School Year: | 2020-21

# 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 |
|---|---|---|---|
| Lakeside School | 15635526009666 | April 28, 2020 | May 12, 2020 |

## 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.

In consultation with The Kern County Superintendent of Schools, Kern County Public Health, and in light of Governor Newsom's Executive Order N-33-20, which directs "all individuals living in the State of California to stay home or at their place of residence except as needed to maintain continuity of operations of the federal critical infrastructure sectors," Lakeside Union School District implemented school closures from March 18 through May 2020, to limit the community spread of COVID-19. This plan was developed using the most recent data available.

Consistent with California Education Code 64001, this plan meets the requirements of ESSA and is aligned with the LCAP. This plan meets both state and federal requirements, aligns state and federal resources, and help minimize duplication of effort at the local level. This plan describes strategies the school will do to improve student outcomes. Strategies include:
- Continue to develop a multi-tiered system of supports for all students; specifically for high needs students. Goal 2.
- Provide counseling services for students with emotional and behavioral needs. Goal 3.
- Continue the implementation of Positive Behavioral Interventions and Supports. Goal 3.
- Provide professional development for teachers, focusing on evidenced-based instructional strategies that enhance student engagement. Goals 1 and 2.
- Continue to implement a robust student assessment system to improve student achievement in English Language Arts and math. Teachers will regularly collect and analyze common formative and summative assessment data, and use the data to establish instructional priorities, inform classroom instruction, and monitor student progress and achievement. See Goal 2.

- Proceed with the Continuous Improvement Process to cultivate collaborative cultures, produce strong groups and individuals, develop internal accountability, and be responsible within our system.

# 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).

Each year our School Site Council distributes surveys to parents, staff, and students.  Survey results are shared with SSC and Leadership Team to guide improvement efforts for curriculum, academic progress, and school connectedness.

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

In addition to the standard, formal evaluation process, site administrators use every opportunity they have to conduct "walk-through' observations. These informal observations allow administrators to provide support to the teachers and allows students to see administrators in classrooms. The strength of teachers at Lakeside, aside from the pursuance of excellence, is the training they provide to all students regarding study skills and appropriate academic behaviors in class.

Lessons are fully aligned with the Common Core State Standards (CCSS) and teachers maintain a positive atmosphere in their classrooms, creating a safe environment for students to learn. English Learner strategies are being used across the disciplines to aid second-language learners (as well as struggling learners) to increase their achievement. Teachers and other staff continue to look for ways to inspire unmotivated learners. Creative incentive strategies and parental involvement is often used to help motivate students who struggle to focus and perform in class. Teachers continually strive to include all students in the learning process.

Teachers teaching the same classes have striven to articulate their curricula to assure all students receive the same high-quality instruction.  PLC collaboration time has been built into the week and teachers meet Wednesdays to plan lessons and create lessons and assessments together.  The students benefit from the combined knowledge of all teachers within a department, rather than relying on one person. Teachers strong in one area are tasked with taking the lead for that area and sharing their expertise with their department colleagues.

## 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)

Due to COVID-19 and subsequent school closure through May 2020, CAASPP and ELPAC testing was suspended by CDE for the spring of 2020.

Local Control Funding Formula (LCFF) is being used to increase and improve core services to all students. Supplemental and concentration grants are proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

LUSD will use Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IAB), locally developed benchmark, and common formative assessments to measure student progress toward proficiency.

The District will use Illuminate Education assessments to accelerate student achievement by focusing instruction on student needs. Grade Levels meet in Professional Learning Communities and review student data weekly in the form of Quarterly Benchmark exams, Common Formative Assessments, Unit and Chapter Tests, Quarterly Accelerated Reader STAR comprehension tests, and/or observations. Instruction is modified and specific to each individual student's learning needs.

The school/district implements an ongoing assessment and monitoring system that provides timely data from common assessments based on the SBE-adopted Common Core State Standards (CCSS) ELA/ELD and Mathematics, including intensive intervention programs. Student achievement results from assessments (i.e., entry-level placement and/or diagnostic; progress monitoring, including frequent formative and curriculum-embedded; and summative assessments) will be used to inform teachers and principals on student placement, diagnosis, progress, and effectiveness of instruction.

The school implements an assessment and monitoring system which includes curriculum-embedded assessments available as part of the adopted program: District assessments are standards-based and include criterion-referenced tests and curriculum embedded measures, Benchmark Test Results and Common Formative Assessments are utilized, and Data is used to drive instruction.

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

The nine Essential Program Components (EPCs) of the Academic Program Survey (APS) developed by the California Department of Education are designed to support the improvement of student academic performance in reading/language arts and mathematics. The nine components have been identified in research studies as key factors for school improvement and for the functioning of schools that are 'beating the odds' by demonstrating success with challenging student populations. The foundation of this SPSA is based on the EPCs of the APS.

The use of continuous regular data using Illuminate Education, drives the daily instruction for all teachers. Teachers meet formally in PLCs to discuss and plan instruction to meet each student's educational need. Additionally, the use of district benchmark exams and Illuminate results will be used by teachers to guide their instruction and address student instructional needs according to the data collected from these and other informal assessments.

Intervention and enrichment are purposefully taught depending on the specific needs of our students. There are four questions that are asked about each standards based lesson.
1. What do we want our students to learn and be able to do? 2. How will we know when each student has learned it? 3. What will we do if the child doesn't learn it? 4. What will we do once they have learned it?

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school/district strives to staff all classrooms with fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA).

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

Lakeside School is staffed with qualified teachers, the majority of which have attended professional development in their credential area. The District participates fully in the Teacher Induction Program (facilitated through the COE) to have preliminary credentialed teachers acquire their clear credential. Our district provides an Intern Coach for all teacher Interns to provide additional professional support.

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

In reviewing the student achievement data from the state tests and available local multiple measures assessments, specific areas were targeted for staff development. The focus for this year is continued full implementation of the Common Core State Standards with an emphasis on reading, writing, math, Students with Disabilities, and English Language Learner (ELL) instruction.

Regular walk throughs by administrators are done to identify areas of need for Professional Development. In addition, teachers have the opportunity to attend conferences and in-services to obtain new ideas that will strengthen their teaching practices. Teachers may attend conferences at their own request or may be directed by administration to attend. Teachers may be given release time to visit other teachers at the appropriate grade-level to observe teaching techniques and strategies.

The District participates fully in the Kern County Teacher Induction Program to have preliminary credentialed teachers acquire their clear credential. This is a comprehensive; standards based program that guides and supports beginning teachers through the efforts of a collegial relationship with a support provider.

With guidance from the district leadership, all on-site and off-site staff development opportunities are directly linked to enhancing student achievement. A District Staff Development Committee comprised of fully credentialed teachers, a principal, and the District Superintendent or designee serve as professional development oversight. Members meet on an as needed basis to discuss best practices for instruction and to ensure professional development opportunities are research-based. Staff development activities may include but are not limited to the following:
- Professional Learning Communities
- Common Formative Assessment
- Data Analysis
- Targeting the Standards
- Whole Brain Teaching and Learning
- English Learner Strategies
- Common Core State Standards
- Close Reading Strategies
- Guided Reading
- Close Reading ELA and math CCSS
- Google Classroom
- Illuminate Ed

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

The school/district fully implements instructional assistance and ongoing support to all teachers of ELA/ELD and Mathematics, many provided through outside vendors. Some possible options include: trained coaches, content experts, and specialists who are knowledgeable about the adopted program, and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. Additionally, teachers may attain assistance on instructional practice through the Professional Learning Community on our campus.

The Principal and Vice Principal work to provide support and assistance to teachers that will ensure their ability to provide appropriate instruction and maintain a high degree of rigor and achievement.

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

The school/district facilitates and fully implements structured PLC collaboration weekly meetings in order for teachers to analyze, discuss, and utilize the results of the school/district assessment system to guide student placement, instructional planning and delivery, and progress monitoring, within the SBE-adopted (CCSS) ELA/ELD and Mathematics programs.

Teachers meet in Professional Learning Communities to review how successful they were in teaching each particular standard, and how successful each individual student was in mastering the standard(s) taught. Teachers design enrichment lessons for students who mastered the standards taught and design lessons for those students who did not master the standards. Those students who almost mastered the standard(s) will receive additional time and instruction. Students who did not master the standard(s), and as evidence shows through assessment, did not come close to attaining the material, will receive intensive intervention until the standard(s) are mastered.

## Teaching and Learning

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

The District utilizes Board approved instructional materials that are aligned to the curriculum, and have been approved by the California Dept. of Education (CDE).  SBE approved publishers that are currently adopted and implemented by the Lakeside Union School District are used as a resource along with supplementary materials to teach the Common Core State Standards. Lessons taught are specifically aligned with the new Common Core State Standards with an emphasis on the essential power standards. The following are our current adopted curriculum.

