



# 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 |
|------------------------------|-----------------------------------|--|---------------------------|
| Sunnyslope Elementary School | 35674706035042                    | 5/2021                                 |                           |

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

This plan was developed and created with the sole purpose of benefitting all students at Sunnyslope School. It is our goal that all students will reach their maximum potential with the implementation of this plan.

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.

Hollister is a growing community, with a current population of just over 37,000. It is the largest city in San Benito County, which lies just south of Santa Clara County.

Sunnyslope School serves a student population of about 570 students, in grades TK - 6. 33% out of 570

of our students are English Learners. About 80% of our students are Economically Disadvantaged. Approximately 25% of our students receive some type of Special Education Service.

Much effort is given to support effective instructional practices which provide our students with a child-centered, standards-based education that also creates critical, creative thinkers. Sunnyslope's classroom instruction is aligned with Common Core and English Language Development standards and assessments. With open communication between schools and the community, strong support from parents, and clearly defined educational goals, we believe that all children will have the opportunity to meet their maximum potential and be productive members of society.

The Board-adopted Guiding Principles for the district are:

We believe every student, every day, by name, by need will succeed.  
We believe in embracing the uniqueness of every child.  
We believe partnerships among all stakeholders must be valued and respected.  
We believe in community advocacy for the whole child.  
We believe that each student is everyone's responsibility.  
We believe that things that are measured get done.

Our current LCAP Goals reflect district goals from 2021-2024 (District goals were revised...see below):

1. High academic achievement for all students through purposeful strategies to improve teaching, learning, and interventions.
2. All students will learn in safe, engaging and inclusive classrooms and schools that motivate them and address their social-emotional needs.
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.

Sunnyslope School's staff works diligently every day to support the Board adopted goals through the appropriate allocation of Title 1 funds and continuously monitoring the goals of the Single Plan for Student Achievement and adjusting the goals as necessary.

# 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).

A student survey was administered in May of 2018 to assess 5th grade student opinions of school. In January of 2020 an email to staff was sent to assess teacher opinions of the school year and leadership. Adjustments to the SPSA were based on the results. A new survey was created using Happy and Sad Face Emojis that was to be given to all students in May of 2020 but this did not happen due to the school closure as a result of the COVID-19 Pandemic. This survey was not implemented in the 2020-2021 School Year due to the constant schedule changes and the return to in person instruction in combination with about 50% of the students staying on Distance Learning. With the state's goal of in person instruction returning to "normal" in the 2021-2022 School Year the goal is for this to occur when students return full time to in person instruction.

## Classroom Observations

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

The administration performs formal evaluations following the contractual agreement between the HSD and HESTA. Informal observations of all classrooms are performed on a weekly basis. Due to labor negotiations between the HSD and HESTA only probationary certificated teachers were evaluated in the 2020-2021 School Year.

## 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)

Three times per year, each student is assessed to determine their progress towards mastering the Content Standards in reading, writing and math. Grade level teams analyze the benchmark results and calendar reteaching activities and reassessments. Testing data is utilized to maximize student achievement through curriculum development that is student centered. Our school focus is to develop strategies to provide differentiated instruction for all students. Peer visits and coaching continues to be a focus, in addition to differentiated instructional strategies in all subject areas. Teachers have identified goals in these areas and will work in PLC groups to improve teacher practice. The third round of assessments were not given in the 2019-2020 School Year due to the Coronavirus Pandemic. Due to negotiations between HSD and HESTA firm and consistent assessments were not completed. The most consistent assessment was PAF which was conducted by the school intervention team. At the conclusion of the 2020-2021 School Year the STAR Math and STAR Reading assessment was administered to grades 3-6.

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

The school uses a system of frequent teacher developed common formative assessments and STAR Reading and Math benchmark assessments that are standards aligned. Common formative assessment results and SBAC scores are analyzed to guide lesson planning that is differentiated and focused around student need as well as content standards. District Benchmark data is analyzed to monitor student progress at two points of the school year. The District Benchmark data is a key component to identify gaps within the curriculum. This data also allows for teachers to create lessons that are centered around targeted areas of need. The school uses frequent common formative assessment aligned to standards that provides ongoing data on student progress in math and ELA to guide future instruction. Teachers focus on identified goals in these areas to improve teacher practice and student achievement.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at this site possess at least a bachelors degree and hold the appropriate credential for the academic subject and grade level that they teach. 20 out of 21 classroom teachers have demonstrated knowledge and competence in the grade level and are considered highly qualified by the state of California in the area in which they teach. Our Human Resources Department monitors on a regular basis teacher credentials, units acquired and training's all teachers participate in through out the academic school year and places teachers according to their professional strength.

