

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 |
|-----------------------------|-----------------------------------|--|---------------------------|
| Calaveras Elementary School | 35674706104509 | 10/27/21 | |

X **I have completed my SPSA.**

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.

Calaveras school is working toward developing and providing adequate Response to intervention (RTI) that will provide a framework for accomplishing several highly valued goals such as early identification of students at risk for academic difficulties through universal screening practices, early and targeted intervention for students at risk, ongoing progress monitoring, as well as the use of increasing more intensive tiers of research-based instruction to meet all students' needs. The School Plan for Student Achievement (SPSA) was developed with district, community, teacher and parent input. This SPSA was made to ensure that our public school provides an exceptional education for all students. This plan outlines staff development directions, curriculum enrichment and local and state accountability measures for all student achievement.

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).

School climate surveys for students and staff.

Classroom Observations

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

Formal and Informal Classroom Observations are performed throughout the year on a regular basis by variety of educators including district and site administration, and teachers. Ongoing feedback is provided.

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)

Calaveras School analyzes data to inform instruction, and create goals for student learning. The data is taken from a variety of sources including the California Alternative Assessment, ELPAC for English language learners, CAASPP, Zearn, and curriculum assessments.

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

Calaveras School uses data from curriculum-embedded assessments to identify levels of achievement and modify instruction. Results from these assessments are used to inform instruction and student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers possess the appropriate credential for the subjects they teach.

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

All classrooms are staffed with highly qualified teachers. Induction mentors provide support to beginning teachers in building skills on the standards for the teaching profession.

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

The Instructional Leadership Team and the Education Services Department plan staff development opportunities that align with the Common Core State Standards, analyzing student performance data, and other professional needs as necessary. Teaching staff, paraprofessionals, and instructional assistants engage in professional development that provides them with the skills and tools necessary to implement research based instructional strategies to meet the needs of English learners and individual student learning needs. The district provides professional development from content experts that is sequenced intentionally over time and has consistent focus on identified core curriculum (Eureka Math, Benchmark Advance ELA, California Collections ELA, inSpire Science, National Geographic Social Studies) and districtwide strategies outlined in the LCAP to improve reading (Footsteps 2 Brilliance, Accelerated Reader/myOn, Orton-Gillingham/Preventing Academic Failure). All professional development is sequenced in the following progressions: Level 1- Initial Trainings, Level 2- Follow Up Professional Learning to Deepen Practice, Level 3- Site Based Capacity Building for Systemic Schoolwide Improvement.

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

The principal is the instructional leader and provides ongoing support and feedback for teachers. Teachers meet weekly in grade level professional learning communities

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

We hold up to 3 staff meetings per month. Teachers have collaboration time and early release Thursdays to work in professional learning communities. They also meet quarterly in district grade level teams to improve instructional practices.

Teaching and Learning

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

Textbooks and supplemental materials are aligned with the common core state standards in Math, Language Arts, and English Language Development. Student progress is monitored using both formative and summative assessments.

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

All students are provided the recommended instructional minutes for reading/language arts and mathematics.

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

Pacing guides are utilized for each grade level. Teachers differentiate instruction, use data to inform instructional practice, and use small and whole group instruction. Intervention is provided for students in need of extra support.

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

All students are provided with standards-based instructional materials based on their appropriate academic level.

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

The school uses SBE-adopted, standards-aligned core instructional materials and intervention materials.

Opportunity and Equal Educational Access

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

The school has a full-day kindergarten and a transitional kindergarten to ensure that all students have an academic foundation for primary grades. Students in grades one through eight are assessed in English language arts and mathematics throughout the year to identify students who are in need of intensive academic support. We have one to one Chromebooks for students to access technology. Students in need receive intervention and all students receive English Language Development. We have an after-school program that offers homework support, enrichment, and physical activity. We have a Resource Specialist Program for students receiving special education services.

Evidence-based educational practices to raise student achievement

Teachers received professional development in Thinking Maps, Engagement Strategies, Capturing Kids Hearts, the use of ELD/ELA curriculum, Zearn, and AVID. Third through fifth grade teachers also received professional development in the STEM Scouts program which is a science, technology, engineering and math curriculum.

Parental Engagement

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

Calaveras School has an active parent club that fund raises to provide auxiliary services to students. There is a School Site Council, and an English Learner Advisory Committee (ELAC) that advise the administration and staff on student needs and wants. The Hollister Youth Alliance runs the after-school program which provides homework support, enrichment, and physical activity to under-achieving students. There is Part time Migrant Parent Liaison who assists families with community and school assistance as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The staff and School Site Council annually review student performance data and analyze current instructional programs to determine goals for the following school year. Services and activities designed to improve academic performance are established and categorical funds are allocated based on the priority of the service or activity. School advisory committees review the school plan, provide advice on the special needs of students and provide input on the plan.

Funding

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

The staff, School Site Council and Ed Services annually review student performance data to determine goals for the following school year. Services and activities needed to accelerate learning among under-performing students are determined for each goal. Categorical funds are then allocated based on the priority of the service or activity.

Fiscal support (EPC)

The School Site Council uses the appropriate fiscal support of its categorically funded programs and relies on the School Plan to maintain goals and monetary accountability.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council and English Language Advisory Committee meet regularly throughout the school year to review and update the SPCA. Input is taken from staff throughout the school year.