Reading Language Arts: K-5 Benchmark Advance, 6-8 Prentice Hall
Math: K-8 McGraw Hill
History-Social Science: K-5 Harcourt, 6-8 Discovery
Science: K-5 Harcourt, 6-8 McDougall Littell

Lakeside School has established high academic standards for all subject areas that are in line with the Common Core standards.They have been reviewed and approved by advisory boards, parent groups, site councils, and the District Board of Education.  Grade level standards state what each student should know and be able to do at designated benchmarks in the student's educational career. All students have equal access to the district's core curriculum.

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

The school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted, standards-based, basic core programs for ELA/ELD and Mathematics.  This time is given priority and protected from interruptions.

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

The school/district implements an annual district instructional/assessment pacing guide that documents each grade level (kindergarten through grade eight) for the SBE-adopted (CCSS) RLA/ELD and Mathematics, including intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.  Through the Professional Learning Communities, teachers monitor and assess student mastery of the Common Core State Standards and adjust the lesson pacing accordingly.

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

The school/district ensures sufficiency of textbooks for all core subjects.  Core subjects are implemented as designed and documented to be in daily use in every classroom with materials for every student.  The new ELD standards are intertwined with the ELA Common Core State Standards and teachers have the latitude to use other resources for daily use with every identified student.  New materials will continue to be adopted and purchased from State Approved Materials lists as they are developed.

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

The school/district fully implements the current State Board of Education (SBE)-adopted, CCSS standards-based, basic core instructional programs and materials in English language arts (ELA)/English language development (ELD), including ancillary materials for universal access. These programs are implemented as designed and documented to be in daily use in every classroom with materials for every student to meet state standards.

Scientifically-based methods and strategies are used to strengthen the core and deliver an instructional program that provides extended learning time and minimizes removing students from the regular classroom during regular school hours.

## Opportunity and Equal Educational Access

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

Grade level Professional Learning Communities (PLCs) work together to address the needs of all under performing students to meet standards. The school implements a strategic targeted intervention program for all grade levels.
- Homework is assigned regularly, Mondays-Thursdays to reinforce concepts being taught.
- The school library has available a choice of class sets of recommended literature for teacher check-out.
- Students go to the library , and with their classes as well as on an individual basis as needed.
- Students with identified learning disabilities receive special services in the area the student is found to qualify by the Learning Center Specialist.
- Field Trips may be used to increase student experiential base of information and provide focus and motivation in language arts and social studies activities, as funds are available.

The following activities are being implemented for English Language Learners:
- English Language Learners at the beginning levels of English acquisition are homogeneously grouped and placed in High Intensity Language Academy Classes.
- A variety of supplemental/supportive materials are available for use in all classrooms.

Evidence-based educational practices to raise student achievement

The school/district fully implements research-based instructional strategies for student improvement. Strategies include:
- Use Essential Program Components faithfully (EPC's)
- Professional Learning Communities
- Frequent Common Formative Assessments (CFA)
- Analyzing data from CFA's and other assessments
- Use Research Based Teaching Strategies: Whole Brain Teaching, Thinking Maps, etc.
- Using Student Engagement Strategies
- Adjusted Master Schedule
- Standards based instruction
- AR Program
- Intensive intervention

## Parental Engagement

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

The school/district disseminates County Office of Education (COE) and community information that provides opportunities to parents to assist under-achieving students. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders. Available resources include:
a. Aeries Grade Book, Parent and Student Portal
b. School website with resources
b. School voice mail for teachers to post homework and receive messages from parents
c. Teacher e-mail
d. Parent volunteers
e. Community Reader Program for 2nd and 3rd grade

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)

Lakeside School solicits and promotes involvement with all stakeholders through the School Site Council and other advisory committees. The district/school solicits and promotes Local Control Accountability Plan (LCAP) development with all stakeholders. A Parent Involvement Policy is attached to this document. The school receives input and oversight from the School Site Council, ELAC and DELAC regarding the planning, implementation, and evaluation of consolidated application programs.

Funding

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

The LEA and SSC collaborate to develop a list of priority programs/activities focusing on student achievement. As funding becomes available, the LEA and SSC will refer to the aforementioned list to determine allocation. The District makes expenditures in accordance with the approved Consolidated Application. The Local Control Funding Formula (LCFF) is used to increase and improve core services to all students. Supplemental and concentration grants will be proportionally distributed to unduplicated English Learners and disadvantaged students to genuinely increase and improve services.

Fiscal support (EPC)

The school/district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in (CCSS) ELA/ELD and Mathematics, and the Single Plan for Student Achievement (SPSA). The District and school has created a funding plan which ensures that resources are utilized effectively in accordance with the legal intent of the program(s) to support students in accomplishing academic standards.

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Kern Avenue provides leveled readers to all of our students to ensure that they are able to gain proficiency with their grade level standards. The District provides in-service professional development for the teachers.

Title II Part A – The goal of this program is to increase the academic achievement of all students by helping school and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. Teachers and administrators are trained with the most current educational information to increase student achievement.

Title III Part A – The goal of this program is to develop English learner's proficiency in English and in the district's core curriculum as rapidly and effectively as possible.

Tobacco Use Prevention Education (TUPE) – The goal of this program is to adopt and carry out a comprehensive program to prevent tobacco use. The school participates in red ribbon week and teachers provide instruction on Tobacco prevention. Safe and Drug free schools program is implemented within our school.

# 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**

Students, parents, teachers, and administrators have participated in a collaborative process to support the development of the this plan. The School Ste Council and advisory groups (English Language Advisory Committee, Special Education, Leadership) served to guide the development, review and implementation of the SPSA. The SSC holds regular meetings and worked to seek and gather input from all stakeholders prior to sending the plan out for public comment. All stakeholders representatives were solicited and invited to the SSC meetings. Site administrators met monthly with student government and staff. During these meetings, stakeholders reviewed and discussed student performance outcome data, and discussed how Lakeside School can increase or improve services for all students.

Opportunities for input included, but was not limited to: surveys, community/parent meetings, School Site Council meetings, District English Language Advisory Committee meetings, student body government. Meeting notices were sent through District email and website updates.

At SSC meetings, an overview was presented on the LCAP, the CA School Dashboard, and CAASPP results of school student group data. Input was gathered on what's working well and what needs to be targeted for improvement. Comments and feedback were recorded and summarized into this document.

# School and Student Performance Data

## Student Enrollment
### Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.78% | 0.49% | 0.32% | 5 | 3 | 2 |
| African American | 5.18% | 4.92% | 6.62% | 33 | 30 | 42 |
| Asian | 4.71% | 4.59% | 4.73% | 30 | 28 | 30 |
| Filipino | 1.57% | 1.64% | 2.37% | 10 | 10 | 15 |
| Hispanic/Latino | 56.51% | 58.52% | 61.36% | 360 | 357 | 389 |
| Pacific Islander | 0.78% | 0.33% | 0% | 5 | 2 | 0 |
| White | 27.47% | 26.23% | 21.61% | 175 | 160 | 137 |
| Multiple/No Response | % | % | 3% | | | 0 |
| | | | Total Enrollment | 637 | 610 | 634 |

## Student Enrollment
### Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 24 | 25 | 26 |
| Grade 1 | 26 | 22 | 24 |
| Grade 2 | 25 | 29 | 25 |
| Grade3 | 25 | 24 | 29 |
| Grade 4 | 29 | 32 | 30 |
| Grade 5 | 31 | 32 | 26 |
| Grade 6 | 158 | 128 | 160 |
| Grade 7 | 153 | 164 | 140 |
| Grade 8 | 166 | 154 | 174 |
| Total Enrollment | 637 | 610 | 634 |

**Conclusions based on this data:**

1. The two largest student groups are Hispanic and White.

2. The Hispanic student group continues to increase approximately 1% per year for the last three years.

3. The White student group continues to decline approximately 2% per year for the last three years.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **17-18** | **18-19** | **19-20** | **17-18** | **18-19** | **19-20** |
| **English Learners** | 61 | 66 | 66 | 9.6% | 10.8% | 10.4% |
| **Fluent English Proficient (FEP)** | 135 | 120 | 136 | 21.2% | 19.7% | 21.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 24 | 9 | 19 | 24.7% | 14.8% | 28.8% |