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

The district provides the principal with administrative training and coaching, which emphasizes instructional materials for core and intensive intervention programs in English Language Arts and Math. The district also provides targeted professional development and support beyond the administrator training program to increase instructional leadership skills to monitor and support the full implementation of the Essential Program Components.

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

Staff development centers around research-based instructional strategies. Common Formative Assessments and benchmark assessments are aligned with the state standards in math and language arts. Staff development is focused around the school plan goals which supports the analysis of student data to establish the goals for for the current school year.

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

The school and district provide instructional assistance and ongoing support to teachers of all subjects and grade levels. 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.

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

All teachers participate in teacher collaboration meetings on a bi-monthly basis. Each grade level meets weekly to review student progress toward meeting grade level standards by reviewing benchmark assessments, common formative assessment results and curriculum benchmarks. Data is analyzed to guide student placement, instructional planning and delivery and progress monitoring. Meetings are monitored by administration through attendance as well as grade level meeting logs.

## Teaching and Learning

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

Sunnyslope School utilizes state-adopted curriculum for instruction in all content areas. The state-adopted curriculum is aligned with the state standards. Teachers use differentiated instruction to accelerate student learning in all areas, instructional strategies used are research based and content standards aligned. Staff receives on-going training and staff development in utilizing research-based instructional strategies. Teachers in grades TK - 7 use standards-based report cards for reporting progress to parents.

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

Sunnyslope School complies with and monitors the daily implementation of instructional time for English language arts and mathematics core programs, intensive interventions, as well as additional time for strategic support and ELD for identified English learners. Core instructional time is given priority during the school day and efforts are made to minimize interruption; school activities, assemblies, during this portion of the school day.

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

Sunnyslope teachers utilize curriculum pacing to ensure that the required content that must be taught is covered at a necessary rate. The instructional pacing is brisk enough to keep students engaged and active and allow for student comprehension. Teachers use a variety of instructional strategies and activities that students participate in. Teachers monitor a balance of student directed and teacher directed activities to maintain appropriate pacing. Planning appropriately for lessons is crucial in order to achieve an appropriate pacing for the student's level of knowledge and ability. (RTI) time is provided for all students based on their need for further support, intervention, or remediation in early literacy utilizing PAF/Orton Gillingham instructional strategies and resources.

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

All students have appropriate standards based instructional materials appropriate to receive the highest level of learning. Incentives are given to increase student participation. State-adopted reading intervention programs are available for all grade levels for use after-school and during the instructional day. The additional availability of technology in the classroom with Chromebooks increases opportunities for additional practice and resources through online computer programs.

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

Sunnyslope School provides the most recent SBE-adopted core instructional programs used in every classroom with materials for every student. Sunnyslope School complies with and monitors the implementation of instructional time for the adopted core programs for reading/language arts and core mathematics. Teaching methods are utilized help to improve learners' interest and efficiency through an interactive education model as a means to cultivate student's ability to further study, problem solve independently, communicate, and collaborate effectively.

## **Opportunity and Equal Educational Access**

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

Under-performing students are served during Response to Intervention time, ELD instructional time, during after-school intervention and migrant summer school. Using student data to drive and create differentiated instruction as well as increasing professional development for teachers using a standards-based curriculum that is aligned with corresponding instructional guidelines can facilitate the development of higher order thinking skills in students thus allowing for greater student achievement. Summer School in the summer of 2021 will be provided for general education students that are being considered for retention.

#### Evidence-based educational practices to raise student achievement

The following is a list of Research-based practices that Sunnyslope school integrates into daily lessons to increase student performance; 1) Vocabulary is an integral part of instruction. 2) Comparing, contrasting, classifying, analogies, and metaphors. 3) Summarizing and note-taking translate information into a synthesized, brief form. 4) Reinforcement of effort and giving praise. 5) Homework and practice. 6) Non-linguistic instructional techniques such as Thinking Maps, pictures and other visuals.

