School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ladd Lane Elementary School	35674706035026	May 14th 2019	

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)

X 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.

Ladd Lane is working toward developing and provide 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.

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 Survey for students, staff and parents.

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 conducted all year long and 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)

Ladd Lane is focused on utilizing collaborative action in improving student achievement. Ladd Lane is especially strong in using assessments to modify instruction and improve student achievement. The use of Common Formative Assessments, STAR Reading/Math, and Eureka Math and ELPAC drive instruction. Instructional focus includes continued implementation of the Benchmark Advanced ELA/ELD Curriculum, Common Core and refining our PLC process.

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

Data driven decisions are the core of our instructional program at Ladd Lane School. Each team meets once a week to analyze student groupings and results, adjust instruction and inform parents. In addition, each team has 40 minutes per week that are designated data days. All avenues of support are utilized in achieving the highest potential of each student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The Instructional Leadership Team(ILT) sets the tone and agenda under a shared leadership framework for moving the school forward. The PLC format is our focus. The School Site Council and English Language Advisory support the decisions and give feedback on the direction of faculty development. All members of the staff are highly qualified.

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

The Educational Services Department, in partnership with the San Benito County of Education offers on-going staff development and training on all SBE adopted materials. This training is documented and of the highest quality. Our ILT sets the topic and acts as a liason for teacher feedback and analysis.

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

At Ladd Lane Elementary School all staff development is determined by a detailed collaborated analysis of student assessment results, Instructional Leadership Team input, a staff survey twice a year and evidence collected from classroom interactions. Student intervention and enrichment through teaching teams is based on fluid grouping. Utilizing EADMS, student performance is regularly reviewed. Teachers are engaged in assessment meetings (during staff and team collaboration time). As a result, teachers are best able to analyze data (via EADMS) and make adjustments to their instructional programs. This becomes an effective means of on-going staff development. Ladd Lane staff prides themselves on being motivated and reflective thinkers. We are "problem solvers" and maintain a high sense of morale by discussing, analyzing and improving variables that will lead to student academic success. Risk-taking, shared leadership and innovative problem solving are recognized and appreciated. The staff are able to assist in planning and implementing professional development. The Principal, instructional leadership team and faculty are determined to consistently align staff development and state standards.

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

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 that is sequenced intentionally over time and has consistent focus on identified core curriculum (Eureka Math, Benchmark Advance ELA/ELD, California Collections ELA, inSpire Science, National Geographic Social Studies, INSIDE ELD) 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.

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

Teacher collaboration is a regular occurrence of our PLC focus at Ladd Lane School. Staff collaboration days happen one Thursday a month along with 4 DWC per school year. The data driven decisions are based on EADMS, Benchmark Advanced Exams. Agendas and facilitation of meetings occur with the leadership of the ILT leader, principal and assistant principal. All collaboration focuses on the outcome that every child must master grade level standards.

Teaching and Learning

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

Ladd Lane utilizes the California Common Core Standards as the guiding documents of our rigorous instructional programs. Faculty receive ongoing professional development, based on content standards, standards based instructional design, and research based strategies that have proven to improve student learning. All staff utilize state adopted materials in all content areas. These include; language arts,science, math, social studies and physical education. Fidelity to all programs is insured by following district pacing calendars and continuously analyzing student performance via common benchmark assessments.

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

Teachers adhere to the instructional minutes for reading/language arts and mathematics. Additional time is built into the RTI schedule for intensive intervention as well as daily ELD time.

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

There has been increased data analysis via the PLC team level discussion. Our goal is to have fluid grouping and making regular academic gains as measured on exams. These adhere to state standards and insure that students are performing and mastering lessons based on state guidelines. The students at risk of retention are offered intervention via flexible grouping, small group instruction, utilzation of "best practices" and interventions. Our site level intervention teacher coordinates with our teachers to develop/support intervention groups.

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

Ladd Lane students have standards based instructional materials for core instruction. In addition, English Learners are provided with state adopted materials and the ELD ELA Standards are used to guide instruction. Explicit instruction based on ELD strategies is provided to English Learners in all content areas, including our ELD Academy.

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

Ladd Lane provides the most recent SBE adopted core instructional programs used in every classroom with materials for every student. In class interventions are provided so that all students can access the curriculum.