**Conclusions based on this data:**

1. The average percentage of English Learners from 2016 through 2019 is 11.9%.

2. The average percentage of Fluent English Proficient from 2016 through 2019 is 18.7%.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 24 | 25 | 24 | 24 | 25 | 24 | 24 | 25 | 24 | 100 | 100 | 100 |
| Grade 4 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 100 | 100 | 100 |
| Grade 5 | 28 | 29 | 30 | 28 | 29 | 30 | 28 | 29 | 30 | 100 | 100 | 100 |
| Grade 6 | 161 | 156 | 135 | 158 | 155 | 135 | 158 | 155 | 135 | 98.1 | 99.4 | 100 |
| Grade 7 | 169 | 152 | 178 | 169 | 151 | 176 | 169 | 151 | 176 | 100 | 99.3 | 98.9 |
| Grade 8 | 158 | 169 | 157 | 157 | 168 | 156 | 157 | 167 | 156 | 99.4 | 99.4 | 99.4 |
| All Grades | 570 | 561 | 554 | 566 | 558 | 551 | 566 | 557 | 551 | 99.3 | 99.5 | 99.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | | | |
| Grade 3 | 2373. | 2429. | 2401. | 12.50 | 24.00 | 20.83 | 12.50 | 32.00 | 8.33 | 29.17 | 20.00 | 25.00 | 45.83 | 24.00 | 45.83 | | | |
| Grade 4 | 2416. | 2424. | 2433. | 3.33 | 6.67 | 10.00 | 30.00 | 26.67 | 33.33 | 16.67 | 13.33 | 13.33 | 50.00 | 53.33 | 43.33 | | | |
| Grade 5 | 2431. | 2464. | 2446. | 3.57 | 6.90 | 0.00 | 7.14 | 34.48 | 30.00 | 28.57 | 20.69 | 26.67 | 60.71 | 37.93 | 43.33 | | | |
| Grade 6 | 2542. | 2518. | 2539. | 17.09 | 12.90 | 17.78 | 40.51 | 40.00 | 37.78 | 27.22 | 20.65 | 29.63 | 15.19 | 26.45 | 14.81 | | | |
| Grade 7 | 2521. | 2559. | 2522. | 11.24 | 13.25 | 7.39 | 27.81 | 41.72 | 34.09 | 26.63 | 31.13 | 26.70 | 34.32 | 13.91 | 31.82 | | | |
| Grade 8 | 2542. | 2537. | 2570. | 10.19 | 10.18 | 14.74 | 28.03 | 30.54 | 37.82 | 36.31 | 29.34 | 26.28 | 25.48 | 29.94 | 21.15 | | | |
| All Grades | N/A | N/A | N/A | 11.84 | 12.03 | 12.34 | 29.86 | 36.27 | 34.66 | 29.15 | 25.67 | 26.50 | 29.15 | 26.03 | 26.50 | | | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 16.67 | 28.00 | 12.50 | 37.50 | 44.00 | 37.50 | 45.83 | 28.00 | 50.00 |
| Grade 4 | 10.00 | 10.00 | 13.33 | 46.67 | 50.00 | 53.33 | 43.33 | 40.00 | 33.33 |
| Grade 5 | 3.57 | 6.90 | 6.67 | 57.14 | 55.17 | 53.33 | 39.29 | 37.93 | 40.00 |
| Grade 6 | 20.89 | 18.71 | 22.22 | 58.23 | 43.87 | 48.89 | 20.89 | 37.42 | 28.89 |
| Grade 7 | 15.38 | 24.50 | 11.93 | 49.11 | 51.66 | 48.30 | 35.50 | 23.84 | 39.77 |
| Grade 8 | 20.38 | 18.56 | 24.36 | 45.22 | 39.52 | 48.72 | 34.39 | 41.92 | 26.92 |
| All Grades | 17.49 | 19.57 | 17.79 | 50.35 | 45.60 | 48.64 | 32.16 | 34.83 | 33.58 |

| Writing Producing clear and purposeful writing | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 24.00 | 16.67 | 33.33 | 56.00 | 45.83 | 54.17 | 20.00 | 37.50 |
| Grade 4 | 3.33 | 13.33 | 3.33 | 53.33 | 36.67 | 56.67 | 43.33 | 50.00 | 40.00 |
| Grade 5 | 0.00 | 31.03 | 6.67 | 50.00 | 37.93 | 56.67 | 50.00 | 31.03 | 36.67 |
| Grade 6 | 34.18 | 23.23 | 28.15 | 44.30 | 49.68 | 55.56 | 21.52 | 27.10 | 16.30 |
| Grade 7 | 23.08 | 30.46 | 19.32 | 46.15 | 55.63 | 50.00 | 30.77 | 13.91 | 30.68 |
| Grade 8 | 18.47 | 19.16 | 23.08 | 52.23 | 50.30 | 53.21 | 29.30 | 30.54 | 23.72 |
| All Grades | 22.26 | 23.88 | 20.87 | 47.35 | 50.45 | 52.81 | 30.39 | 25.67 | 26.32 |

| Listening Demonstrating effective communication skills | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 36.00 | 12.50 | 66.67 | 56.00 | 62.50 | 20.83 | 8.00 | 25.00 |
| Grade 4 | 0.00 | 6.67 | 16.67 | 70.00 | 73.33 | 63.33 | 30.00 | 20.00 | 20.00 |
| Grade 5 | 10.71 | 6.90 | 3.33 | 60.71 | 58.62 | 66.67 | 28.57 | 34.48 | 30.00 |
| Grade 6 | 18.35 | 14.19 | 17.04 | 70.89 | 65.81 | 70.37 | 10.76 | 20.00 | 12.59 |
| Grade 7 | 8.88 | 8.61 | 9.66 | 55.62 | 72.85 | 65.91 | 35.50 | 18.54 | 24.43 |
| Grade 8 | 9.55 | 9.58 | 13.46 | 75.16 | 64.67 | 74.36 | 15.29 | 25.75 | 12.18 |
| All Grades | 11.48 | 11.49 | 12.70 | 66.78 | 66.97 | 69.15 | 21.73 | 21.54 | 18.15 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 16.00 | 25.00 | 50.00 | 64.00 | 37.50 | 37.50 | 20.00 | 37.50 |
| Grade 4 | 0.00 | 16.67 | 13.33 | 63.33 | 40.00 | 46.67 | 36.67 | 43.33 | 40.00 |
| Grade 5 | 7.14 | 24.14 | 6.67 | 35.71 | 34.48 | 40.00 | 57.14 | 41.38 | 53.33 |
| Grade 6 | 30.38 | 28.39 | 28.89 | 54.43 | 47.74 | 55.56 | 15.19 | 23.87 | 15.56 |
| Grade 7 | 19.53 | 27.81 | 17.05 | 46.75 | 56.95 | 50.57 | 33.73 | 15.23 | 32.39 |
| Grade 8 | 21.66 | 19.16 | 30.13 | 54.78 | 53.89 | 46.15 | 23.57 | 26.95 | 23.72 |
| All Grades | 21.20 | 24.06 | 23.23 | 51.59 | 51.71 | 49.18 | 27.21 | 24.24 | 27.59 |

**Conclusions based on this data:**

1. The overall Achievement for all students, who Met or Exceeded the ELA/Literacy Standards, decreased from 48.3% in 2017-18 to 46.83% in 2018-19.

2. Overall Claim Performance for 2018-19, students performed best in the Listening Claim with 81.85% At or Near, and Above Standard.

3. Overall Claim Performance for 2018-19, students performed worst in the Reading Claim with 66.43% At or Near, and Above Standard.

# 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 24 | 25 | 24 | 24 | 25 | 24 | 24 | 25 | 24 | 100 | 100 | 100 |
| Grade 4 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 100 | 100 | 100 |
| Grade 5 | 28 | 29 | 30 | 28 | 29 | 30 | 28 | 29 | 30 | 100 | 100 | 100 |
| Grade 6 | 162 | 156 | 135 | 158 | 155 | 135 | 158 | 155 | 135 | 97.5 | 99.4 | 100 |
| Grade 7 | 167 | 152 | 178 | 167 | 151 | 174 | 167 | 151 | 174 | 100 | 99.3 | 97.8 |
| Grade 8 | 158 | 169 | 157 | 157 | 166 | 156 | 157 | 166 | 156 | 99.4 | 98.2 | 99.4 |
| All Grades | 569 | 561 | 554 | 564 | 556 | 549 | 564 | 556 | 549 | 99.1 | 99.1 | 99.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2375. | 2429. | 2416. | 4.17 | 12.00 | 0.00 | 12.50 | 36.00 | 41.67 | 41.67 | 36.00 | 37.50 | 41.67 | 16.00 | 20.83 |
| Grade 4 | 2418. | 2397. | 2431. | 0.00 | 3.33 | 0.00 | 20.00 | 13.33 | 13.33 | 36.67 | 30.00 | 56.67 | 43.33 | 53.33 | 30.00 |
| Grade 5 | 2428. | 2458. | 2446. | 0.00 | 3.45 | 3.33 | 7.14 | 20.69 | 10.00 | 21.43 | 24.14 | 26.67 | 71.43 | 51.72 | 60.00 |
| Grade 6 | 2489. | 2483. | 2505. | 5.06 | 5.16 | 11.85 | 19.62 | 19.35 | 22.22 | 38.61 | 37.42 | 33.33 | 36.71 | 38.06 | 32.59 |
| Grade 7 | 2485. | 2509. | 2490. | 7.78 | 7.28 | 6.32 | 16.17 | 19.21 | 18.39 | 26.95 | 35.76 | 28.74 | 49.10 | 37.75 | 46.55 |
| Grade 8 | 2509. | 2510. | 2525. | 7.64 | 10.84 | 10.90 | 14.65 | 16.87 | 17.95 | 31.85 | 25.90 | 28.85 | 45.86 | 46.39 | 42.31 |
| All Grades | N/A | N/A | N/A | 6.03 | 7.55 | 8.20 | 16.31 | 19.06 | 19.49 | 32.45 | 32.37 | 31.69 | 45.21 | 41.01 | 40.62 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.33 | 28.00 | 25.00 | 37.50 | 52.00 | 50.00 | 54.17 | 20.00 | 25.00 |
| Grade 4 | 3.33 | 10.00 | 3.33 | 33.33 | 13.33 | 50.00 | 63.33 | 76.67 | 46.67 |
| Grade 5 | 0.00 | 6.90 | 6.67 | 17.86 | 37.93 | 30.00 | 82.14 | 55.17 | 63.33 |
| Grade 6 | 12.66 | 13.55 | 21.48 | 39.24 | 38.06 | 37.78 | 48.10 | 48.39 | 40.74 |
| Grade 7 | 13.17 | 14.57 | 12.07 | 27.54 | 36.42 | 29.89 | 59.28 | 49.01 | 58.05 |
| Grade 8 | 10.83 | 16.87 | 15.38 | 35.03 | 28.31 | 35.26 | 54.14 | 54.82 | 49.36 |
| All Grades | 10.99 | 14.93 | 15.12 | 33.16 | 33.99 | 35.34 | 55.85 | 51.08 | 49.54 |