## **Parental Engagement**

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

The YMCA is housed at Sunnyslope School and provides homework help and a math and literacy component for 88 students. Mental Health counseling is available on as as needed basis for selected students. Students will have access to digital math resources from home. Accelerated Reader program was recently purchased as well to allow students opportunities to read more at home and earn "badges" from the program.

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)

School Site Council will oversee the implementation and evaluation of the following Consolidated Application programs; Comprehensive Safety Plan, Title I, English Learner Students, Parent Involvement Plan, and the School Compact.

## Funding

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

Reading intervention programs, that are state-adopted, are made available to all Kindergarten- Seventh grade students that score Standards Not Met on the SBAC. Software programs provide additional practice in reading for under performing students. English Language Development is provided to help English Learners acquire English. An intervention teacher meets up to 4 times per week with targeted first and second grade students that are at risk in reading and decoding.

## Fiscal support (EPC)

### Nine Essential Program Components

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and \* English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades TK-8.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of District Collaboration structured teacher collaboration for mathematics teachers by grade level (TK-8) and common course and department levels facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPCs.

## **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**

At the beginning of each school year elections are held for any open positions on the School Site Council for teachers and parents. SSC meetings are held on a regular basis (4-6 times per year). During each meeting the SPSA is discussed and goals are re-evaluated. The SSC determines the



needs of the students based on data from state evaluations. The SPSA is reviewed annually and agenda items are voted on when deemed appropriate and necessary.

## Resource Inequities

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

Sunnyslope is allocated \$7,519.05 to serve a student base of 570 students with approximately 33% of those students being classified as English Language Learners. This is not nearly enough money to provide the needed supports to help our students close the achievement gap.

# 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                | 0.35%                 | 0.52%  | 0.2%  | 2                  | 3     | 1     |
| African American               | 0.52%                 | 0.35%  | 0.5%  | 3                  | 2     | 3     |
| Asian                          | 1.4%                  | 1.22%  | 1.2%  | 8                  | 7     | 7     |
| Filipino                       | 0.87%                 | 0%     | %     | 5                  | 0     |       |
| Hispanic/Latino                | 86.19%                | 85.59% | 87.6% | 493                | 493   | 493   |
| Pacific Islander               | %                     | 0%     | 0.2%  |                    | 0     | 1     |
| White                          | 9.09%                 | 10.24% | 8.7%  | 52                 | 59    | 49    |
| Multiple/No Response           | 0.35%                 | 1.04%  | 0.9%  | 2                  | 6     | 5     |
| Total Enrollment               |                       |        |       | 572                | 576   | 563   |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 18-19              | 19-20 | 20-21 |
| Kindergarten                      | 112                | 109   | 114   |
| Grade 1                           | 78                 | 88    | 79    |
| Grade 2                           | 105                | 98    | 82    |
| Grade3                            | 93                 | 116   | 95    |
| Grade 4                           | 93                 | 68    | 105   |
| Grade 5                           | 91                 | 97    | 63    |
| Grade 6                           |                    |       | 25    |
| Total Enrollment                  | 572                | 576   | 563   |

### Conclusions based on this data:

1. Our Hispanic population percentage has grown over the past two years. We must become culturally aware of possible inequities to ensure all students have an opportunity to succeed.



# 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                              | 185                | 176   | 163   | 32.3%               | 30.6% | 29.0% |
| Fluent English Proficient (FEP)               | 49                 | 35    | 28    | 8.6%                | 6.1%  | 5.0%  |
| Reclassified Fluent English Proficient (RFEP) | 3                  | 16    | 8     | 1.6%                | 8.6%  | 4.5%  |

### Conclusions based on this data:

1. The number of English Language Learners at Sunnyslope has steadily decreased over the past 3 years while the number of students reclassified has stayed relatively the same each year. One of the roles of the full time Assistant Principal next year will be to monitor the number of students that meet reclassification criteria.
2. With the assignment of the full time Assistant Principal the reclassification rate increased from 1.6% to 8.6% from the 18-19 to 19-20 School Year.