Opportunity and Equal Educational Access

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

Ladd Lane staff regularly review and evaluate (by specific at-risk learners) student academic performance. Faculty and administration are well aware of which students need intervention. Students are targeted for strategic intervention (right below the grade level line) and intensive intervention (at the bottom quartile of the grade level line). Their progress is monitored very closely. Specifically, STAR reading and math and PAF proficiency. Frequent gap analysis of student performance towards standards is performed. Explicit instruction including, one-to-one instruction, small group mini conferences, increasing participation in the ELD afterschool program for ETELS grades 5 and 6. Student progress is closely monitored; students not making adequate academic growth in math or language arts are referred and monitored by the Student Success Team. At the SST meeting, both in class interventions and supplemental interventions are reviewed, performance data and growth targets analyzed, and every means utilized to exhaust all avenues of support. SST meetings take place regularly through the year.

Evidence-based educational practices to raise student achievement

The faculty values the extensive training that has been provided by the district and supported by site level. Especially, when trained teams are able to visit classes and share data with staff based on these observations. Our focus, for the current school year, is increasing the use of student higher order thinking skills with the goal being to push students toward level 3 on the Depth-of- Knowledge scale (Strategic Thinking & Reasoning) and level 4 (Extended Thinking).

Parental Engagement

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

The Hollister School District provides a summer school intervention program which focuses on the needs of Migrant and Special Education students. Our student success team regularly convenes and provides outside resources and support to at risk families. This includes: mental health services through our School Social Worker. We reach out to community organizations and resources such as: San Benito High School for tutoring, California Healthy Families Health Insurance program, First Five Early Intervention Program, Migrant Liaison services, and behavior and academic consultation from our school specialist and psychologist. For students qualifying for Special Education, academic and behavioral support are offered.

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 school community takes pride in the high level of involvement at Ladd Lane School. The SSC and ELAC give feedback rearding the focus and direction of our SPSA. Our Instructional Leadership Team and faculty problem solve all areas of the SPSA, especially the goals, and are committed to eliminating the achievement gap of English Learners.

Funding

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

Student performance data is reviewed to determine goals and needs. Services and activities are used to support these needs, including but not limited to, our ELD Academy.

Fiscal support (EPC)

Our funding is focused on a RTI model with intervention teacher as well as RTI time built into the school day for grades 1st and 2nd with a focus on early literacy. Training and staff development are focused on best practices, common core and PLC philosophy and practice. Ladd Lane has a focus on a safe campus and providing support to our K-5 format, the fiscal goals align to our SPSA.

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

Ladd Lane's SPSA Goals and the financial investment plan necessary to support it were made, monitored and adjusted with Ladd Lane Leadership Team (teachers), the principal and LL's School Site Council.

Resource Inequities

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

N/A

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	0.61%	0.45%	0.5%	4	3	3
African American	0.3%	0.45%	0.6%	2	3	4
Asian	1.52%	1.96%	1.8%	10	13	12
Filipino	0.3%	0.45%	0.9%	2	3	6
Hispanic/Latino	70.71%	71.08%	71.6%	466	472	476
Pacific Islander	0.15%	0.15%	%	1	1	
White	20.94%	20.03%	20.0%	138	133	133
Multiple/No Response	2.73%	3.46%	1.5%	18	13	10
			Total Enrollment	659	664	665

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	128	155	137
Grade 1	96	96	106
Grade 2	133	103	101
Grade3	95	123	93
Grade 4	94	88	116
Grade 5	113	99	84
Grade 6			28
Total Enrollment	659	664	665

Conclusions based on this data:

1. Enrollment date is on the rise specifically with Hispanic/Latino population.

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	133	130	115	20.2%	19.6%	17.3%
Fluent English Proficient (FEP)	26	31	25	3.9%	4.7%	3.8%
Reclassified Fluent English Proficient (RFEP)	9	12	6	6.6%	9.0%	4.6%

Conclusions based on this data:

1. EL enrollment numbers are declining and students continued to be reclassified.

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	111	94	91	107	90	90	106	90	90	96.4	95.7	98.9
Grade 4	101	106	90	99	106	87	99	106	87	98	100	96.7
Grade 5	86	103	110	85	101	106	84	101	106	98.8	98.1	96.4
All Grades	298	303	291	291	297	283	289	297	283	97.7	98	97.3