| 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 | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.17 | 20.00 | 25.00 | 33.33 | 60.00 | 62.50 | 62.50 | 20.00 | 12.50 |
| Grade 4 | 3.33 | 6.67 | 0.00 | 53.33 | 33.33 | 63.33 | 43.33 | 60.00 | 36.67 |
| Grade 5 | 0.00 | 3.45 | 3.33 | 32.14 | 44.83 | 36.67 | 67.86 | 51.72 | 60.00 |
| Grade 6 | 6.33 | 5.16 | 9.63 | 46.20 | 44.52 | 48.15 | 47.47 | 50.32 | 42.22 |
| Grade 7 | 6.59 | 7.95 | 8.05 | 42.51 | 47.02 | 44.83 | 50.90 | 45.03 | 47.13 |
| Grade 8 | 7.01 | 10.24 | 10.26 | 43.31 | 45.78 | 50.64 | 49.68 | 43.98 | 39.10 |
| All Grades | 6.03 | 8.09 | 9.11 | 43.44 | 45.68 | 48.63 | 50.53 | 46.22 | 42.26 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.17 | 16.00 | 12.50 | 62.50 | 64.00 | 54.17 | 33.33 | 20.00 | 33.33 |
| Grade 4 | 3.33 | 10.00 | 6.67 | 36.67 | 36.67 | 50.00 | 60.00 | 53.33 | 43.33 |
| Grade 5 | 0.00 | 6.90 | 0.00 | 28.57 | 48.28 | 43.33 | 71.43 | 44.83 | 56.67 |
| Grade 6 | 7.59 | 7.74 | 11.11 | 50.00 | 47.10 | 52.59 | 42.41 | 45.16 | 36.30 |
| Grade 7 | 9.58 | 10.60 | 8.62 | 48.50 | 56.95 | 56.32 | 41.92 | 32.45 | 35.06 |
| Grade 8 | 6.37 | 13.25 | 16.03 | 58.60 | 46.99 | 50.00 | 35.03 | 39.76 | 33.97 |
| All Grades | 7.09 | 10.61 | 10.93 | 50.71 | 50.00 | 52.46 | 42.20 | 39.39 | 36.61 |

**Conclusions based on this data:**

1. The overall Achievement for all students, who Met or Exceeded the Mathematics Standards, increased from 26.61% in 2017-18 to 27.69% in 2018-19.

2. Overall Claim Performance for 2018-19, students performed best in the Communicating Reasoning Claim with 63.69% At or Near, and Above Standard.

3. Overall Claim Performance for 2018-19, students performed worst in the Concepts & Procedures Claim with 50.46% At or Near, and Above Standard.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | * | * | * | * | * | * | * | 4 |
| Grade 1 | * | * | * | * | * | * | * | 5 |
| Grade 2 | * | * | * | * | * | * | * | 8 |
| Grade 3 | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | 7 |
| Grade 5 | * | * | * | * | * | * | * | * |
| Grade 6 | * | 1530.5 | * | 1520.6 | * | 1540.0 | * | 12 |
| Grade 7 | * | * | * | * | * | * | * | 6 |
| Grade 8 | * | * | * | * | * | * | * | 7 |
| All Grades | | | | | | | 55 | 54 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * |
| 4 | | * | * | * | | * | * | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| 6 | * | 16.67 | * | 58.33 | * | 16.67 | | 8.33 | * | 12 |
| 7 | * | * | * | * | | * | | * | * | * |
| 8 | * | * | * | * | | * | | * | * | * |
| All Grades | 40.00 | 31.48 | 40.00 | 44.44 | * | 20.37 | * | 3.70 | 55 | 54 |

## Oral Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | | * | | * | * | * |
| 3 | * | * | * | * | * | * | | * | * | * |
| 4 | * | * | * | * | | * | * | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| 6 | * | 41.67 | * | 33.33 | | 16.67 | | 8.33 | * | 12 |
| 7 | * | * | * | * | | * | | * | * | * |
| 8 | * | * | * | * | | * | | * | * | * |
| All Grades | 67.27 | 53.70 | 21.82 | 33.33 | * | 9.26 | * | 3.70 | 55 | 54 |

## Written Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | | * | * | * | * | * |
| 1 | | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * |
| 3 | | * | * | * | * | * | * | * | * | * |
| 4 | | * | * | * | | * | * | * | * | * |
| 5 | * | * | * | * | | * | * | * | * | * |
| 6 | * | 8.33 | * | 41.67 | | 41.67 | * | 8.33 | * | 12 |
| 7 | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | | * | | * | * | * |
| All Grades | 25.45 | 14.81 | 36.36 | 38.89 | * | 31.48 | 21.82 | 14.81 | 55 | 54 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 3 | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * |
| 6 | * | 8.33 | * | 66.67 | | 25.00 | * | 12 |
| All Grades | 49.09 | 38.89 | 41.82 | 48.15 | * | 12.96 | 55 | 54 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * |
| 6 | * | 66.67 | * | 25.00 | | 8.33 | * | 12 |
| All Grades | 74.55 | 62.96 | * | 33.33 | * | 3.70 | 55 | 54 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * |
| 6 | * | 8.33 | * | 41.67 | * | 50.00 | * | 12 |
| 7 | * | * | * | * | * | * | * | * |
| All Grades | 27.27 | 16.67 | 47.27 | 51.85 | 25.45 | 31.48 | 55 | 54 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Grade<br>Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number<br>of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * |
| 6 | * | 50.00 | * | 50.00 | | 0.00 | * | 12 |
| All Grades | 36.36 | 25.93 | 52.73 | 64.81 | * | 9.26 | 55 | 54 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Student Population

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

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **610** | **67.4** | **10.8** | **0.2** |
| 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. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 66 | 10.8 |
| **Foster Youth** | 1 | 0.2 |
| **Homeless** | 20 | 3.3 |
| **Socioeconomically Disadvantaged** | 411 | 67.4 |
| **Students with Disabilities** | 61 | 10.0 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 30 | 4.9 |
| **American Indian** | 3 | 0.5 |
| **Asian** | 28 | 4.6 |
| **Filipino** | 10 | 1.6 |
| **Hispanic** | 357 | 58.5 |
| **Two or More Races** | 20 | 3.3 |
| **Pacific Islander** | 2 | 0.3 |
| **White** | 160 | 26.2 |

**Conclusions based on this data:**

1. Hispanic and White are the two largest student groups at 58.5% and 26.2% respectively.

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
| --- |

| Academic Performance | Academic Engagement | Conditions & Climate |
| --- | --- | --- |
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Yellow | | |

**Conclusions based on this data:**

**1.** The Suspension Rate declined from Yellow in 2018 to Orange in 2019.

**2.** English Language Arts and Math maintained in the Yellow performance level.
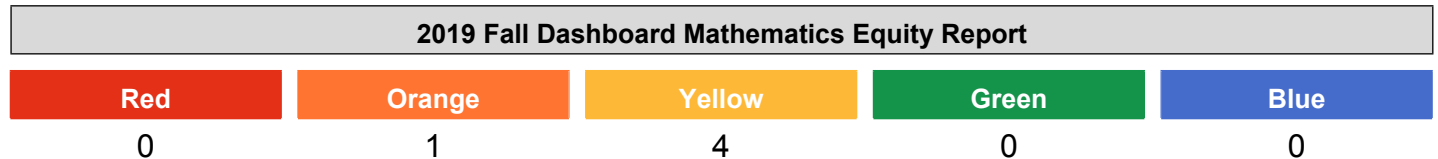
**3.** Chronic Absenteeism improved to the Orange performance level.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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 | 3 | 2 | 0 | 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 |
| 8.8 points below standard | 35.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++5.9 points | Maintained -2.1 points | 1 |
| 509 | 107 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Orange |
| 17.1 points below standard | 16.9 points below standard | 116.6 points below standard |
| Increased Significantly ++40.4 points | Increased ++7.3 points | Increased ++8.8 points |
| 14 | 358 | 56 |

| 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 |
| 27.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 10.4 points above standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++7.2 points | 3 | Increased ++3.4 points | 9 |
| 28 | | 28 | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | Orange |
| 11.5 points below standard | 8.3 points above standard | Less than 11 Students - Data Not Displayed for Privacy | 9 points below standard |
| Increased ++9.1 points | Declined -5 points | 2 | Maintained ++1 points |
| 303 | 18 | | 118 |