Resource Inequities

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

There are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | % | 0% | % | | 0 | |
| African American | 0.41% | 0.19% | % | 2 | 1 | |
| Asian | 0.2% | 1.15% | 2.2% | 1 | 6 | 11 |
| Filipino | % | 0% | % | | 0 | |
| Hispanic/Latino | 96.35% | 94.24% | 93.1% | 475 | 491 | 459 |
| Pacific Islander | 0.2% | 0% | 0.2% | 1 | 0 | 1 |
| White | 1.62% | 1.73% | 2.8% | 8 | 9 | 14 |
| Multiple/No Response | 0.81% | 1.54% | 0.6% | 4 | 6 | 3 |
| Total Enrollment | | | | 493 | 521 | 493 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Kindergarten | 98 | 92 | 63 |
| Grade 1 | 64 | 73 | 67 |
| Grade 2 | 66 | 76 | 76 |
| Grade3 | 63 | 74 | 71 |
| Grade 4 | 51 | 63 | 60 |
| Grade 5 | 65 | 56 | 65 |
| Grade 6 | 33 | 28 | 32 |
| Grade 7 | 26 | 30 | 28 |
| Grade 8 | 27 | 29 | 31 |
| Total Enrollment | 493 | 521 | 493 |

Conclusions based on this data:

1. Our Asian and White population has increased over the last 2 years while our Hispanic/Latino population has slightly decreased. The numbers are not significant at this point, but we will continue to monitor.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 264 | 242 | 209 | 53.5% | 46.4% | 42.4% |
| Fluent English Proficient (FEP) | 51 | 75 | 60 | 10.3% | 14.4% | 12.2% |
| Reclassified Fluent English Proficient (RFEP) | 15 | 48 | 12 | 5.8% | 18.2% | 5.0% |

Conclusions based on this data:

1. Our English Learner Population has decreased steadily over the last 3 years, from 53.5% to 42.4%
2. Our FEP students have increased over the last 3 years from 10.3% to 12.2%
3. We had a huge increase in RFEP students due to a huge reclassification in the 19-20 school year. In 20-21, COVID had negative impact in our ability to reclassify students.

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 | 82 | 59 | 63 | 79 | 58 | 62 | 79 | 58 | 62 | 96.3 | 98.3 | 98.4 |
| Grade 4 | 65 | 66 | 54 | 64 | 66 | 50 | 64 | 66 | 50 | 98.5 | 100 | 92.6 |
| Grade 5 | 56 | 63 | 66 | 56 | 63 | 65 | 56 | 63 | 65 | 100 | 100 | 98.5 |
| Grade 6 | 29 | 26 | 32 | 29 | 26 | 32 | 29 | 26 | 32 | 100 | 100 | 100 |
| Grade 7 | 25 | 27 | 26 | 25 | 27 | 26 | 25 | 27 | 26 | 100 | 100 | 100 |
| Grade 8 | 23 | 26 | 27 | 23 | 26 | 27 | 23 | 26 | 27 | 100 | 100 | 100 |
| All Grades | 280 | 267 | 268 | 276 | 266 | 262 | 276 | 266 | 262 | 98.6 | 99.6 | 97.8 |

* 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 | 2416. | 2390. | 2379. | 26.58 | 15.52 | 11.29 | 17.72 | 17.24 | 16.13 | 21.52 | 20.69 | 22.58 | 34.18 | 46.55 | 50.00 |
| Grade 4 | 2415. | 2457. | 2415. | 6.25 | 19.70 | 10.00 | 15.63 | 25.76 | 16.00 | 29.69 | 30.30 | 24.00 | 48.44 | 24.24 | 50.00 |
| Grade 5 | 2449. | 2480. | 2485. | 5.36 | 11.11 | 10.77 | 17.86 | 26.98 | 30.77 | 28.57 | 34.92 | 29.23 | 48.21 | 26.98 | 29.23 |
| Grade 6 | 2466. | 2512. | 2507. | 0.00 | 3.85 | 18.75 | 20.69 | 42.31 | 25.00 | 41.38 | 38.46 | 21.88 | 37.93 | 15.38 | 34.38 |
| Grade 7 | 2578. | 2570. | 2556. | 24.00 | 11.11 | 11.54 | 36.00 | 62.96 | 42.31 | 28.00 | 14.81 | 30.77 | 12.00 | 11.11 | 15.38 |
| Grade 8 | 2578. | 2601. | 2559. | 8.70 | 26.92 | 3.70 | 52.17 | 26.92 | 40.74 | 26.09 | 38.46 | 33.33 | 13.04 | 7.69 | 22.22 |
| All Grades | N/A | N/A | N/A | 13.04 | 15.04 | 11.07 | 22.10 | 29.70 | 25.95 | 27.90 | 29.32 | 26.34 | 36.96 | 25.94 | 36.64 |

| Reading 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 | 25.32 | 8.62 | 12.90 | 39.24 | 51.72 | 41.94 | 35.44 | 39.66 | 45.16 |
| Grade 4 | 6.25 | 19.70 | 14.00 | 53.13 | 50.00 | 34.00 | 40.63 | 30.30 | 52.00 |
| Grade 5 | 3.57 | 17.46 | 15.38 | 55.36 | 49.21 | 53.85 | 41.07 | 33.33 | 30.77 |
| Grade 6 | 3.45 | 19.23 | 15.63 | 37.93 | 53.85 | 40.63 | 58.62 | 26.92 | 43.75 |
| Grade 7 | 36.00 | 14.81 | 7.69 | 40.00 | 59.26 | 69.23 | 24.00 | 25.93 | 23.08 |
| Grade 8 | 13.04 | 38.46 | 18.52 | 65.22 | 46.15 | 55.56 | 21.74 | 15.38 | 25.93 |
| All Grades | 14.13 | 18.05 | 14.12 | 47.83 | 51.13 | 47.33 | 38.04 | 30.83 | 38.55 |

