process that will get our instructional coach and EL paraprofessionals working with classroom teachers discuss strategies being used in the classroom for all EL students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	2	0	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
6.3	4.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +3	Increased +2.6	4
797	133	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.4	14
5	Increased Significantly +5.6	Increased +10.1
	332	93

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	Blue
9.4	Less than 11 Students - Data Not Displayed for Privacy	0.8	1.8
Increased +5.4	3	Declined -0.6	Maintained -0.1
53		126	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Yellow
9.2	11.8	7.1	4.3
Increased Significantly +4.6	Increased +11.8	Declined -1.2	Increased +0.9
305	51	14	188

Conclusions based on this data:

1. Our chronic absenteeism was are greatest area of growth in 17-18. Following through on the SARB process, engaging our families and students led to a significant drop in the numbers earning blue almost across the board. It is going to be hard to tell the data from 21-22, because of covid

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	0	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.6	1.5	Less than 11 Students - Data Not
Increased +1.9	Increased +1.5	4
804	134	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not	4.8	5.3
5	Increased Significantly +3.2	Increased +4
	335	95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	Blue
7.5	Less than 11 Students - Data	1.6	0
Increased +7.5	3	Maintained +0.2	Maintained 0
53		128	57
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
2.9	3.8	0	2.1
Increased Significantly +2.3	Increased +1.6	Maintained 0	Increased +1.6
308	52	15	188

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	2.6

Conclusions based on this data:

1. This was another area of excited growth over the years. The suspension rate dropped for three straight years to a low of 0.7 percent. That number increased to 2.6 in 2019 and unfortunately may increase again in 2021-22.
2. Our biggest gain in suspension numbers was our socio-economically disadvantaged and the students with disabilities. We had the biggest drop in that area the year before, so some level of bounceback makes sense, but we need to focus on this area moving forward.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

1.0 Pupil Outcomes: Ensure that all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Goal 1

Goal 1.1 Provide teachers teams with time to collaborate around data to implement a sustainable curriculum that enables all learners to achieve at high levels. (implement new ELA and Science curriculum, grade level meetings to evaluate CFAs and design re-teach, observe other classrooms).

Source	Identified Need
ELA Dashboard	
Math Dashboard	
English Learner Progress	
College and Career	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
See above	See above	See Above

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 with some focus on our low-performing students.

Strategy/Activity

Utilize classroom teachers, intervention specialists, resource specialists as well as the site instructional coach to meet the needs of low performing students. Differentiate Instruction within the classroom using Project GLAD strategies as well as instructional norms to meet individual student needs. Progress monitor all students using DIBELS and SRI assessment components to ensure all students are learning. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Interventions

Tasks

* Provide professional development opportunities for staff

* Provide opportunities for teachers to observe other classrooms and work with the coach
* Provide time/opportunities for teachers to collaborate and work with PLC teams and to work on new ELA and Science curriculum

* Facilitate and create opportunities for staff to work together outside the normal work day

Measures

* TILT (Traina Instructional Leadership Team) will meet at least two times a month

* TILT and other members will meet above in beyond our normal time to create programs targeted at our at-risk populations

* Staff members will prep those activities and opportunities for students
* Formative and summative assessments
* CAASPP results

People Assigned

Principal

Vice Principal

Teachers

Intervention Specialists

Instructional Coach

Student and Community Liaison

Start Date - End Date

8/1/2017 - 5/24/2020

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

Amount(s)	Source(s)

2,500.00	SIP
1,000.00	SIP
8,000.00	Title I
7,000.00	Title I
7,000.00	Title I
6,000.00	Title I
4,000.00	Title I
2,033.00	Title I
45,000	Title I

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

Goal: Goal 1.2 Provide students with dynamic instruction and top-notch technology and curriculum

ISSUE STATEMENT

We have 1-to-1 Chromebooks in grades Kinder-8th, interactive smartboards were added to all 1st-8th grade classrooms. Two of the kinder classrooms have the smartboards. One of the kinders and the transition kinder each have regular projectors, because we were unable to mount theirs and had no place for the actual smartboard. With new technology comes new learning opportunities, but in order to be effective, teachers will need more training. Likewise, with new ELA curriculum and new science standards, teachers are working hard to find the best modes of deliver to increase student learning.

GOAL OBJECTIVE

To increase the use and quality of technology instruction in the classroom and to effectively implement the new ELA curriculum and start to move toward the NGSS science standards.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored through informal and formal observations of the sites programs. Grade level and content area teams will meet in collaborative to make instructional decisions based on student outcomes and data.