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 |
|---|---|---|
| 96.2 points below standard | 6.5 points below standard | 9.8 points below standard |
| Maintained ++2.7 points | Maintained ++0.2 points | Increased ++5.7 points |
| 35 | 72 | 345 |

Conclusions based on this data:

**1.** The overall student performance is Low (9.9 points below standard), but Increased 4.9 points.

**2.** Students with Disabilities student group is Very Low (117.36 points below standard), but Increased 8 points.

**3.** Most Student Groups improved.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

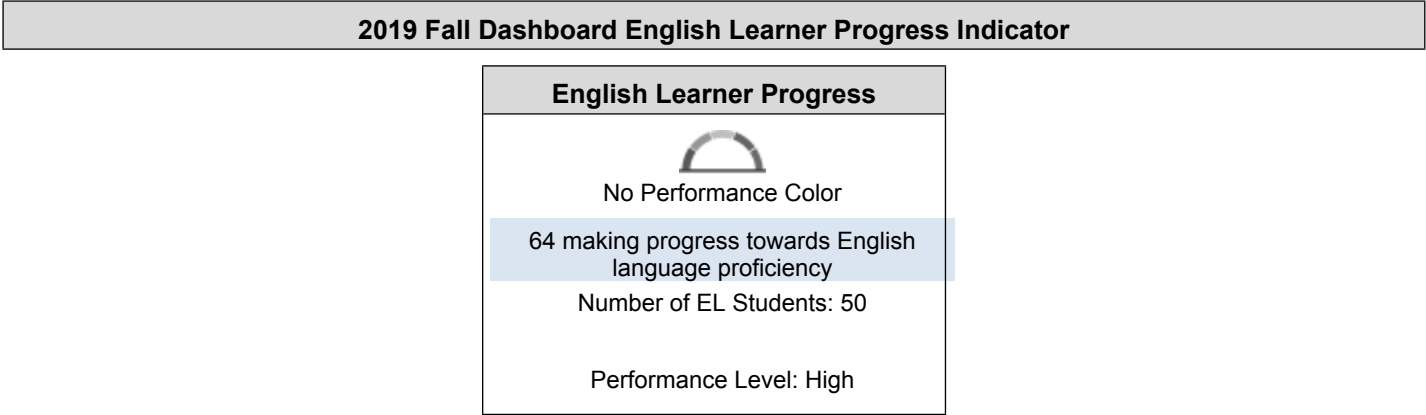| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 4 | 0 | 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** |
| Yellow | Yellow | No Performance Color |
| 57.8 points below standard | 87.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++7.3 points | Increased ++4.8 points | 1 |
| 508 | 107 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Orange |
| 51.9 points below standard | 64.3 points below standard | 174.1 points below standard |
| Increased Significantly ++26.9 points | Increased ++9.9 points | Increased Significantly ++16.6 points |
| 14 | 357 | 55 |

| 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 |
| 87.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 45.6 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased Significantly ++16.1 points | 3 | Declined Significantly -18.7 points | 9 |
| 28 | | 28 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Yellow |
| 63.5 points below standard | 42.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 46.9 points below standard |
| Increased ++9.5 points | Increased ++10.2 points | 2 | Increased ++10.6 points |
| 302 | 18 | | 118 |

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** |
| 134.9 points below standard | 64.8 points below standard | 56.7 points below standard |
| Declined -14.4 points | Increased Significantly ++15.9 points | Increased ++6 points |
| 35 | 72 | 344 |

**Conclusions based on this data:**

**1.** The overall student performance is Low (57.8 points below standard), but Increased 7.3 points.

**2.** The Students with Disabilities student Group has the Orange Performance (174.1 points below level 3), increased significantly 16.6 points.
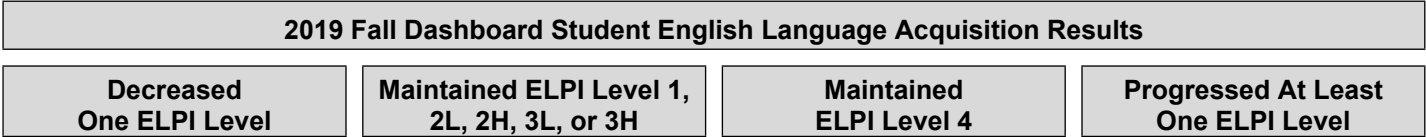
**3.** All Student Groups improved.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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 |
| 64 making progress towards English language proficiency |
| Number of EL Students: 50 |
| Performance Level: 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 |
|---|---|---|---|

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career

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 College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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** |
| 1 | 0 | 4 | 1 | 0 |
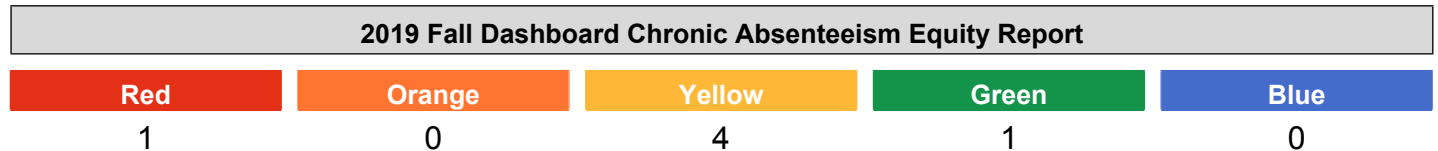
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Green | No Performance Color |
| 12.9 | 5.3 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -2.6 | Declined -0.5 | |
| 661 | 75 | 3 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Yellow |
| 8 | 13.6 | 19.7 |
| Declined -8.2 | Declined Significantly -3.1 | Declined -6.5 |
| 25 | 462 | 71 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 27.9 | Less than 11 Students - Data Not Displayed for Privacy | 6.9 | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +7.4 | 3 | Declined -8.7 | 10 |
| 43 | | 29 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | Yellow |
| 13 | 4.8 | Less than 11 Students - Data Not Displayed for Privacy | 11.2 |
| Declined -1.1 | Maintained -0.2 | 2 | Declined Significantly -7.4 |
| 384 | 21 | | 169 |

**Conclusions based on this data:**

**1.** All Students chronic absenteeism rate is improved to Yellow performance level. Declined -2.6.

**2.** African American student group is in the Red performance level.

**3.** English Learners student group is in the Green performance level.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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 Graduation Rate Equity Report |
| --- |

| Red | Orange | Yellow | Green | Blue |
| --- | --- | --- | --- | --- |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |
| --- |

| All Students | English Learners | Foster Youth |
| --- | --- | --- |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |
| --- |

| African American | American Indian | Asian | Filipino |
| --- | --- | --- | --- |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year |
| --- |

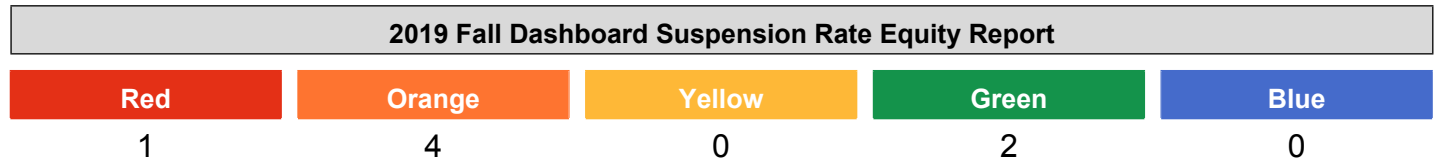| 2018 | 2019 |
| --- | --- |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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 |
|---|---|---|---|---|
| 1 | 4 | 0 | 2 | 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 | Green | No Performance Color |
| 3.9 | 2.6 | Less than 11 Students - Data Not Displayed for Privacy |
| | | 4 |
| Increased +0.4 | Declined -0.3 | |
| 684 | 78 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Orange |
| 0 | 5 | 6.8 |
| Maintained 0 | Increased +0.9 | Declined -1.3 |
| 26 | 476 | 73 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | No Performance Color | Orange | No Performance Color |
| 11.1 | Less than 11 Students - Data 3 | 3.2 | Less than 11 Students - Data 10 |
| Increased +1.4 | | Increased +3.2 | |
| 45 | | 31 | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | Green |
| 4 | 0 | Less than 11 Students - Data 2 | 2.9 |
| Increased +1.2 | Maintained 0 | | Declined Significantly -1.4 |
| 397 | 21 | | 175 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 3.6 | 3.9 |

**Conclusions based on this data:**

**1.** All Students Groups increased 0.4%.

**2.** African American, Hispanic, and Asian student groups increased

**3.** White student group declined.

# 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

Provide for a coherent rigorous curriculum.