| 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 | 25.64 | 10.53 | 6.45 | 41.03 | 38.60 | 40.32 | 33.33 | 50.88 | 53.23 |
| Grade 4 | 6.25 | 22.73 | 12.00 | 50.00 | 51.52 | 52.00 | 43.75 | 25.76 | 36.00 |
| Grade 5 | 10.71 | 12.90 | 15.38 | 33.93 | 59.68 | 55.38 | 55.36 | 27.42 | 29.23 |
| Grade 6 | 0.00 | 7.69 | 12.50 | 48.28 | 65.38 | 68.75 | 51.72 | 26.92 | 18.75 |
| Grade 7 | 40.00 | 29.63 | 34.62 | 44.00 | 59.26 | 61.54 | 16.00 | 11.11 | 3.85 |
| Grade 8 | 21.74 | 38.46 | 22.22 | 73.91 | 53.85 | 59.26 | 4.35 | 7.69 | 18.52 |
| All Grades | 16.36 | 18.56 | 14.89 | 45.45 | 53.03 | 53.82 | 38.18 | 28.41 | 31.30 |

| 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 | 21.52 | 8.62 | 11.29 | 60.76 | 68.97 | 67.74 | 17.72 | 22.41 | 20.97 |
| Grade 4 | 3.13 | 12.12 | 8.00 | 57.81 | 75.76 | 72.00 | 39.06 | 12.12 | 20.00 |
| Grade 5 | 8.93 | 9.52 | 12.31 | 64.29 | 73.02 | 72.31 | 26.79 | 17.46 | 15.38 |
| Grade 6 | 6.90 | 7.69 | 18.75 | 48.28 | 61.54 | 46.88 | 44.83 | 30.77 | 34.38 |
| Grade 7 | 12.00 | 14.81 | 0.00 | 76.00 | 70.37 | 73.08 | 12.00 | 14.81 | 26.92 |
| Grade 8 | 13.04 | 19.23 | 3.70 | 78.26 | 73.08 | 85.19 | 8.70 | 7.69 | 11.11 |
| All Grades | 11.59 | 11.28 | 9.92 | 62.32 | 71.43 | 69.47 | 26.09 | 17.29 | 20.61 |

| 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 | 20.25 | 18.97 | 12.90 | 46.84 | 37.93 | 45.16 | 32.91 | 43.10 | 41.94 |
| Grade 4 | 12.50 | 21.21 | 8.00 | 53.13 | 59.09 | 46.00 | 34.38 | 19.70 | 46.00 |
| Grade 5 | 10.71 | 14.29 | 18.46 | 53.57 | 61.90 | 50.77 | 35.71 | 23.81 | 30.77 |
| Grade 6 | 3.45 | 26.92 | 25.00 | 75.86 | 53.85 | 37.50 | 20.69 | 19.23 | 37.50 |
| Grade 7 | 40.00 | 51.85 | 26.92 | 52.00 | 37.04 | 57.69 | 8.00 | 11.11 | 15.38 |
| Grade 8 | 30.43 | 42.31 | 22.22 | 52.17 | 50.00 | 55.56 | 17.39 | 7.69 | 22.22 |
| All Grades | 17.39 | 24.81 | 17.18 | 53.62 | 51.50 | 48.09 | 28.99 | 23.68 | 34.73 |

Conclusions based on this data:

1. School-wide the number of students in 2018/19 that exceeded standards in English Language Arts/Literacy decreased slightly from the previous years from 13.04% in 16/17 to 11.07% in 18/19.
2. The number of students that met the standard in English Language Arts increased from 22.10% in 16/17 to 25.95% in 18/19.
3. The percentage of students Below Standard increased slightly in English Language Arts/Literacy from 25.95% in 16/17 to 26.34% in 26.34.

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 | 82 | 59 | 63 | 79 | 58 | 62 | 79 | 58 | 62 | 96.3 | 98.3 | 98.4 |
| Grade 4 | 65 | 65 | 54 | 64 | 65 | 53 | 64 | 65 | 53 | 98.5 | 100 | 98.1 |
| Grade 5 | 56 | 63 | 66 | 56 | 62 | 64 | 56 | 62 | 64 | 100 | 98.4 | 97 |
| Grade 6 | 29 | 26 | 32 | 29 | 26 | 32 | 29 | 26 | 32 | 100 | 100 | 100 |
| Grade 7 | 25 | 27 | 26 | 25 | 27 | 26 | 25 | 27 | 26 | 100 | 100 | 100 |
| Grade 8 | 23 | 26 | 27 | 23 | 26 | 25 | 23 | 26 | 25 | 100 | 100 | 92.6 |
| All Grades | 280 | 266 | 268 | 276 | 264 | 262 | 276 | 264 | 262 | 98.6 | 99.2 | 97.8 |