* 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	2425.	2440.	2414.	22.64	26.67	20.00	24.53	31.11	22.22	27.36	23.33	28.89	25.47	18.89	28.89
Grade 4	2480.	2489.	2499.	29.29	37.74	37.93	27.27	22.64	28.74	15.15	15.09	18.39	28.28	24.53	14.94
Grade 5	2553.	2516.	2524.	45.24	22.77	32.08	28.57	29.70	25.47	15.48	33.66	25.47	10.71	13.86	16.98
All Grades	N/A	N/A	N/A	31.49	29.29	30.04	26.64	27.61	25.44	19.72	23.91	24.38	22.15	19.19	20.14

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	26.42	22.22	24.44	37.74	54.44	44.44	35.85	23.33	31.11
Grade 4	20.20	28.30	36.78	52.53	50.00	47.13	27.27	21.70	16.09
Grade 5	39.29	21.78	35.85	46.43	55.45	43.40	14.29	22.77	20.75
All Grades	28.03	24.24	32.51	45.33	53.20	44.88	26.64	22.56	22.61

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	21.70	18.89	8.89	50.00	50.00	51.11	28.30	31.11	40.00
Grade 4	32.29	38.68	34.48	42.71	40.57	52.87	25.00	20.75	12.64
Grade 5	46.43	29.70	25.47	42.86	49.50	56.60	10.71	20.79	17.92
All Grades	32.52	29.63	22.97	45.45	46.46	53.71	22.03	23.91	23.32

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	23.58	30.00	16.67	65.09	62.22	63.33	11.32	7.78	20.00
Grade 4	19.39	19.81	22.99	62.24	65.09	65.52	18.37	15.09	11.49
Grade 5	26.19	17.82	23.58	65.48	71.29	68.87	8.33	10.89	7.55
All Grades	22.92	22.22	21.20	64.24	66.33	66.08	12.85	11.45	12.72

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	32.08	35.56	16.67	47.17	48.89	58.89	20.75	15.56	24.44
Grade 4	35.35	40.57	29.89	48.48	42.45	55.17	16.16	16.98	14.94
Grade 5	55.95	35.64	34.91	33.33	53.47	48.11	10.71	10.89	16.98
All Grades	40.14	37.37	27.56	43.60	48.15	53.71	16.26	14.48	18.73

Conclusions based on this data:

1. Overall, above standard percentages have increased in reading over the past three years. We need to continue our focus on early literacy.

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	111	95	91	109	90	90	109	89	90	98.2	94.7	98.9
Grade 4	101	106	89	99	106	86	99	106	86	98	100	96.6
Grade 5	86	103	110	85	99	106	84	99	106	98.8	96.1	96.4
All Grades	298	304	290	293	295	282	292	294	282	98.3	97	97.2

* 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	2430.	2429.	2421.	19.27	11.24	13.33	25.69	38.20	23.33	27.52	25.84	34.44	27.52	24.72	28.89
Grade 4	2476.	2477.	2475.	15.15	22.64	12.79	28.28	26.42	36.05	38.38	28.30	36.05	18.18	22.64	15.12
Grade 5	2505.	2484.	2480.	22.62	13.13	17.92	17.86	12.12	12.26	32.14	36.36	25.47	27.38	38.38	44.34
All Grades	N/A	N/A	N/A	18.84	15.99	14.89	24.32	25.17	23.05	32.53	30.27	31.56	24.32	28.57	30.50

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	33.94	29.21	24.44	37.61	35.96	44.44	28.44	34.83	31.11
Grade 4	25.25	32.08	29.07	44.44	31.13	36.05	30.30	36.79	34.88
Grade 5	30.95	18.18	20.75	26.19	35.35	28.30	42.86	46.46	50.94
All Grades	30.14	26.53	24.47	36.64	34.01	35.82	33.22	39.46	39.72

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	23.85	20.22	16.67	44.04	53.93	50.00	32.11	25.84	33.33
Grade 4	18.18	22.64	23.26	58.59	50.94	43.02	23.23	26.42	33.72
Grade 5	20.24	14.14	16.04	45.24	36.36	38.68	34.52	49.49	45.28
All Grades	20.89	19.05	18.44	49.32	46.94	43.62	29.79	34.01	37.94