# Goal 1

Provide for a coherent rigorous curriculum.

## Identified Need

Based on CA School Dashboard CAASPP data for ELA/Literacy and Mathematics, and local indicators, the district needs to provide a more rigorous curriculum.

ENGLISH LANGUAGE ARTS INDICATOR

All Students is in the Yellow Performance Level at -9.9 points below standard. Increased +4.9 points. No Student Groups were in the Red Performance Level.

MATH INDICATOR

All Students is in the Yellow Performance Level at -65 points below standard. Increased +8.1 points. No Student Groups were in the Red Performance Level.

The school has determined that improvement is needed, and intends to:
- Maintain and solicit highly qualified teachers.
- Provide teacher training for implementation of CCSS.
- Continue to build upon the Continuous Improvement Process with fidelity.
- Provide professional development for teachers, focusing on researched-based instructional strategies.

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's general fund, but the School Site Council has no authorization to make such expenditures.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| STATE PRIORITY 1 BASIC SERVICES Priority 1A: Teachers appropriately assigned and fully credentialed for assignment. Priority 1B: Pupil access to standards aligned materials. | STATE PRIORITY 1 BASIC SERVICES Priority 1A: 95% of teachers are appropriately assigned and fully credentialed for assignment. | STATE PRIORITY 1 BASIC SERVICES Priority 1A: Strive for 100% of teachers appropriately assigned and fully credentialed. Priority 1B:  Maintain student access to instructional |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Priority 1C: School Facilities maintained in good repair.<br><br><br>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS<br>Priority 2A: Implementation of CA academic and performance standards.<br>Priority 2B: Prorgams/services that enable ELs to access CCSS and ELD content knowledge and EL proficiency.<br><br><br>STATE PRIORITY 7  COURSE ACCESS<br>Priority 7A: Extent to which pupils have access to a broad course of study.<br>Priority 7B: Extent to which pupils have access to and are enrolled in services for unduplicated pupils.<br>Priority 7C: Extent to which pupils have access to and are enrolled in services for pupils with exceptional needs. | Priority 1B: 100% of pupils have access to standards aligned materials.<br>Priority 1C: Overall rating is Good.<br><br><br>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS<br>Priority 2A: 100% Implementation of CA academic and performance standards.<br>Priority 2B: Programs/services that enable ELs to access CCSS and ELD content knowledge and EL proficiency.<br><br><br>STATE PRIORITY 7  COURSE ACCESS<br>Priority 7A: 100% of pupils have access to a broad course of study.<br>Priority 7B: 100% of pupils have access to and are enrolled in services for unduplicated pupils.<br>Priority 7C: 100% of pupils have access to and are enrolled in services for pupils with exceptional needs. | materials: 100% compliance on Williams.<br>Priority 1C: Strive for School Facilities rating of Exemplary Repair.<br><br>STATE PRIORITY 2 IMPLEMENTATION OF STATE STANDARDS (determined by the Academic Program Survey Tool)<br>Priority 2A: Maintain expected level of 100% full implementation of all state content and performance standards for all pupils.<br>Priority 2B: 100% of EL students will receive daily instruction in designated and integrated ELD in all content areas.  The CA ELD standards will be fully implemented.<br><br><br>STATE PRIORITY 7  COURSE ACCESS<br>Priority 7A: Maintain 100% of students that have access to a broad course of study offered by and district.<br>Priority 7B: Maintain 100% of unduplicated pupils that are provided with programs and services based on state standards and student needs as indicated by local assessments.<br>Priority 7C: 100% of students with exceptional needs are provided programs and services that are based on IEP, state standards, and student needs as indicated by local assessments. |

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

| |
|---|
| 1. District-wide Assessment Data Management System (Illuminate Ed) |

**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) |
|---|---|
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Utilize the district-wide assessment data management system that assess students on-line, and provides for meaningful reports that inform teachers of progress towards student proficiency on the CCSS.<br>Data from these assessments will be analyzed in grade level PLCs to evaluate student achievement. |
| | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Implement and provide continuing support of DIBELS |
| | General Fund<br>4000-4999: Books And Supplies<br>Common Formative Assessments (CFAs) will continue to be used to measure student mastery.  CFAs will address the standards of concern found on District-wide benchmark testing and other curriculum based assessments.  Principals will provide for teacher training on the strategies of common formative assessments to guide curriculum and student progress. |
| | General Fund<br>5000-5999: Services And Other Operating Expenditures |

| | Professional development on strategies of district-wide assessments to guide curriculum and student achievement. |
|---|---|
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs to allow teachers to attend professional development. |

## 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

2. School Leadership Committee

### 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) |
|---|---|
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>The Leadership Team, SSC, and ELAC will actively participate in the evaluation of program effectiveness and give input and suggestions for improvement. |

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

3. Special Services - Special Education

### 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) |
|---|---|
| | Special Education<br>1000-1999: Certificated Personnel Salaries<br>Student Special Services offers direct services to students with disabilities or other special needs from the following staff members: |

| | Director, Clerk, Speech Pathologists, School Psychologists (Interns), Learning Center Teachers, School Nurses, Aides, County Services, ELD Coordinator, Transportation services, Pre-school services. These services will be noted as goals from IEP meetings. IEPs will be planned and monitored under the direction of the Director of Special Services. This department also monitors and offers services to foster students and homeless students. Students will be assigned to the least restrictive environments.<br><br>Special Education services will be provided for students who qualify for and need specialized educational services to address deficiencies in English language arts. Students are identified by GenEd teachers and parents, by data from CAASPP, Classroom Based assessments, and classroom performance grades and intervention program monitoring results. Initial identification begins with a Student Assistance Team meeting after 4-6 weeks of strategic intervention. |
|---|---|
| | Special Education<br>0001-0999: Unrestricted: Locally Defined<br>Provide for full inclusion in 6th-8th Grades. Students with IEPs are supported in age appropriate general education classes and programs. |

## Strategy/Activity 4

**Students to be Served by this Strategy/Activity**

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

4. Reading Literacy (Imagine Learning & Dibels)

**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 | General Fund<br>5000-5999: Services And Other Operating Expenditures |

| | |
|---|---|
| | Provide extra time for reading intervention instruction to help low performing students meet grade level standards. |
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Teachers will use data from CFAs for progress monitoring. |
| 1,000 | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Teachers will use data from Imagine Learning for progress monitoring. Site license. |
| | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Teachers will use data from Dibels for progress monitoring.  Site license. |
| | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Professional development on Reading Literacy strategies to guide curriculum and improve student achievement. |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs to allow teachers to attend professional development. |

## Strategy/Activity 5

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

English Learner student group

Strategy/Activity

5. English Language Development (ELD)

**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) |
|---|---|
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>K-5 students will receive required 30-45 minutes of daily strategic intervention instruction. ELL students and students with disabilities will also |

| Amount(s) | Source(s) |
|---|---|
| | receive daily strategic intervention along with core reading instruction.<br><br>6th-8th grade students will receive two periods daily of strategic English language instruction. Each class is designed to offer targeted level instruction.  ELL students and students with disabilities will receive strategic intervention instruction daily as necessary. |
| 20,000 | Title III Part A: Language Instruction for LEP Students<br>1000-1999: Certificated Personnel Salaries English Language Development Coordinator and an instructional aide. Identified struggling EL students will receive extra instructional support from the ELD Coordinator and/or an instructional aide. Emphasis to services for Long Term English Learners.  District level expenditure. |
| | Title III Part A: Language Instruction for LEP Students<br>5000-5999: Services And Other Operating Expenditures<br>ELs performing below their current level will use Imagine Learning, a computerized intervention literacy tool (already noted in plan). |

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

6. Student Study Team (SST)

### 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) |
|---|---|
| 3,000 | General Fund<br>1000-1999: Certificated Personnel Salaries SST Coordinators will schedule meetings to monitor and serve at-risk students by increasing opportunities for academic success. SST meetings will also monitor the progress of |

| | students in danger of retention. The SST process is aligned to the RTI Tier Process.

SST also serves as a mechanism for students with behavioral concerns. The team may offer several services which include, counseling, social skills training, Parent Project parenting classes, and many other services from community agencies. |
|---|---|

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

7. Full implementation of Common Core State Standards (CCSS)

**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) |
|---|---|
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Full implementation of Common Core State Standards (CCSS) and standards-based instruction. |
| | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Professional development on strategies for use of standards aligned instructional materials. |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs to allow teachers to attend professional development. |
| 88,631 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Chromebooks purchase |

## Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, but especially to improve low income, foster youth, and English learners.