* 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 | 2425. | 2406. | 2420. | 20.25 | 12.07 | 14.52 | 25.32 | 20.69 | 14.52 | 26.58 | 27.59 | 46.77 | 27.85 | 39.66 | 24.19 |
| Grade 4 | 2424. | 2450. | 2433. | 1.56 | 9.23 | 7.55 | 14.06 | 21.54 | 13.21 | 45.31 | 43.08 | 41.51 | 39.06 | 26.15 | 37.74 |
| Grade 5 | 2459. | 2463. | 2511. | 3.57 | 1.61 | 12.50 | 8.93 | 12.90 | 31.25 | 41.07 | 46.77 | 42.19 | 46.43 | 38.71 | 14.06 |
| Grade 6 | 2445. | 2495. | 2499. | 0.00 | 7.69 | 15.63 | 13.79 | 23.08 | 18.75 | 34.48 | 34.62 | 18.75 | 51.72 | 34.62 | 46.88 |
| Grade 7 | 2571. | 2579. | 2571. | 16.00 | 29.63 | 38.46 | 52.00 | 33.33 | 15.38 | 16.00 | 25.93 | 23.08 | 16.00 | 11.11 | 23.08 |
| Grade 8 | 2539. | 2569. | 2595. | 17.39 | 26.92 | 36.00 | 13.04 | 23.08 | 24.00 | 39.13 | 23.08 | 16.00 | 30.43 | 26.92 | 24.00 |
| All Grades | N/A | N/A | N/A | 9.78 | 11.74 | 17.18 | 19.57 | 20.83 | 19.85 | 34.78 | 35.98 | 35.88 | 35.87 | 31.44 | 27.10 |

| Concepts & Procedures 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 | 29.11 | 24.14 | 25.81 | 43.04 | 32.76 | 45.16 | 27.85 | 43.10 | 29.03 |
| Grade 4 | 9.38 | 18.46 | 9.43 | 32.81 | 41.54 | 28.30 | 57.81 | 40.00 | 62.26 |
| Grade 5 | 3.57 | 6.45 | 43.75 | 46.43 | 45.16 | 32.81 | 50.00 | 48.39 | 23.44 |
| Grade 6 | 13.79 | 19.23 | 25.00 | 17.24 | 26.92 | 25.00 | 68.97 | 53.85 | 50.00 |
| Grade 7 | 56.00 | 59.26 | 50.00 | 20.00 | 25.93 | 19.23 | 24.00 | 14.81 | 30.77 |
| Grade 8 | 21.74 | 34.62 | 52.00 | 47.83 | 38.46 | 28.00 | 30.43 | 26.92 | 20.00 |
| All Grades | 19.57 | 22.73 | 31.68 | 36.96 | 37.12 | 32.06 | 43.48 | 40.15 | 36.26 |

| 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 | 18.99 | 6.90 | 14.52 | 48.10 | 44.83 | 43.55 | 32.91 | 48.28 | 41.94 |
| Grade 4 | 3.13 | 7.69 | 7.55 | 40.63 | 55.38 | 47.17 | 56.25 | 36.92 | 45.28 |
| Grade 5 | 5.36 | 1.61 | 4.69 | 35.71 | 40.32 | 59.38 | 58.93 | 58.06 | 35.94 |
| Grade 6 | 0.00 | 7.69 | 12.50 | 31.03 | 42.31 | 34.38 | 68.97 | 50.00 | 53.13 |
| Grade 7 | 24.00 | 22.22 | 30.77 | 44.00 | 62.96 | 30.77 | 32.00 | 14.81 | 38.46 |
| Grade 8 | 8.70 | 30.77 | 36.00 | 39.13 | 46.15 | 28.00 | 52.17 | 23.08 | 36.00 |
| All Grades | 10.14 | 9.85 | 14.12 | 40.94 | 48.11 | 44.27 | 48.91 | 42.05 | 41.60 |

| 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 | 18.99 | 10.34 | 11.29 | 53.16 | 58.62 | 59.68 | 27.85 | 31.03 | 29.03 |
| Grade 4 | 1.56 | 15.38 | 9.43 | 43.75 | 49.23 | 45.28 | 54.69 | 35.38 | 45.28 |
| Grade 5 | 1.79 | 4.84 | 10.94 | 42.86 | 53.23 | 62.50 | 55.36 | 41.94 | 26.56 |
| Grade 6 | 3.45 | 15.38 | 12.50 | 31.03 | 50.00 | 43.75 | 65.52 | 34.62 | 43.75 |
| Grade 7 | 24.00 | 22.22 | 26.92 | 64.00 | 59.26 | 53.85 | 12.00 | 18.52 | 19.23 |
| Grade 8 | 17.39 | 26.92 | 28.00 | 52.17 | 42.31 | 52.00 | 30.43 | 30.77 | 20.00 |
| All Grades | 10.14 | 13.64 | 14.12 | 47.46 | 52.65 | 54.20 | 42.39 | 33.71 | 31.68 |

Conclusions based on this data:

1. School-wide the number of students in 2018/19 that exceeded standards in Mathematics increased from the previous years from 9.78% in 16/17 to 17.18% in 18/19.
2. The number of students that met the standard in Mathematics increased slightly from 19.57% in 16/17 to 19.85% in 18/19.
3. The percentage of students Below Standard increased slightly in Mathematics from 34.78% in 16/17 to 35.88% in 18/19.

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 | 1411.6 | 1414.2 | 1424.6 | 1423.3 | 1381.1 | 1392.7 | 47 | 48 |
| Grade 1 | 1460.7 | 1456.0 | 1452.3 | 1464.0 | 1468.7 | 1447.4 | 30 | 43 |
| Grade 2 | 1463.3 | 1481.1 | 1465.2 | 1486.7 | 1460.8 | 1475.0 | 36 | 37 |
| Grade 3 | 1474.1 | 1489.3 | 1469.2 | 1479.1 | 1478.4 | 1499.0 | 29 | 33 |
| Grade 4 | 1497.1 | 1496.9 | 1492.3 | 1492.9 | 1501.4 | 1500.3 | 36 | 32 |
| Grade 5 | 1519.3 | 1531.6 | 1505.8 | 1526.6 | 1532.4 | 1536.2 | 26 | 35 |
| Grade 6 | 1541.4 | 1536.5 | 1531.3 | 1527.2 | 1550.9 | 1545.4 | 16 | 13 |
| Grade 7 | 1553.4 | 1570.6 | 1543.6 | 1575.3 | 1562.7 | 1565.0 | 14 | 12 |
| Grade 8 | 1560.8 | 1574.0 | 1550.2 | 1564.1 | 1570.8 | 1583.3 | 11 | 14 |
| All Grades | | | | | | | 245 | 267 |