# 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                                | 92                     | 96    | 94    | 91                   | 96    | 90    | 91                 | 96    | 90    | 98.9                   | 100   | 95.7  |
| Grade 4                                | 114                    | 84    | 90    | 111                  | 83    | 90    | 110                | 83    | 90    | 97.4                   | 98.8  | 100   |
| Grade 5                                | 116                    | 108   | 95    | 114                  | 107   | 93    | 114                | 106   | 93    | 98.3                   | 99.1  | 97.9  |
| All Grades                             | 322                    | 288   | 279   | 316                  | 286   | 273   | 315                | 285   | 273   | 98.1                   | 99.3  | 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                              | 2432.            | 2410. | 2397. | 30.77      | 17.71 | 15.56 | 16.48          | 21.88 | 18.89 | 29.67             | 30.21 | 28.89 | 23.08          | 30.21 | 36.67 |
| Grade 4                              | 2424.            | 2471. | 2448. | 12.73      | 20.48 | 17.78 | 18.18          | 30.12 | 20.00 | 21.82             | 27.71 | 24.44 | 47.27          | 21.69 | 37.78 |
| Grade 5                              | 2471.            | 2477. | 2509. | 9.65       | 16.04 | 21.51 | 29.82          | 21.70 | 32.26 | 22.81             | 29.25 | 24.73 | 37.72          | 33.02 | 21.51 |
| All Grades                           | N/A              | N/A   | N/A   | 16.83      | 17.89 | 18.32 | 21.90          | 24.21 | 23.81 | 24.44             | 29.12 | 26.01 | 36.83          | 28.77 | 31.87 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 28.57            | 17.71 | 15.56 | 40.66                 | 51.04 | 44.44 | 30.77            | 31.25 | 40.00 |
| Grade 4  | 13.64            | 19.28 | 17.78 | 48.18                 | 51.81 | 48.89 | 38.18            | 28.92 | 33.33 |
| Grade 5  | 15.79            | 16.04 | 21.51 | 48.25                 | 50.00 | 51.61 | 35.96            | 33.96 | 26.88 |
| All Grades   | 18.73            | 17.54 | 18.32 | 46.03                 | 50.88 | 48.35 | 35.24            | 31.58 | 33.33 |

| Writing<br>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   | 26.37            | 12.50 | 15.56 | 49.45                 | 53.13 | 47.78 | 24.18            | 34.38 | 36.67 |
| Grade 4   | 6.36             | 24.10 | 18.89 | 49.09                 | 50.60 | 42.22 | 44.55            | 25.30 | 38.89 |
| Grade 5   | 15.79            | 19.81 | 24.73 | 48.25                 | 46.23 | 54.84 | 35.96            | 33.96 | 20.43 |
| All Grades  | 15.56            | 18.60 | 19.78 | 48.89                 | 49.82 | 48.35 | 35.56            | 31.58 | 31.87 |

| Listening<br>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   | 23.08            | 15.63 | 14.44 | 63.74                 | 63.54 | 63.33 | 13.19            | 20.83 | 22.22 |
| Grade 4   | 8.18             | 20.48 | 12.22 | 63.64                 | 71.08 | 72.22 | 28.18            | 8.43  | 15.56 |
| Grade 5   | 11.40            | 7.55  | 21.51 | 65.79                 | 66.04 | 66.67 | 22.81            | 26.42 | 11.83 |
| All Grades  | 13.65            | 14.04 | 16.12 | 64.44                 | 66.67 | 67.40 | 21.90            | 19.30 | 16.48 |

| Research/Inquiry<br>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  | 27.47            | 16.67 | 15.56 | 58.24                 | 53.13 | 53.33 | 14.29            | 30.21 | 31.11 |
| Grade 4  | 15.45            | 24.10 | 13.33 | 47.27                 | 50.60 | 54.44 | 37.27            | 25.30 | 32.22 |
| Grade 5  | 17.54            | 18.87 | 26.88 | 50.88                 | 47.17 | 58.06 | 31.58            | 33.96 | 15.05 |
| All Grades   | 19.68            | 19.65 | 18.68 | 51.75                 | 50.18 | 55.31 | 28.57            | 30.18 | 26.01 |

**Conclusions based on this data:**

1. As a school, we continued to show overall improvement, but the progress in the individual grade levels continues to be sporadic with the different cohorts of students demonstrating slight improvement each year on the scaled scores.
2. In 4th and 5th grade there has been modest growth in meeting and exceeding standards while 3rd grade has had minor decline in overall growth in ELA and Math Standards.
3. Due to the Pandemic current data is not available.