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	27.52	24.72	14.44	49.54	48.31	53.33	22.94	26.97	32.22
Grade 4	19.19	22.64	18.60	60.61	49.06	65.12	20.20	28.30	16.28
Grade 5	19.05	13.13	15.09	55.95	52.53	38.68	25.00	34.34	46.23
All Grades	22.26	20.07	15.96	55.14	50.00	51.42	22.60	29.93	32.62

Conclusions based on this data:

1. Overall, standard exceeded increased from 2017-18 to 2018-19.

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	1401.4	1385.3	1416.7	1391.3	1366.0	1370.9	20	28
Grade 1	1456.8	1461.9	1473.7	1457.6	1439.5	1465.6	29	14
Grade 2	1469.8	1465.0	1488.7	1472.6	1450.5	1457.0	18	34
Grade 3	1487.6	1458.1	1485.6	1453.8	1489.2	1462.1	19	19
Grade 4	1484.0	1517.3	1486.0	1516.5	1482.0	1517.4	21	15
Grade 5	1508.5	1486.3	1498.7	1494.6	1517.9	1477.5	26	18
All Grades							133	128

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	*	7.14	*	42.86	*	21.43	*	28.57	20	28
1	51.72	28.57	*	28.57	*	21.43	*	21.43	29	14
2	*	8.82	*	47.06	*	26.47	*	17.65	18	34
3	*	5.26	*	47.37	*	26.32	*	21.05	19	19
4	*	40.00	52.38	46.67	*	6.67	*	6.67	21	15
5	*	16.67	65.38	50.00	*	22.22	*	11.11	26	18
All Grades	33.08	14.84	37.59	44.53	16.54	21.88	12.78	18.75	133	128

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	*	14.29	*	35.71	*	21.43	*	28.57	20	28
1	58.62	28.57	*	35.71	*	21.43	*	14.29	29	14
2	83.33	38.24	*	29.41		23.53	*	8.82	18	34
3	*	36.84	*	26.32	*	10.53	*	26.32	19	19
4	61.90	60.00	*	26.67	*	6.67	*	6.67	21	15
5	46.15	50.00	42.31	27.78	*	11.11	*	11.11	26	18
All Grades	54.89	35.94	24.81	30.47	9.02	17.19	11.28	16.41	133	128

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	*	3.57	*	35.71	*	35.71	*	25.00	20	28
1	*	21.43	*	28.57	*	28.57	*	21.43	29	14
2	*	8.82	66.67	14.71	*	41.18	*	35.29	18	34
3	*	0.00	*	21.05	*	57.89	*	21.05	19	19
4	*	20.00	*	46.67	*	20.00	*	13.33	21	15
5	*	0.00	*	5.56	*	66.67	*	27.78	26	18
All Grades	19.55	7.81	31.58	24.22	23.31	42.19	25.56	25.78	133	128

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	*	7.14	*	67.86	*	25.00	20	28
1	62.07	42.86	*	42.86	*	14.29	29	14
2	72.22	20.59	*	61.76	*	17.65	18	34
3	*	10.53	63.16	57.89	*	31.58	19	19
4	*	26.67	52.38	60.00	*	13.33	21	15
5	*	5.56	65.38	72.22	*	22.22	26	18
All Grades	41.35	17.19	46.62	61.72	12.03	21.09	133	128

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	*	21.43	*	46.43	*	32.14	20	28
1	65.52	21.43	*	57.14	*	21.43	29	14
2	77.78	52.94	*	35.29	*	11.76	18	34
3	73.68	52.63	*	31.58	*	15.79	19	19
4	80.95	86.67	*	6.67	*	6.67	21	15
5	84.62	72.22	*	16.67	*	11.11	26	18
All Grades	70.68	49.22	15.79	33.59	13.53	17.19	133	128

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	*	3.57	*	71.43	*	25.00	20	28
1	44.83	42.86	*	21.43	*	35.71	29	14
2	*	8.82	*	61.76	*	29.41	18	34
3	*	0.00	*	68.42	*	31.58	19	19
4	*	20.00	57.14	60.00	*	20.00	21	15
5	*	5.56	69.23	61.11	*	33.33	26	18
All Grades	21.80	10.94	48.12	60.16	30.08	28.91	133	128