| 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 | 29.79 | 4.17 | 31.91 | 41.67 | 23.40 | 45.83 | * | 8.33 | 47 | 48 |
| 1 | * | 11.63 | * | 39.53 | * | 32.56 | * | 16.28 | 30 | 43 |
| 2 | 33.33 | 16.22 | 30.56 | 37.84 | * | 37.84 | * | 8.11 | 36 | 37 |
| 3 | * | 3.03 | * | 45.45 | 44.83 | 45.45 | * | 6.06 | 29 | 33 |
| 4 | * | 18.75 | 55.56 | 25.00 | * | 40.63 | * | 15.63 | 36 | 32 |
| 5 | * | 31.43 | * | 37.14 | * | 25.71 | | 5.71 | 26 | 35 |
| 6 | * | 23.08 | * | 46.15 | * | 30.77 | * | 0.00 | 16 | 13 |
| 7 | * | 41.67 | * | 25.00 | * | 25.00 | * | 8.33 | 14 | 12 |
| 8 | * | 50.00 | * | 28.57 | * | 7.14 | | 14.29 | 11 | 14 |
| All Grades | 29.39 | 17.23 | 31.84 | 37.45 | 26.53 | 35.58 | 12.24 | 9.74 | 245 | 267 |

| 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 | 44.68 | 6.25 | 27.66 | 45.83 | * | 39.58 | * | 8.33 | 47 | 48 |
| 1 | * | 25.58 | * | 39.53 | * | 25.58 | * | 9.30 | 30 | 43 |
| 2 | 44.44 | 29.73 | * | 37.84 | * | 27.03 | * | 5.41 | 36 | 37 |
| 3 | * | 18.18 | 41.38 | 51.52 | * | 18.18 | * | 12.12 | 29 | 33 |
| 4 | * | 25.00 | 58.33 | 46.88 | * | 15.63 | * | 12.50 | 36 | 32 |
| 5 | * | 45.71 | 53.85 | 48.57 | * | 0.00 | | 5.71 | 26 | 35 |
| 6 | * | 46.15 | * | 23.08 | * | 30.77 | | 0.00 | 16 | 13 |
| 7 | * | 58.33 | * | 8.33 | * | 16.67 | * | 16.67 | 14 | 12 |
| 8 | * | 71.43 | * | 0.00 | * | 14.29 | | 14.29 | 11 | 14 |
| All Grades | 37.96 | 29.21 | 37.55 | 39.70 | 17.14 | 22.10 | 7.35 | 8.99 | 245 | 267 |

| 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 | * | 6.25 | 23.40 | 35.42 | 36.17 | 43.75 | 23.40 | 14.58 | 47 | 48 |
| 1 | * | 6.98 | * | 39.53 | * | 25.58 | * | 27.91 | 30 | 43 |
| 2 | * | 8.11 | * | 35.14 | 30.56 | 24.32 | * | 32.43 | 36 | 37 |
| 3 | | 3.03 | * | 30.30 | * | 57.58 | 58.62 | 9.09 | 29 | 33 |
| 4 | | 9.38 | 41.67 | 21.88 | 30.56 | 31.25 | * | 37.50 | 36 | 32 |
| 5 | * | 11.43 | 42.31 | 22.86 | * | 51.43 | * | 14.29 | 26 | 35 |
| 6 | * | 15.38 | * | 15.38 | * | 69.23 | * | 0.00 | 16 | 13 |
| 7 | * | 33.33 | * | 8.33 | * | 50.00 | * | 8.33 | 14 | 12 |
| 8 | * | 35.71 | * | 28.57 | * | 21.43 | | 14.29 | 11 | 14 |
| All Grades | 20.00 | 10.49 | 26.94 | 29.59 | 28.16 | 39.70 | 24.90 | 20.22 | 245 | 267 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 61.70 | 6.25 | 27.66 | 87.50 | * | 6.25 | 47 | 48 |
| 1 | 46.67 | 51.16 | 40.00 | 41.86 | * | 6.98 | 30 | 43 |
| 2 | 38.89 | 18.92 | 55.56 | 64.86 | * | 16.22 | 36 | 37 |
| 3 | * | 6.06 | 65.52 | 72.73 | * | 21.21 | 29 | 33 |
| 4 | * | 21.88 | 72.22 | 71.88 | * | 6.25 | 36 | 32 |
| 5 | 46.15 | 5.71 | 53.85 | 80.00 | | 14.29 | 26 | 35 |
| 6 | * | 38.46 | * | 38.46 | | 23.08 | 16 | 13 |
| 7 | * | 41.67 | * | 33.33 | * | 25.00 | 14 | 12 |
| 8 | * | 14.29 | * | 71.43 | * | 14.29 | 11 | 14 |
| All Grades | 40.41 | 20.60 | 50.61 | 66.67 | 8.98 | 12.73 | 245 | 267 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 44.68 | 2.08 | 38.30 | 85.42 | * | 12.50 | 47 | 48 |
| 1 | * | 16.28 | 63.33 | 72.09 | * | 11.63 | 30 | 43 |
| 2 | 55.56 | 43.24 | 41.67 | 48.65 | * | 8.11 | 36 | 37 |
| 3 | 41.38 | 48.48 | 37.93 | 48.48 | * | 3.03 | 29 | 33 |
| 4 | 58.33 | 40.63 | 33.33 | 46.88 | * | 12.50 | 36 | 32 |
| 5 | 53.85 | 91.43 | 46.15 | 5.71 | | 2.86 | 26 | 35 |
| 6 | * | 46.15 | * | 53.85 | | 0.00 | 16 | 13 |
| 7 | * | 58.33 | * | 41.67 | * | 0.00 | 14 | 12 |
| 8 | * | 71.43 | * | 21.43 | | 7.14 | 11 | 14 |
| All Grades | 50.20 | 40.45 | 41.22 | 51.69 | 8.57 | 7.87 | 245 | 267 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | 2.08 | 74.47 | 87.50 | * | 10.42 | 47 | 48 |
| 1 | 43.33 | 25.58 | * | 41.86 | * | 32.56 | 30 | 43 |
| 2 | * | 8.11 | 33.33 | 64.86 | 47.22 | 27.03 | 36 | 37 |
| 3 | | 0.00 | * | 72.73 | 65.52 | 27.27 | 29 | 33 |
| 4 | * | 3.13 | 61.11 | 56.25 | 33.33 | 40.63 | 36 | 32 |
| 5 | * | 17.14 | 57.69 | 57.14 | * | 25.71 | 26 | 35 |
| 6 | * | 7.69 | * | 46.15 | * | 46.15 | 16 | 13 |
| 7 | * | 33.33 | * | 25.00 | * | 41.67 | 14 | 12 |
| 8 | * | 42.86 | * | 35.71 | * | 21.43 | 11 | 14 |
| All Grades | 20.82 | 12.36 | 46.12 | 59.93 | 33.06 | 27.72 | 245 | 267 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 36.17 | 37.50 | 36.17 | 31.25 | 27.66 | 31.25 | 47 | 48 |
| 1 | * | 2.33 | 53.33 | 76.74 | * | 20.93 | 30 | 43 |
| 2 | 30.56 | 10.81 | 58.33 | 67.57 | * | 21.62 | 36 | 37 |
| 3 | * | 21.21 | 65.52 | 78.79 | * | 0.00 | 29 | 33 |
| 4 | * | 12.50 | 77.78 | 59.38 | * | 28.13 | 36 | 32 |
| 5 | * | 28.57 | 65.38 | 62.86 | | 8.57 | 26 | 35 |
| 6 | * | 38.46 | * | 61.54 | | 0.00 | 16 | 13 |
| 7 | * | 25.00 | * | 75.00 | * | 0.00 | 14 | 12 |
| 8 | * | 14.29 | * | 78.57 | | 7.14 | 11 | 14 |
| All Grades | 26.94 | 20.22 | 58.37 | 62.92 | 14.69 | 16.85 | 245 | 267 |