Strategies

1.2 Provide Students with dynamic instruction and top-notch technology and curriculum

Using our instructional coach, professional development and new forms of instructional strategies and technology, we will provide students with dynamic instruction that will increase engagement and learning. We will also individualize instruction for those who need more time to reach grade level and for those who are excelling.

Actions

Intervention

Tasks

* Utilize coach to observe and work with teachers, veteran and new, on instructional strategies
* Coaches power hours, newsletters and other training done to help improve our skills in technology
* Provide staff development opportunities and research-based books to help teachers work with our at-risk population
* Create opportunities with new technology, updates of old technology and necessary curriculum
* Provide targeted curriculum for students who are one or more grade levels below
* Provide training on working with students in our subgroups

Measures

Check of curriculum and technology opportunities

CAASPP scores

Formative and summative assessments

People Assigned

Teachers

Administrators

Paraprofessionals

Instructional Coach

Start Date - End Date

8/1/2022 - 5/24/2025

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

Amount(s)	Source(s)
5,000.00	Remediation
5,000.00	SIP
2,000.00	SIP
8,000.00	Title I
1,000.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students (with an emphasis on our students below standard or approaching standard)

Strategy/Activity

Goal: Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

ISSUE STATEMENT

An analysis of data from multiple sources indicate that not all students at Anthony Traina Elementary School are meeting or exceeding their grade level Common Core State Standards as indicated on the California Assessment of Student Performance and Progress (also known as the Smarter Balanced Assessment Consortium) in Math. In order to ensure that all of our students have the skills they need to be successful it is imperative that we focus on improving learning in Mathematics.

GOAL OBJECTIVE

All Students in ELA: Increase percentage that meet or exceed standard by 13% over the next three years.

2017-18: Increase percentage that meet or exceed standard by 5% (New goal 54.07%)

2018-19: Increase 5% (New goal 59.07%)

2019-20: Increase 3% (New goal 62.07%)

Actual 2020-21: 50.73% (We are up from our starting point in 2016-17, but we did not make the percentage growth we wanted. Two percent each year seems like a more realistic goal moving forward with an added impact of a new demographic of students joining the school.

2022-23: Goal 52.73

2023-24: Goal 54.73

2024-25: Goal 56.73

All Students in Math Increase percentage that meet or exceed standard by 15% over the next three years.

2017-18: Increase by 6% (New goal 41.61%)

2018-19: Increase by 5% (New goal 46.61%)

2019-20: Increase by 4% (New goal 50.61%)

Actual 2020-21: 31.74% (Here we saw a drop of just under four percent). There is more room for growth, so the projections should be higher at 3 percent per year.

2022-23: 34.74

2023-24: 37.74

2024-25: 40.74

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students in all subgroups 3rd through 8th grade.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Progress toward this goal will be monitored by data collected from formative assessments and PLC work product. Grade level and content area teams will meet in collaborative groups to respond to data using the Professional Learning Community cycle of inquiry. The teacher teams will collaboratively make instructional decisions based on the data to ensure that the goal will be met.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

2020-21 CAASPP results and then future results.

Formative and Summative classroom assessment data.

Strategies

Increase School Wide Proficiency in Language Arts and Mathematics

Utilize classroom teachers, intervention specialists, resource specialists as well as the site instructional coach to meet the needs of low performing students. Differentiate Instruction within the classroom using Project GLAD strategies as well as instructional norms to meet individual student needs. Progress monitor all students using DIBELS and SRI assessment components to ensure all students are learning. Use formative assessments and other forms of progress monitoring to make sure students placed correctly in the ELA intervention program and that we are focused on targeted areas of need. Implement a robust after school intervention program to target the needs of specific students in ELA and Mathematics.

Actions

Academic supports

Tasks

- Continue to implement writing strategies and Instructional Norms TK-8.

- Continue to support Accelerated Reader.
- Continue to support development of the whole child which includes the arts.
- Continue to support home/school communication via planners, communication folders, web sites, Google Classroom, and AERIES.

- Continue to support Kindergarten Bridge Camp activities, community outreach and curriculum purchases.
- Continue to support targeted after school intervention programs.
- Purchase literature books, leveled readers and other support materials to enhance the ELA program.
- Continue to support academically relevant field trips.
- Continue to purchase supplementary books and magazines.
- As appropriate professional development opportunities and materials, instructional materials, intervention programs and supplies are identified, they will be funded to the best extent possible.