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	*	32.14	*	39.29	*	28.57	20	28
1	*	21.43	44.83	57.14	*	21.43	29	14
2	*	14.71	77.78	50.00	*	35.29	18	34
3	*	10.53	63.16	78.95	*	10.53	19	19
4	*	40.00	*	53.33	*	6.67	21	15
5	42.31	0.00	53.85	77.78	*	22.22	26	18
All Grades	32.33	19.53	47.37	57.03	20.30	23.44	133	128

Conclusions based on this data:

1. Level 3 and Level 2 have increased from 2017-18 to 2018-19. Level 4's have decreased due to reclassification.

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**
664	**52.0**	**19.6**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	130	19.6
Foster Youth	2	0.3
Homeless	21	3.2
Socioeconomically Disadvantaged	345	52.0
Students with Disabilities	98	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
American Indian	3	0.5
Asian	13	2.0
Filipino	3	0.5
Hispanic	472	71.1
Two or More Races	13	2.0
Pacific Islander	1	0.2
White	133	20.0

Conclusions based on this data:

1. 52.0 Socioeconomically Disadvantaged and 19.6 English Learners make up the majority of our students.

School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. Ladd Lane is making progress on suspension rates.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

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

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
9.8 points above standard	20.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.4 points	Increased ++8.4 points	2
282	66	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.6 points below standard	49.5 points below standard
3	Maintained ++1.7 points	Increased ++5.5 points
	159	57

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
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	4	5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
2.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	38 points above standard
Maintained ++1 points	7		Declined Significantly -17.2 points
197			64

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**
42.6 points below standard	17.3 points above standard	17.3 points above standard
Increased ++13.7 points	Declined Significantly -21.8 points	Declined -10.7 points
42	24	210

Conclusions based on this data:

1. ELs increased scores in English Language Arts and Students with disabilities also increased scores.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Lowest Performance — 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
Orange	Yellow	No Performance Color
26.6 points below standard	47.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -5.3 points	Increased ++3.4 points	1
279	66	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	34.2 points below standard	70.4 points below standard
3	Increased ++4 points	Increased ++5.7 points
	156	55

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 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 36.3 points below standard Maintained -1 points 195	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		Yellow 9.4 points below standard Declined Significantly -23.3 points 63

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**
62.3 points below standard Increased ++10.6 points 42	21 points below standard Declined Significantly -25.3 points 24	21.6 points below standard Declined -11 points 207

Conclusions based on this data:

1. ELs increased scores in Math and Students with disabilities also increased scores.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
34 making progress towards English language proficiency
Number of EL Students: 94
Performance Level: VeryLow

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
27.6	38.2	6.3	27.6

Conclusions based on this data:

1. 44.5 of ELs maintained

School and Student Performance Data

Academic Performance
College/Career

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard 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. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	No Performance Color
15.3	20.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.8	Increased +1.1	4
686	139	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
42.9	20.1	27.3
Increased +28.6	Increased +1.3	Declined -2.1
21	378	121

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1	Less than 11 Students - Data Not Displayed for Privacy
2	4	Increased +1.9	2
		11	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
17.4	8.1	Less than 11 Students - Data Not Displayed for Privacy	9.7
Declined -1.6	Declined -1.6	2	Declined -5
483	37		145

Conclusions based on this data:

1. All students have made a small decline in chronic absenteeism however this still needs to be a focus for Ladd Lane moving forward.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard 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. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
0.3	0.7	Less than 11 Students - Data Not 5
Maintained 0	Increased +0.7	
696	140	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0	0.3	0.8
Maintained 0	Increased +0.3	Increased +0.8
21	381	121

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 3	Less than 11 Students - Data 4	0 Maintained 0 11	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Yellow
0.2 Maintained 0 489	0 Declined -3.2 37	Less than 11 Students - Data 2	0.7 Increased +0.7 148

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.3

Conclusions based on this data:

1. We have maintained a very low suspension rate.

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: Improved academic achievement for all students through purposeful strategies to improve teaching and learning.

Goal 1

Specific: The overall % of students meeting or exceeding standard in English Language Arts and Math as measured by the CAASPP and or STAR Test will increase 5%, by June of 2022.