Conclusions based on this data:

1. Overall language percentage at level 4 decreased from 29.39 % to 17.23% over the previous year. Overall Language percentage increased at level 3 from 31.84% to 37.45% over the previous year.
2. Overall Language percentage increased at level 2 from 26.53% to 35.58% over the previous year. Overall Language percentage decreased at level 1 from 12.24% to 9.74% over the previous year.
3. The total number of student increased from 245-267 over the previous year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

| 2019-20 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 521 | 75.4 | 46.4 | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 242 | 46.4 |
| Homeless | 4 | 0.8 |
| Socioeconomically Disadvantaged | 393 | 75.4 |
| Students with Disabilities | 67 | 12.9 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2 |
| Asian | 6 | 1.2 |
| Hispanic | 491 | 94.2 |
| Two or More Races | 6 | 1.2 |
| White | 9 | 1.7 |

Conclusions based on this data:





1.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Orange | Chronic Absenteeism  Orange | Suspension Rate  Yellow |
| Mathematics  Green | | |

Conclusions based on this data:

1. English Language Arts remains an area of focus. We have implemented phonics instruction at the K-3 levels, including more writing.
2. COVID has had a negative impact on attendance.

School and Student Performance Data

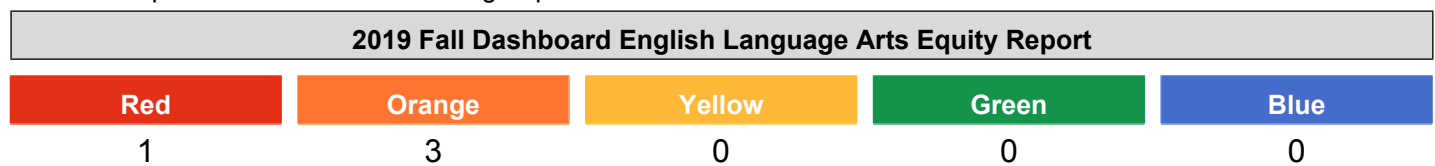
Academic Performance English Language Arts

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







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











This section provides number of student groups in each color.



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 | |
|  | |  | |  | |
| Orange | | Orange | | No Performance Color | |
| 32.1 points below standard | | 40.4 points below standard | | 0 Students | |
| Declined Significantly -18.7 points | | Declined Significantly -29.7 points | | | |
| 251 | | 172 | | | |
| Homeless | | Socioeconomically Disadvantaged | | Students with Disabilities | |
|  | |  | |  | |
| No Performance Color | | Orange | | Red | |
| Less than 11 Students - Data Not Displayed for Privacy | | 35.7 points below standard | | 105.6 points below standard | |
| 8 | | Declined Significantly -19 points | | Declined -7.5 points | |
| | | 213 | | 48 | |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | American Indian  No Performance Color 0 Students | Asian  No Performance Color 0 Students | Filipino  No Performance Color 0 Students |
| Hispanic  Orange 33.5 points below standard Declined Significantly -19.9 points 241 | Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |

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 79.4 points below standard Declined Significantly -30.6 points 114 | Reclassified English Learners 36.2 points above standard Declined Significantly -36.3 points 58 | English Only 24 points below standard Increased ++5.4 points 71 |
|--|---|---|

Conclusions based on this data:

- English Language Arts increased in all areas except English Only Students and Students with Disabilities.