# 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                                | 92                     | 96    | 94    | 91                   | 95    | 90    | 91                 | 95    | 90    | 98.9                   | 99    | 95.7  |
| Grade 4                                | 114                    | 85    | 90    | 110                  | 83    | 90    | 110                | 83    | 90    | 96.5                   | 97.6  | 100   |
| Grade 5                                | 116                    | 108   | 95    | 114                  | 107   | 91    | 114                | 106   | 91    | 98.3                   | 99.1  | 95.8  |
| All Grades                             | 322                    | 289   | 279   | 315                  | 285   | 271   | 315                | 284   | 271   | 97.8                   | 98.6  | 97.1  |

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

| Overall Achievement for All Students |                  |       |       |            |       |       |                |       |       |                   |       |       |                |       |       |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not |       |       |
|                                      | 16-17            | 17-18 | 18-19 | 16-17      | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 | 16-17             | 17-18 | 18-19 | 16-17          | 17-18 | 18-19 |
| Grade 3                              | 2436.            | 2414. | 2421. | 16.48      | 11.58 | 23.33 | 30.77          | 26.32 | 25.56 | 28.57             | 26.32 | 17.78 | 24.18          | 35.79 | 33.33 |
| Grade 4                              | 2415.            | 2460. | 2442. | 5.45       | 4.82  | 7.78  | 15.45          | 31.33 | 15.56 | 34.55             | 43.37 | 43.33 | 44.55          | 20.48 | 33.33 |
| Grade 5                              | 2468.            | 2474. | 2492. | 12.28      | 12.26 | 14.29 | 11.40          | 17.92 | 25.27 | 29.82             | 28.30 | 24.18 | 46.49          | 41.51 | 36.26 |
| All Grades                           | N/A              | N/A   | N/A   | 11.11      | 9.86  | 15.13 | 18.41          | 24.65 | 22.14 | 31.11             | 32.04 | 28.41 | 39.37          | 33.45 | 34.32 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 16-17            | 17-18 | 18-19 | 16-17                 | 17-18 | 18-19 | 16-17            | 17-18 | 18-19 |
| Grade 3  | 38.46            | 22.11 | 41.57 | 35.16                 | 34.74 | 21.35 | 26.37            | 43.16 | 37.08 |
| Grade 4  | 12.73            | 21.69 | 13.33 | 20.91                 | 43.37 | 31.11 | 66.36            | 34.94 | 55.56 |
| Grade 5  | 14.04            | 20.75 | 29.67 | 26.32                 | 29.25 | 24.18 | 59.65            | 50.00 | 46.15 |
| All Grades   | 20.63            | 21.48 | 28.15 | 26.98                 | 35.21 | 25.56 | 52.38            | 43.31 | 46.30 |

| Problem Solving & Modeling/Data Analysis<br>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  | 20.88            | 11.58 | 24.72 | 46.15                 | 50.53 | 41.57 | 32.97            | 37.89 | 33.71 |
| Grade 4  | 10.00            | 9.64  | 11.11 | 35.45                 | 62.65 | 46.67 | 54.55            | 27.71 | 42.22 |
| Grade 5  | 10.53            | 11.32 | 12.09 | 42.98                 | 36.79 | 40.66 | 46.49            | 51.89 | 47.25 |
| All Grades   | 13.33            | 10.92 | 15.93 | 41.27                 | 48.94 | 42.96 | 45.40            | 40.14 | 41.11 |

| Communicating Reasoning<br>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  | 25.27            | 15.79 | 24.72 | 56.04                 | 52.63 | 48.31 | 18.68            | 31.58 | 26.97 |
| Grade 4  | 5.45             | 13.25 | 15.56 | 37.27                 | 55.42 | 46.67 | 57.27            | 31.33 | 37.78 |
| Grade 5  | 10.53            | 11.32 | 12.09 | 46.49                 | 48.11 | 58.24 | 42.98            | 40.57 | 29.67 |
| All Grades   | 13.02            | 13.38 | 17.41 | 46.03                 | 51.76 | 51.11 | 40.95            | 34.86 | 31.48 |