### Strategy/Activity

8. Professional Learning Communities (PLC)

### 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) |
|---|---|
| | None Specified<br>None Specified<br>Maintain Professional Learning Communities (PLC) planning time for instructors.<br><br>All staff will meet in weekly PLC meetings to review data, plan lessons, and collorabrate to ensure curricular alignment to CCSS ELA and math.<br><br>PLC Meetings focusing on student achievement data and grade level/department collaboration and articulation to enhance instructional strategies.  Continuous cycle of improvement. |

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All students, but especially to improve low income, foster youth, and English learners.

### Strategy/Activity

9. Professional Development

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|---|---|
| 38,000 | Title II Part A: Improving Teacher Quality 0001-0999: Unrestricted: Locally Defined Provide for high quality professional development on the implementation of the Common Core State Standards. |

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

10. Utilize and improve technology to enhance instructional delivery

**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) |
|---|---|
| | General Fund<br>5000-5999: Services And Other Operating Expenditures<br>Teachers will receive professional development to support classroom technology and software. |
| | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs to allow teachers to attend professional development. |

## Strategy/Activity 11
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, but especially to improve low income, foster youth, and English learners.

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)

## Strategy/Activity 12
**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) |
|---|---|
| | . |

## Strategy/Activity 13

### 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) |
|-----------|-----------|
|           | .         |

# 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

Provide for increased student achievement.

# Goal 2

Provide for increased student achievement.

## Identified Need

Based on CA School Dashboard CAASPP data for ELA/Literacy and Mathematics, and local indicators, the district needs to provide for increased student achievement..

ENGLISH LANGUAGE ARTS INDICATOR

All Students is in the Yellow Performance Level at -14.7 points below standard. Increased +5.7 points. No Student Groups were in the Red Performance Level.

Students with Disabilities student group (71 students) is in the Orange Performance Level, -116.1 points below standard. An increase of +9.9 points.

MATH INDICATOR

All Students is in the Yellow Performance Level at -65 points below standard. Increased +8.1 points. No Student Groups were in the Red Performance Level.

Students with Disabilities student group (71 students) is in the Orange Performance Level, -178.4 points below standard. An increase of +3.9 points. The White student group (130 students) is in the Orange Performance Level,-57.5 points below standard. Maintained 1.8 points. points.

The school has determined that improvement is needed, and intends to:
- Maintain and solicit highly qualified teachers.
- Provide teacher training for implementation of CCSS.
- Continue to build upon the Continuous Improvement Process with fidelity.
- Provide professional development for teachers, focusing on researched-based instructional strategies.

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's general fund, but the School Site Council has no authorization to make such expenditures.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| STATE PRIORITY 4 PUPIL ACHIEVEMENT<br>Priority 4A: Statewide assessments<br>CAASPP ELA<br>CAASPP Mathematics<br>CAASPP Science<br>History-Soc Sci. is embedded in ELA<br>Priority 4B: API - N/A<br>Priority 4C: a-g requirements - N/A<br>Priority 4D: Percentage of EL pupils making progress toward English proficiency<br>Priority 4E: EL reclassification rate<br>Priority 4F: Passed AP exam - N/A<br>Priority 4G: EAP - N/A<br><br><br>STATE PRIORITY 8 PUPIL OUTCOMES<br>Priority 8A: Physical Fitness Results for 5th and 7th grade. | STATE PRIORITY 4 PUPIL ACHIEVEMENT<br>Priority 4A: Statewide assessments<br>CA School Dashboard: both the ELA and Math Assessment Report for all students is in the Yellow Performance Band.<br>CAASPP ELA/Literacy overall percentage of students who meet or exceed standards is 36%.<br>CAASPP Math overall percentage of students who meet or exceed standards is 21%.<br>CAASPP CA Science Test (CAST) Pilot Test for 5th and 8th Grade. No results reported.<br>History-Soc Sci. is embedded in ELA<br>Priority 4B: API - N/A<br>Priority 4C: a-g requirements - N/A<br>Priority 4D: AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 60% to 65%.<br>Priority 4E: The El reclassification rate is 41.9%.<br>Priority 4F: Passed AP exam - N/A<br>Priority 4G: EAP - N/A<br><br><br>STATE PRIORITY 8 PUPIL OUTCOMES<br>Priority 8A: Physical Fitness Results<br>5th Grade<br>Aerobic Activity 96.4%<br>Body Composition 97.6%<br>Abdominal Strength 98.2%<br>Trunk Strength 98.2%<br>Upper Body Strength 97.0%<br>Flexibility 99.4%<br>7th Grade<br>Aerobic Activity 97.0% | STATE PRIORITY 4 PUPIL ACHIEVEMENT<br>Priority 4A: Statewide assessments<br>CA School Dashboard: both the ELA and Math Assessment Reports for all students will increase from the Yellow to Green Performance Band.<br>CAASPP ELA/Literacy overall percentage of students who meet or exceed standards will increase to 52%.<br>CAASPP Math overall percentage of students who meet or exceed standards will increase to 29%.<br>CAASPP CAST 5th & 8th Grade overall percentage of students who are proficient or advanced will be 50% to 55%.<br>History-Soc Sci. is embedded in ELA<br>Priority 4B: API - N/A<br>Priority 4C: a-g requirements - N/A<br>Priority 4D: AMAO I. The percentage of ELs Making Annual progress in Learning English will increase from 65% to 68%.<br>Priority 4E: Strive for El reclassification of 50%<br>Priority 4F: Passed AP exam - N/A<br>Priority 4G: EAP - N/A<br><br><br>STATE PRIORITY 8 PUPIL OUTCOMES<br>Priority 8A: Physical Fitness Results<br>Maintain minimum performance of 98% for 5th and 7th grade.<br>5th Grade<br>Aerobic Activity 98.0%<br>Body Composition 98.0%<br>Abdominal Strength 98.0% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Body Composition 98.2%<br>Abdominal Strength 94.3%<br>Trunk Strength 98.2%<br>Upper Body Strength 97.0%<br>Flexibility 99.4% | Trunk Strength 98.0%<br>Upper Body Strength 98.0%<br>Flexibility 99.0%<br>7th Grade<br>Aerobic Activity 98.0%<br>Body Composition 98.0%<br>Abdominal Strength 98.0%<br>Trunk Strength 98.0%<br>Upper Body Strength 98.0%<br>Flexibility 99.0% |

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

Strategy/Activity

1. Provide instructional materials.

**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) |
|---|---|
| 2000 | Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Provide instructional materials (supplemental, consumables) including ELD materials.  This Action will provide for all students, but especially to improve low income and English learners literacy outcomes. |
| | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Full implementation of Common Core State Standards (CCSS) and standards-based instruction. |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

2. Redesignated Fluent English proficient

**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) |
|---|---|
| | Title III Part A: Language Instruction for LEP Students<br>0001-0999: Unrestricted: Locally Defined Monitor academic progress for Redesignated fluent English proficient using common formative assessments, quarterly benchmark assessments, and teacher collaboration. Provide services as needed. |

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

3.  After-School Targeted Intervention

**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) |
|---|---|
| | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries Provide for after-school Targeted Intervention supports in ELA and math for students not working at grade level.  Supports may include teacher or instructional aide salaries, consumables and supplemental material. Ref. Goal 2 Strategy/Activity 1. |

## Strategy/Activity 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

4.  Strategic Grouping

**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) |
|---|---|
|  | None Specified<br>None Specified<br>Strategic Grouping during the regular instructional day to provide tutoring for ELA and math intervention classes.  Supports may include consumables and supplemental material. |

# Strategy/Activity 5

**Students to be Served by this Strategy/Activity**

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

5. AVID

**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) |
|---|---|
|  | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Provide for one or more AVID classes in 6th-8th grade. |
|  | General Fund<br>4000-4999: Books And Supplies<br>Provide for instructional materials. |

# 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

Provide for engaging and nurturing environments that are safe, healthy, and conducive to learning.

# Goal 3

Provide for engaging and nurturing environments that are safe, healthy, and conducive to learning.

## Identified Need

Based on CA Dashboard results and local stakeholders input, the school needs to reduce suspension rates, improve attendance and chronic absenteeism rates, and improve connectedness with student and staff.

CHRONIC ABSENTEEISM (Student Groups in Red or Orange performance level)

All Students chronic absenteeism is in the Orange performance level at a rate of 15.4%, which is above the county and state rates. An increase of 2%.

The following student groups are in the Red performance level:
- Students with Disabilities (84 students), 26.2%
- Hispanic (382 students), 14.1%

The following student groups are in the Orange performance level:
- Asian (32 students), 15.6%
- African American (39 students), 20.5%
- Homeless (37 students), 16.2%
- Socioeconomically Disadvantaged (466 students), 16.7%

SUSPENSION RATE INDICATOR

All Students performance is in the Yellow performance level at a 3.6% suspension rate, a decline of -4.9%. This is a significant decline from the previous year. No student groups are in the Red performance level.