School and Student Performance Data

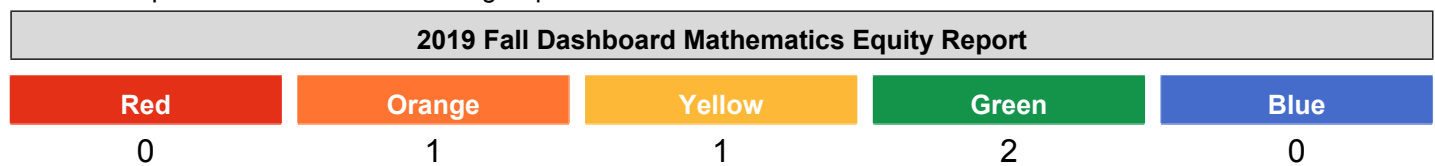
Academic Performance Mathematics

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






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








This section provides number of student groups in each color.



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  Green 23.4 points below standard Increased ++11.7 points 248 | English Learners  Yellow 26.3 points below standard Increased ++6.7 points 171 | Foster Youth |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | Socioeconomically Disadvantaged  Green 24.9 points below standard Increased ++12.2 points 210 | Students with Disabilities  Orange 100.9 points below standard Increased Significantly ++16.4 points 47 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | | | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 24.7 points below standard Increased ++10.6 points 238 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |

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 |
|--|---|--|
| 57.7 points below standard Maintained ++1.9 points 114 | 36.4 points above standard Increased ++11.9 points 57 | 22.5 points below standard Increased Significantly ++25.6 points 69 |

Conclusions based on this data:

- All students showed an increase in mathematics other than Students with Disabilities.

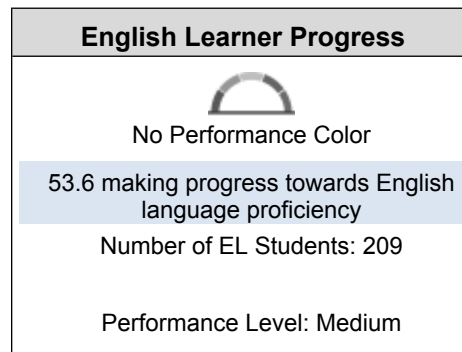
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 13.8 | 32.5 | 9.5 | 44.0 |

Conclusions based on this data:

1. English Learners increased significantly in both math and language arts and the English Learner suspension rate declined significantly.

School and Student Performance Data

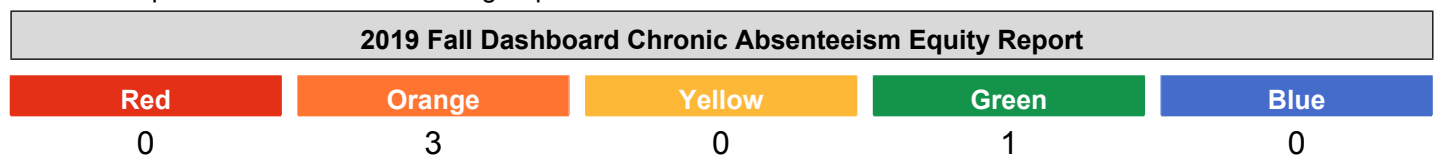
Academic Engagement Chronic Absenteeism

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







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











This section provides number of student groups in each color.



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  Orange 10.7 Increased +2.1 535 | English Learners  Orange 6.9 Increased +0.6 288 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color 13.3 Increased +4.2 30 | Socioeconomically Disadvantaged  Orange 12 Increased +3 426 | Students with Disabilities  Green 5.3 Declined -1 75 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| | | | |
|--|---|--|---|
| African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Hispanic  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">11</div> Increased +2.3 509 | Two or More Races  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> 11 | Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

Conclusions based on this data:

- The chronic absenteeism rate shows an increase in all students of 2.1, an increase in English Learners of .06, an increase in Homeless students of 4.2, an increase of socioeconomically disadvantaged students of 3.0
- There was a decrease in the chronic absenteeism rate of students with disabilities of -1.

School and Student Performance Data

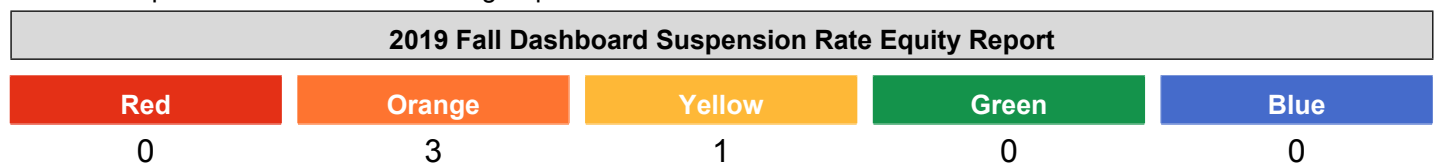
Conditions & Climate Suspension Rate

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







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









This section provides number of student groups in each color.