**Conclusions based on this data:**

- Overall, scaled scores continue to show improvement in each cohort of students as they progress through the grade levels.
- Due to the Pandemic current data is not available.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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  | 1440.8  | 1430.9 | 1449.2        | 1436.5 | 1421.0           | 1417.3 | 40                        | 34    |
| Grade 1  | 1448.2  | 1466.1 | 1453.3        | 1479.4 | 1442.4           | 1452.2 | 41                        | 31    |
| Grade 2  | 1449.8  | 1486.6 | 1455.9        | 1488.0 | 1443.2           | 1484.7 | 28                        | 41    |
| Grade 3  | 1483.8  | 1487.4 | 1477.6        | 1504.0 | 1489.4           | 1470.3 | 27                        | 24    |
| Grade 4  | 1516.7  | 1528.7 | 1511.4        | 1515.3 | 1521.7           | 1541.7 | 21                        | 21    |
| Grade 5  | 1524.5  | 1554.7 | 1524.2        | 1541.3 | 1524.3           | 1567.5 | 33                        | 22    |
| All Grades   |         |        |               |        |                  |        | 190                       | 173   |

| Overall Language<br>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   | 40.00   | 14.71 | *       | 41.18 | 35.00   | 35.29 | *       | 8.82  | 40                       | 34    |
| 1   | 36.59   | 12.90 | 39.02   | 41.94 | *       | 41.94 | *       | 3.23  | 41                       | 31    |
| 2   | *       | 14.63 | *       | 53.66 | *       | 21.95 | *       | 9.76  | 28                       | 41    |
| 3   | *       | 25.00 | 48.15   | 25.00 | *       | 20.83 | *       | 29.17 | 27                       | 24    |
| 4   | *       | 28.57 | 66.67   | 57.14 | *       | 14.29 | *       | 0.00  | 21                       | 21    |
| 5   | 36.36   | 45.45 | 36.36   | 40.91 | *       | 13.64 | *       | 0.00  | 33                       | 22    |
| All Grades  | 31.05   | 21.39 | 37.37   | 43.93 | 18.95   | 26.01 | 12.63   | 8.67  | 190                      | 173   |

| Oral Language<br>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  | 42.50   | 20.59 | 32.50   | 55.88 | *       | 14.71 | *       | 8.82  | 40                       | 34    |
| 1  | 48.78   | 29.03 | 29.27   | 48.39 | *       | 16.13 | *       | 6.45  | 41                       | 31    |
| 2  | *       | 31.71 | 39.29   | 46.34 | *       | 17.07 | *       | 4.88  | 28                       | 41    |
| 3  | *       | 45.83 | *       | 29.17 | *       | 4.17  | *       | 20.83 | 27                       | 24    |
| 4  | *       | 47.62 | *       | 38.10 | *       | 14.29 |         | 0.00  | 21                       | 21    |
| 5  | 57.58   | 54.55 | *       | 45.45 | *       | 0.00  | *       | 0.00  | 33                       | 22    |
| All Grades   | 44.21   | 35.84 | 32.63   | 45.09 | 14.21   | 12.14 | 8.95    | 6.94  | 190                      | 173   |

| Written Language<br>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   | 27.50   | 20.59 | *       | 20.59 | 47.50   | 52.94 | *       | 5.88  | 40                       | 34    |
| 1   | 34.15   | 3.23  | *       | 45.16 | 26.83   | 29.03 | *       | 22.58 | 41                       | 31    |
| 2   | *       | 4.88  | *       | 48.78 | *       | 24.39 | *       | 21.95 | 28                       | 41    |
| 3   | *       | 0.00  | *       | 33.33 | 48.15   | 37.50 | *       | 29.17 | 27                       | 24    |
| 4   | *       | 19.05 | 61.90   | 42.86 | *       | 38.10 | *       | 0.00  | 21                       | 21    |
| 5   | *       | 18.18 | 39.39   | 50.00 | *       | 31.82 | *       | 0.00  | 33                       | 22    |
| All Grades  | 21.58   | 10.40 | 27.37   | 39.88 | 32.11   | 35.26 | 18.95   | 14.45 | 190                      | 173   |

| Listening Domain<br>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   | 52.50          | 17.65 | 42.50               | 73.53 | *         | 8.82  | 40                       | 34    |
| 1   | 58.54          | 67.74 | 29.27               | 29.03 | *         | 3.23  | 41                       | 31    |
| 2   | *              | 43.90 | 57.14               | 51.22 | *         | 4.88  | 28                       | 41    |
| 3   | *              | 29.17 | 55.56               | 45.83 | *         | 25.00 | 27                       | 24    |
| 4   | *              | 23.81 | 71.43               | 71.43 |           | 4.76  | 21                       | 21    |
| 5   | 45.45          | 22.73 | 45.45               | 77.27 | *         | 0.00  | 33                       | 22    |
| All Grades  | 42.63          | 35.84 | 47.37               | 56.65 | 10.00     | 7.51  | 190                      | 173   |