Measures

SBAC scores

DIBELS/SRI

SRA benchmark scores

Grades

Teacher input

Reading Lions-progress monitoring

ELA benchmarks

People Assigned

Principal

Vice Principal

Teachers

Intervention Specialists

Instructional Coach

Start Date - End Date

8/1/2022 - 5/24/2025

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)
7,000.00	Remediation
1,000.00	SIP
20,000.00	Title I
10,000.00	Title I
6,000	Title I

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

Goal 1.3 Increase School Wide Proficiency in Language Arts and Mathematics

Actions

EL Support

Tasks

Evaluate research proven CDE adopted ELD programs and implement them to fidelity.

As needs for training, instructional materials, and supplies are identified, they will be funded to the best extent possible.

Measures

CELDT

DIEBLS

Reading Lions

Classroom assessments

SBAC

People Assigned

EL Specialist

Principal

Vice-Principal

Teachers

Instructional Coach

Start Date - End Date

-

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)
7,000.00	Title I
4,000.00	Title I
3,000.00	Title I

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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 majority of the plan was executed. The student and community liaison position has been implemented and had great success. There was some good early success with that. Overall, we have seen growth in our academic results and improvement over the last few years in attendance and discipline outcomes.

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

It took longer than expected to get the student and community liaison position started, but now it is rolling. With a shift in demographics, the position may end up being at more than one site.

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

The goals for the CAASPP test scores were adjusted by the team for 21-22. They are listed in the earlier information.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Pupil Outcomes: Ensure all students are college and career ready by providing rigorous, relevant, and differentiated instruction that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Goal 2

Goal 2.1 Provide Academic Enrichment Experiences and Opportunities

ISSUE STATEMENT

The Jefferson School District and Anthony Traina School hold as a core value the education of the entire child. It is imperative that the focus on academic achievement not cause the educational program to exclude those aspects of an education that reflect the creative, expressive and social needs of the student.

GOAL OBJECTIVE

The Educational Program at Traina will provide opportunities for students to participate in activities which compliment the academic program through experiences which may expose students to art, music, nature, business, or other human or cultural activities which the staff determine may be of value to the overall development of our students.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All Students at Traina

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Though no specific performance gains may be realized, research shows that students who have a rich experience outside of academia generally excel academically.

Strategies

Field Trips and Educational Experiences

The staff will seek out experiences which directly compliment the academic standards at their grade level. The staff will seek out programs and activities that enrich the educational experience.

Actions

Field Trips and Experiences

Tasks

- Research and determine field trips and other experiences which will compliment the academic curriculum.

- Provide experiences for our students which will prepare them for college and/or a career after high school graduation.

Measures

Teachers will review the goals and standards for their content and grade level. They will make work with administration to make determinations of what opportunities are available which will enhance their curriculum and broaden the experiences of their students.

People Assigned

Teachers

Administrators

Start Date - End Date
8/2022 - 6/2025

Source	Identified Need
FIA	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will review the goals and standards for their content and grade level. They will make work with administration to make determinations of what opportunities are available which will enhance their curriculum and broaden the experiences of their students.		More engagement of the students and potentially increased CAASPP scores

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

Art classes, after school art/music/choir, dance, STEAM classes, walk through history classes, star lab, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	Art Instruction - Services
576.00	Art/Dance/Theater
1,300.00	Art Instruction - Staff
1,000.00	Career Readiness
500.00	SIP
2,700.00	SIP
2,000.00	SIP
2,000.00	SIP
1,488.00	SIP
1,000.00	SIP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

GATE students

Strategy/Activity

Gifted And Talented Education

The needs of the highest achieving students require that the school provide enriching experiences and opportunities that go above and beyond what is provided by the general curriculum. As such, the GATE teacher will research and select activities for those qualifying students to engage in.

Actions

GATE

Tasks

- Identify GATE students
- Investigate enrichment opportunities
- Offer after school classes or field trips which are oriented to the advanced student

Measures

People Assigned

Teachers

Administrators

Start Date - End Date

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)
500.00	Gate
520.00	Gate

Increased or Improved Services
Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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

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

We've seen moderate growth academically, and we are working on improving these opportunities. We had after school microbits classes for advanced students.

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

We also combined with the other sites for a district GATE field trip.

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

The GATE funding and budgeting was not clearly listed in past versions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

Goal 3

Goal 3.1 School Safety

Strategies

School Safety

It is necessary to provide a safe learning environment for our students and staff. In order to do so, it is necessary to provide training for staff and keep emergency supplies available and stocked.