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  Yellow 1.8 Maintained +0.1 544 | English Learners  Orange 2.4 Increased +0.6 290 | Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1 |
| Homeless  No Performance Color 0 Maintained 0 30 | Socioeconomically Disadvantaged  Orange 2.3 Increased +0.3 430 | Students with Disabilities  Orange 4 Increased +0.9 75 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 2 | |  No Performance Color Less than 11 Students - Data 5 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 1.7 Maintained -0.1 515 |  No Performance Color 0 12 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 9 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.8 | 1.8 |

Conclusions based on this data:

1. There was an increase in the suspension rate of English Learners of .6, an increase of socioeconomically disadvantaged students of .3, and an increase of students with disabilities of .9.
2. The suspension rate for all students and Homeless students maintained.

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

LCAP Goal 1: All students will achieve at their highest level (LCAP Performance Goal 1)

Goal 1

By June 2021, all 3rd through 8th grade levels will show improvement in the CAASPP from the previous year

Identified Need

Continue to work to improve in Math, ELA, and ELD

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Through professional learning communities (PLC) and release time, teachers will review the Common Core Standards, identify grade level essential standards, plan lessons/units, and attend professional development.
2. Teachers and administration will regularly monitor student progress using formative assessments.
3. The Instructional Leadership Team (ILT) will meet regularly to study student achievement data to adjust instructional strategies and set goals.
4. Teachers will use engagement strategies including Ask/Answer/Justify, whiteboards, choral/echo response, equity cards/sticks, technology, sentence frames, I do,we do, you do, vocabulary development,Thinking Maps, and strategies learned from AVID.
5. All classrooms (and library) will have access to professional development, materials, technology, release time, instructional supplies, field trips and supplemental learning materials.
6. Incentives for staff and students, including food and supplies for meetings

7. K-3 grade will implement phonics instruction to increase early literacy.

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) |
|-----------|---|
| 21000 | Unrestricted 1000-1999: Certificated Personnel Salaries Release Time |
| 10000 | Unrestricted 5000-5999: Services And Other Operating Expenditures |
| 20000 | Unrestricted 0000: Unrestricted Professional Development, Materials, Incentives and Equipment, Field Trips, Assemblies |

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We spent a large portion of the year on distance learning. There was no state testing this year, so we will continue with the current strategies.

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

NA

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

NA

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

LCAP Goal 2: All sites will have a safe and positive environment

Goal 2

California Healthy Kids Survey and Staff Perception Survey results will show climate improvement in students and staff perceived safety by 25% over the previous years benchmark data.

Identified Need

Our struggling students typically have lower attendance rates than students that are excelling. Our English Learners benefit from hands on experiential learning as it provides them real with life experience and builds background knowledge. Students are more eager to read and write about when their knowledge base is wider. Assemblies and field trips to help them learn about their subject matter and topics like anti-bullying, anti-drugs, and how to enjoy a healthy diet. This benefits the students in multiple ways and helps improve attendance, makes kids feel safe, and helps create a positive climate and learning environment.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Students and teachers will take the Capturing Kids Hearts Survey.
2. Survey results will be compiled and sent to in August.
3. The Instructional Leadership Team (ILT) will evaluate 2020 CKH Survey results and make adjustments to our CKH classrooms and school wide implementation to maximize student safety and individual sense of belonging at our school.

4. The Instructional leadership team will share results. Continue to use a plan, do, study, act cycle to make sure our approach is effective.
5. Hold School assemblies and field trips when restrictions from COVID allow us to do so
6. Purchase cameras to allow teachers to stream their live lessons to students at home.

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)

7002

Source(s)

Title I
None Specified
Field Trips and Assemblies. Purchase supplemental materials to meet individual students' needs

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were unable to implement due to COVID restrictions and Distance Learning

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

We were unable to implement due to COVID restrictions and Distance Learning

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

Purchase cameras to allow teachers to stream their live lessons to students at home. This will help those families that choose to keep their students in distance learning

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

LCAP Goal 3: The district will maintain a budget and reserve that ensure programs and services for staff and students are sustained

Goal 3

By June 2021, the Average Daily Attendance (ADA) will increase over last year.

Identified Need

Attendance has gone down due to COVID

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and a focus on students with 10 or more absences

Strategy/Activity

We will hold student attendance review team (SART) meetings.

We will evaluate monthly attendance reports.

Use the parent newsletter to promote attendance.

Attendance awards for individual students and entire classrooms

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)

1200

Source(s)

Unrestricted
0000: Unrestricted
Student Rewards

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We spent a large portion of the year on distance learning and COVID has been a huge factor in attendance. We will continue with the current strategies.

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

NA

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

NA

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$59,202.00 |

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 | \$7,002.00 |

Subtotal of additional federal funds included for this school: \$7,002.00

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 (\$) |
|-------------------------|-----------------|
| Unrestricted | \$52,200.00 |

Subtotal of state or local funds included for this school: \$52,200.00

Total of federal, state, and/or local funds for this school: \$59,202.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Ken Woods | Principal |
| Anissa Acuna | Classroom Teacher |
| Rachelle Nunez | Other School Staff |
| Mayra Madrid | Parent or Community Member |
| Rocio Grijalba | Parent or Community Member |
| Yudith Garcia | Parent or Community Member |
| Michael Hernandez | Parent or Community Member |
| Laurie Forrest | Parent or Community Member |
| Wendy Bell | Classroom Teacher |
| Megan Avery | Classroom Teacher |

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

Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|------------------------------------|
| | English Learner Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/27/2021.

Attested:

Principal, Ken Woods on 10/27/21

SSC Chairperson, Mayra Madrid on 10/27/21

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

Mayra Madrid

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/27/2021.

Attested:

Principal, Ken Woods on

Ken Woods 10/27/21

SSC Chairperson, Mayra Madrid on

Mayra Madrid 10/27/21