| Speaking Domain<br>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  | 40.00          | 23.53 | 50.00               | 64.71 | *         | 11.76 | 40                       | 34    |
| 1  | 51.22          | 12.90 | 36.59               | 80.65 | *         | 6.45  | 41                       | 31    |
| 2  | 50.00          | 21.95 | *                   | 73.17 | *         | 4.88  | 28                       | 41    |
| 3  | 51.85          | 50.00 | *                   | 33.33 | *         | 16.67 | 27                       | 24    |
| 4  | 71.43          | 47.62 | *                   | 52.38 |           | 0.00  | 21                       | 21    |
| 5  | 69.70          | 72.73 | *                   | 27.27 | *         | 0.00  | 33                       | 22    |
| All Grades   | 54.21          | 34.10 | 35.26               | 58.96 | 10.53     | 6.94  | 190                      | 173   |



| Reading Domain<br>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   | *              | 5.88  | 70.00               | 88.24 | *         | 5.88  | 40                       | 34    |
| 1   | 41.46          | 35.48 | 31.71               | 29.03 | 26.83     | 35.48 | 41                       | 31    |
| 2   | *              | 4.88  | *                   | 75.61 | 46.43     | 19.51 | 28                       | 41    |
| 3   | *              | 0.00  | 59.26               | 54.17 | *         | 45.83 | 27                       | 24    |
| 4   |                | 14.29 | 85.71               | 71.43 | *         | 14.29 | 21                       | 21    |
| 5   | *              | 40.91 | 51.52               | 54.55 | *         | 4.55  | 33                       | 22    |
| All Grades  | 22.11          | 15.61 | 52.63               | 63.58 | 25.26     | 20.81 | 190                      | 173   |

| Writing Domain<br>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   | 42.50          | 35.29 | 50.00               | 41.18 | *         | 23.53 | 40                       | 34    |
| 1   | *              | 6.45  | 63.41               | 80.65 | *         | 12.90 | 41                       | 31    |
| 2   | *              | 12.20 | 60.71               | 73.17 | *         | 14.63 | 28                       | 41    |
| 3   | *              | 16.67 | 62.96               | 66.67 | *         | 16.67 | 27                       | 24    |
| 4   | *              | 42.86 | 57.14               | 47.62 | *         | 9.52  | 21                       | 21    |
| 5   | 42.42          | 36.36 | 45.45               | 63.64 | *         | 0.00  | 33                       | 22    |
| All Grades  | 28.95          | 23.12 | 56.32               | 63.01 | 14.74     | 13.87 | 190                      | 173   |

**Conclusions based on this data:**

1. Next school year, the Hollister School District will be returning to standardized assessments across all grade levels at all school sites in order to monitor growth of all students in all grade levels. They will then use their class time in conjunction with other staff such as Instructional Assistants or the Intervention teacher to meet the needs of their EL students in class. The goal is to have at least 70% of our EL students in the "Well-Developed" range.
2. Distance Learning impacted our ability to accurately assess progress.

# 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   |
| 576  | 68.4  | 30.6  | 1.2  |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 176   | 30.6       |
| Foster Youth                                      | 7     | 1.2        |
| Homeless  | 19    | 3.3        |
| Socioeconomically Disadvantaged                   | 394   | 68.4       |
| Students with Disabilities                        | 109   | 18.9       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 2     | 0.3        |
| American Indian              | 3     | 0.5        |
| Asian                        | 7     | 1.2        |
| Hispanic                     | 493   | 85.6       |
| Two or More Races            | 6     | 1.0        |
| White                        | 59    | 10.2       |





### Conclusions based on this data:

1. We have a high number of hispanic students and socio-economic challenged student base and we must meet as a staff to determine the needs of our students and how to help them be successful in class and in life.