Actions

School Safety

Tasks

- Train Staff (CPR, First Aid, Supervision)
- Maintain First Aid Kits and Emergency Supplies in each wing/class and the Office.
- Update walkie-talkies (radios)

Measures

People Assigned

Office Staff

Start Date - End Date

Source	Identified Need
Suspension Rate	
Chronic Absenteeism	
Graduation Rate	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

All Students

Strategy/Activity

Make sure the school has the supplies needed to provide a safe environment

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)
1690.00	School Safety
2,462.00	School Safety

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

Goal: Goal 3.2 School Climate

Strategies

Behavior Interventions

A necessary component in providing a climate conducive to instruction and learning is a classroom atmosphere which lends itself to the pursuit of study. One facet of creating a school climate which fosters this atmosphere is to have in place behavior interventions which support and reinforce the rules which govern the classroom and the school. It is also important to provide incentives and recognition for students who excel in both academics and citizenship.

Actions

Behavior Intervention

Tasks

- Collaborate with staff to plan an acceptable progressive discipline model

- Provide appropriate consequences for poor behavior.
- Instruct students on appropriate choices for their behavior
- Continue to support rewards program for positive behavior
- Create positive rewards activities at lunch time and after school

Measures

Student Discipline Data in AERIES

People Assigned

Office Staff

Teachers

Administrators

Start Date - End Date

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

Amount(s)	Source(s)
1,000.00	SIP

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

Awards and Incentives

Tasks

Purchase appropriate awards and incentives for students who perform exceptionally in academics and/or citizenship.
Purchase items to stock the Positive Behavior Intervention Supports "stores".

Measures

Student Grade Reports will be used to determine academic awards.

Discipline data as well as staff observation will be used to determine the effectiveness of PBIS strategies.

People Assigned

Teachers

Administrators

Office Staff

Start Date - End Date

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

Amount(s)	Source(s)
5,000.00	SIP

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

Goal: Goal 3.3 Character Development

Strategies

School Character Assemblies

3.2 Provide research based character education programs for students led by our PBIS team and program on campus, while including Second Step character education, Project Wisdom and the Tiger Truths. Positive behavior work over the past two years has reduced suspensions and other discipline problems, and continuing to support those efforts through the Tiger Store and school-wide character education should continue that. We will also look at Anti-bullying programs.

Actions

Character Assemblies and Programs

Tasks

Words of Wisdom, through Project Wisdom will be presented to all students in the daily announcements. #Icanhelp or Teen Truth Live will present their program (anti bullying and teen culture) to the 7th and 8th grades.

Jaguar project will present to students.

PBIS team will be trained.

Measures

People Assigned

Administration

Start Date - End Date

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

Amount(s)	Source(s)
1,538.00	Character Education
2000.00	School Safety and Violence Prevention Act

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We have seen the suspension rates decrease tremendously, earning a blue rating on the dashboard and the chronic absenteeism dwindled as well, resulting in another blue rating. Our subgroups saw tremendous improvement in these areas. Since the great improvement, there was a little drop off , which needs to be worked on

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

We did not book as many character education events as we would like.

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 increased the amount we will be spending to match the amount of funds available.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Source	Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Increased or Improved Services

Description of increased or improved services for student groups with identified performance gap(s).

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	$
Total Supplemental and Concentration Funds provided to the school from District LCAP	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$192,807.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$138,033.00

Subtotal of additional federal funds included for this school: $138,033.00

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

State or Local Programs	Allocation ($)
Art Instruction - Services	$4,000.00
Art Instruction - Staff	$1,300.00
Art/Dance/Theater	$576.00
Career Readiness	$1,000.00
Character Education	$1,538.00
Gate	$1,020.00
Remediation	$12,000.00
School Safety	$4,152.00
School Safety and Violence Prevention Act	$2,000.00
SIP	$27,188.00

Subtotal of state or local funds included for this school: $54,774.00

Total of federal, state, and/or local funds for this school: $192,807.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

0 Other School Staff

3 Parent or Community Members

Name of Members	Role
Cristin Halverson	Parent or Community Member
Marivic Manantan	Other School Staff
Kulbir Atwal	Parent or Community Member
Rachel Gmeiner	Parent or Community Member
Ken Silman	Principal
Katrina Balsano	Classroom Teacher
Ann Teixeira	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Principal, Ken Silman on 6/1/22
	SSC Chairperson, Ann Teixeira on 6/1/22

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 .

Attested:

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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