The following student groups are in the Orange performance level:
- African American (41 students), 9.8%
- Students With Disabilities (86 students), 8.1%

The district continues to provide alternatives to suspension with programs such as Positive Behavioral Interventions and Supports, and Restorative Justice to keep students in school as much as reasonably possible, and not suspend for minor infractions. Also, the district has determined that significant improvement is needed in the aforementioned areas, and intends to take the following steps:
- Continue to build upon the Continuous Improvement Process with fidelity.
- Provide counseling services for students with emotional and behavioral needs.

- Continue with the implementation of Positive Behavioral Interventions and Supports.

NOTE: Proposed Strategies/Activities without expenditure amounts acknowledges that there may be a cost from the district's general fund, but the School Site Council has no authorization to make such expenditures.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| STATE PRIORITY 3 PARENTAL INVOLVEMENT<br>Priority 3A: Efforts to seek parent input in making decisions.<br>Priority 3B: How school promotes participation of parents of unduplicated pupils.<br>Priority 3C: How school promotes participation of parents for pupils with exceptional needs.<br><br>STATE PRIORITY 5 PUPIL ENGAGEMENT<br>Priority 5A: School attendance rates<br>Priority 5B: Chronic absenteeism rates<br>Priority 5C: Middle school dropout rates<br>Priority 5D: High Sch. dropout rates - N/A<br>Priority 5E: High Sch. grad. rates - N/A<br><br>STATE PRIORITY 6 SCHOOL CLIMATE<br>Priority 6A: Pupil suspension rates<br>Priority 6B: Pupil expulsion rates<br>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. | STATE PRIORITY 3 PARENTAL INVOLVEMENT<br>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and  least three SSC meetings at each site; website postings; online surveys; mailings and flyers.<br>Priority 3A: 13% parents in the school participated in Booster Club, Open House, and other school functions.<br>Priority 3B: 48% involved in ELAC. 77% of parents will attend EL Redesignation meetings.<br>Priority 3C: 100% of parents of students with exceptional needs will attend and particpate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings.<br><br>STATE PRIORITY 5 PUPIL ENGAGEMENT<br>Priority 5A: 91.8% School attendance rates<br>Priority 5B: 8.2% Chronic absenteeism rates<br>Priority 5C: 0% Middle sch. dropout rates | STATE PRIORITY 3 PARENTAL INVOLVEMENT<br>The district will continue to promote parental participation in programs for unduplicated pupils and those with exceptional needs. Involvement efforts, include but are not limited to parents of ELs, low income, foster youth, and students with disabilities, and  least three SSC meetings at each site; website postings; online surveys; mailings and flyers.<br>Priority 3A: 15% parents in the district participate in Booster Club, Open House, and other school functions.<br>Priority 3B: 52% involvement in ELAC. 82% of parents will attend EL Redesignation meetings.<br>Priority 3C: 100% of parents of students with exceptional needs will attend and particpate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100% of parents of students on 504s will attend scheduled meetings.<br><br>STATE PRIORITY 5 PUPIL ENGAGEMENT<br>Priority 5A: 92% School attendance rates<br>Priority 5B: 8% Chronic absenteeism rates<br>Priority 5C: 0% Middle sch. dropout rates |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | Priority 5D: High Sch. dropout rates - N/A<br>Priority 5E: High Sch. grad. rates - N/A<br><br>STATE PRIORITY 6 SCHOOL CLIMATE<br>Priority 6A: 4.4% Pupil suspension rates<br>Priority 6B: 0% Pupil expulsion rate<br>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. Below are approximate participation rates for taking online surveys: 4th-8th grade students: 34%<br>Parents/Community: 0.6%<br>Staff: 50% | Priority 5D: High Sch. dropout rates - N/A<br>Priority 5E: High Sch. grad. rates - N/A<br><br>STATE PRIORITY 6 SCHOOL CLIMATE<br>Priority 6A: 3.0% Pupil suspension rates<br>Priority 6B: 0% Pupil expulsion rate<br>Priority 6C: Student, parent, staff surveys of sense of safety and school connectedness. Below are approximate participation rates for taking online surveys:<br>3rd-8th grade students: 45%<br>Parents/Community: 5%<br>Staff: 60% |

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 7th grade Students

Strategy/Activity

1. Project Alert Substance Abuse Prevention Program.

**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) |
|---|---|
| 0 | General Fund<br>4000-4999: Books And Supplies<br>Interactive videos and activities to help motivate adolescents against drug use:<br>• Focuses on substances youth are most likely to use: alcohol, tobacco, marijuana, and inhalants |

|  | • Guided classroom discussions and small group activities stimulate peer interaction and challenge student perceptions |
|  | • Intensive role-playing activities help students master resistance skills |
|  | • Parent-involved homework assignments extend the learning process. |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All 6th-8th grade students

Strategy/Activity

2. Tobacco Use Prevention Education (TUPE) program.

**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) |
| --- | --- |
| 1,250 | General Fund<br>4000-4999: Books And Supplies<br>Continue with a Tobacco-Free policy and enforcement procedures. Communication of said policy and enforcement procedures to staff, students, parents, and community. Posting of appropriate signs at all entrances to agency property, and dissemination of information to students and staff regarding tobacco cessation opportunities.<br><br>KCSOS Consortium Fee. |

## 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

3. Maintain the school's progressive discipline plan.

**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) |
|---|---|
|  | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Students behave in a safe orderly way for an effective learning environment.  Every student has the right to learn and be safe, and no one has the right to interrupt learning or make others feel unsafe.<br><br>The Progressive Discipline Plan that stipulates behaviors that will not be allowed at school activities, including off-campus activities.  Also outlined are the possible consequences of engaging in such behaviors.  Placement on this plan is determined by the nature and degree of offense, and is at the discretion of District Administration. |

# 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

4. Implement Positive Behavior Interventions and Supports (PBIS)

## 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) |
|---|---|
| 10,000 | Title I Part A: Allocation<br>0001-0999: Unrestricted: Locally Defined<br>PBIS is a systems change process for the entire school.  The underlying  theme is teaching behavioral expectations in the same manner as any core curriculum. |

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

All Students

Strategy/Activity

5. Parental Involvement and Communication

**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 | Title I Part A: Allocation<br>0001-0999: Unrestricted: Locally Defined<br>Solicit parent involvement with efforts through School Site Councils, ELAC/DELAC, Parent Clubs, and other workshops.<br><br>Public Information campaign via website and flyers,  Aeries Parent Portal.<br><br>Parent notifications may include assessment results, Title I, SARC, EL notifications and meetings, Special Ed. IEPs, SATs, and Homeless information.  Communication with parents will occur at Back to School Nights, Parent Conference Week, at Open Houses, and on site and district level website.<br><br>Parent Partnership opportunities may also be offered throughout the school year.<br><br>ELAC meets regularly for parents of English Learners. Parents will be encouraged to give input on the development of district level plans; the English Learners Plan, the LEA Plan, review the Consolidated Application (ConApp).  The Program Coordinator will schedule regular ELAC meetings to discuss ELL regulations and academic need of ELL |

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

All students, but especially to improve low income, foster youth, and English learners.

Strategy/Activity

6. Highly qualified 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) |
|---|---|
| 0 | General Fund<br>0001-0999: Unrestricted: Locally Defined<br>Provide highly qualified teachers to promote student engagement and improve student attendance rates. |

## Strategy/Activity 7

**Students to be Served by this Strategy/Activity**

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

| All students, but especially to improve low income, foster youth, and English learners. |
|---|

Strategy/Activity

| 7. Professional Development |
|---|

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| | Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>Training for PBIS implementation.  Ref. Goal 3 Strategy/Activity 4. |
| | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs for release time.  Ref. Goal 3 Strategy/Activity 4. |

# 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 | $162,500 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $165,381.00 |

## 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 Part A: Allocation | $101,131.00 |
| Title II Part A: Improving Teacher Quality | $38,000.00 |
| Title III Part A: Language Instruction for LEP Students | $20,000.00 |

Subtotal of additional federal funds included for this school: $159,131.00

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 ($) |
|---|---|
| General Fund | $6,250.00 |

Subtotal of state or local funds included for this school: $6,250.00

Total of federal, state, and/or local funds for this school: $165,381.00

# 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

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Mr. Sergio Calatayud | Parent or Community Member |
| Mrs. Samantha Davis | Parent or Community Member |
| Mrs. Gibbs | Parent or Community Member |
| Mrs. Ashley Guantes | Parent or Community Member |
| Mr. Marco Morataya | Parent or Community Member |
| Mrs. Elena Rogers | Classroom Teacher |
| Mrs. Laura Moore | Classroom Teacher |
| Mr. John Schumacher | Classroom Teacher |
| Mr. Craig Bailey | Other School Staff |
| Mr. Mike McGrath | Principal |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
|  | English Learner Advisory Committee |
|  | Special Education Advisory Committee |
|  | Other: School Leadership Team |

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 April 28, 2020.

Attested:

| | |
|---|---|
|  | Principal, Mike McGrath on April 28, 2020 |
|  | SSC Chairperson, John Schumacher on April 29, 2020 |

# 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