Measurable: We will look at the % of students that meet or exceed the Math & ELA standards on the CAASPP and STAR Test.

Attainable: Through the use of our Benchmark Advanced ELA Curriculum. A focused Instructional Leadership Team (ILT). Our
grade level teams (Professional Learning Community) continual use of data to make data driven decisions. The use of Eureka math and OG will also make this goal attainable.

Relevant: Student Achievement is of the utmost importance. Continual growth and the elimination of the achievement gap is our goal.

Time - Bound: CAASPP scores - June 2022.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

1. Implement more online Benchmark and Eureka activities/lessons

2. ILT work on best practices for in person and online classes

3. Intervention Teacher will train all Instructional Assistants in Orton Gillingham strategies so that IAs can provide more early literacy support next year for TK-3rd grades.

4. We will focus on utilizing Footsteps to Brilliance in our TK-3rd grade 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)	Source(s)
26,000	Unrestricted 0000: Unrestricted
6,402.05	Title I 4000-4999: Books And Supplies

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.

Continued to implement core curriculum through 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.

Due to a shift to in person/hybrid learning we had an increase spending on classroom supplies approved by SSC.

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

Specific:
Ladd Lane will implement Capturing Kids' Hearts Social Contract and use The 4 questions in 100% of our classrooms by June 2022.

Measurable:
Capturing Kids' Hearts Survey results will show climate improvement in students perceived safety and adult care by 25% over the previous years benchmark data.

Achievable:
Refresher PD on CKH will be provided by site admin and applying this to distance learning

Relevant:
CKH builds meaningful, productive relationships with every student and every colleague and develop self-managing, high-performing classrooms with each classroom's unique Social Contract.

Time bound:
Survey results are compiled at the end of every school year.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

1. 5th grade students, parents and teachers will take the California Healthy Kids Survey (CHK) Survey in April 2022.

2. Survey results will be compiled and sent to LL in August.

3. feedback from parents

4. Continue to build the leadership capacity of our students. Giving 6th grade students leadership opportunities.

5. Continue perfecting out CKH skills as we are already a national showcase school, we will also be willing to share our successes with other schools

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

Amount(s)	Source(s)
15,000	Unrestricted 0000: Unrestricted
0	Title I None Specified

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.

Ladd Lane still held leadership meetings and virtual meetings with parents.

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

Many of these strategies were hindered because of distance learning/school closures.

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.

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: All students will attend schools that develop and maintain high levels of parent engagement, where all parents are welcomed and have opportunities to be engaged in their child's education.

Goal 3

Specific: We will survey parents at the end of 2021-22 school year, we are striving for 80% of our parents feel welcome to participate in their child's education.

Measurable: The survey will provide us with data.

Attainable: Admin and teachers will provide opportunities for parents to meet with staff (possibly virtually) to participate in their child's education.

Relevant: Parent involvement is of the utmost importance. Continual growth at school and at home during distance learning will assist us in the elimination of the achievement gap.

Time - Bound: Survey Results - June 2022.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

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

Strategy/Activity

1. Invite community members into schools to do read alouds.
2. Offer parenting classes
3.Continue awards/recognition

4. Offer admin office hours for parents to communicate with admin, possible a town hall meeting (virtually)

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)
16,000	Unrestricted 0000: Unrestricted

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.

School held virtual town halls/parent information nights. Staff contacted families often via phone and house visits. IEPs/504s/SSTs were held virtual and parent attendance increased.

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

No on campus interactions could be held with parents.

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.

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	$63,402.05

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	$6,402.05

Subtotal of additional federal funds included for this school: $6,402.05

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	$57,000.00

Subtotal of state or local funds included for this school: $57,000.00

Total of federal, state, and/or local funds for this school: $63,402.05

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Lori Kashiwagi	Classroom Teacher
Maura Cooper	Parent or Community Member
Diane Mateus	Classroom Teacher
Amy Manning	Other School Staff
Amy Perreira	Parent or Community Member
Jeannine Ostoja	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
	Other: ICS - Incident Command System Team. Consists of Teachers, Administrators, & Classified staff that were trained in emergency response.

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/19.

Attested:

	Principal, Jeannine Ostoja on 9/17/21
	SSC Chairperson, Maura Cooper on 9/17/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

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

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019