# 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  |
| <div>English Language Arts</div> <div></div> <div>Yellow</div> | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div>           |   |   |

### Conclusions based on this data:

1. Our Chronic Absent number is high and the focus of the Assistant Principal and the Principal next year will be to focus on getting our students to school every day. To help our students learn and be successful the first step is to get them to school.
2. The suspension rate is high and we will continue to train SPED support staff to help de-escalate situations in our Emotionall Disturbed classrooms to limit suspensions from those rooms. We will work with staff to limit suspensions in the general education classrooms by providing alternatives to suspensions.
3. Suspensions have lowered each of the past two school year and we will work to continue that decline.

# 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.

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

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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |  |  |  |   |
|--|--|--|--|--|---|
| All Students   | English Learners   | Foster Youth   | Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>Yellow<br>13 points below standard<br>Increased ++5 points<br>256 | <br>Yellow<br>13.5 points below standard<br>Increased ++5 points<br>102 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 | <br>Yellow<br>17.3 points below standard<br>Increased ++4.6 points<br>194 | <br>Orange<br>88.7 points below standard<br>Increased ++5.7 points<br>60 |

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Yellow<br>13.5 points below standard<br>Increased ++6.6 points<br>220               | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>0 Students  | <br>No Performance Color<br>15.8 points below standard<br>Declined -7.1 points<br>25    |

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  |
|--|---|---|
| 62.8 points below standard<br>Maintained -0.2 points<br>52 | 37.8 points above standard<br>Declined Significantly -31.8 points<br>50 | 14.6 points below standard<br>Increased ++5.3 points<br>148 |

#### Conclusions based on this data:

1. Students with disabilities and economically disadvantaged students had the lowest growth.

# School and Student Performance Data

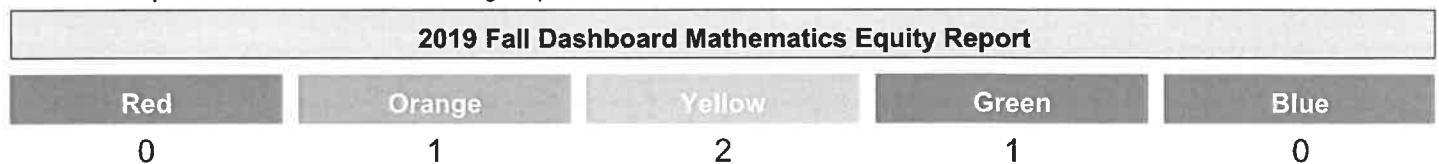
## Academic Performance Mathematics

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  |  |   |
|---|--|---|
| <b>All Students</b><br><br>Yellow<br>27.9 points below standard<br>Increased ++7.5 points<br>255           | <b>English Learners</b><br><br>Green<br>20.5 points below standard<br>Increased ++13.2 points<br>102                | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>33.7 points below standard<br>Increased ++4.6 points<br>193 | <b>Students with Disabilities</b><br><br>Orange<br>107.6 points below standard<br>Increased ++3.3 points<br>59 |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

|   |  |   |   |
|---|--|---|---|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 |
| <b>Hispanic</b><br><br>Yellow<br>27.9 points below standard<br>Increased ++10.2 points<br>219                      | <b>Two or More Races</b>   | <b>Pacific Islander</b>   | <b>White</b><br><br>No Performance Color<br>35.7 points below standard<br>Declined -11.1 points<br>25      |

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

|  |   |  |
|--|---|--|
| <b>Current English Learner</b><br>61.6 points below standard<br>Increased ++8.1 points<br>52 | <b>Reclassified English Learners</b><br>22.3 points above standard<br>Declined -14.1 points<br>50 | <b>English Only</b><br>35.4 points below standard<br>Increased ++3.2 points<br>148 |
|--|---|--|

#### Conclusions based on this data:

1. Students with disabilities and economically disadvantaged students had the lowest growth.



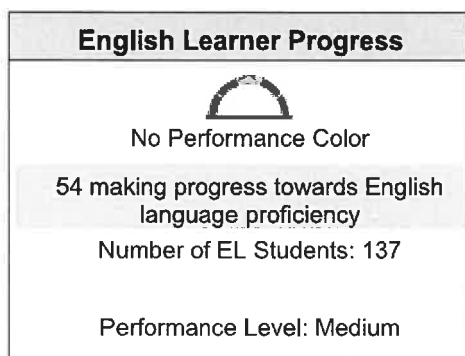
# School and Student Performance Data

## 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 15.3                     | 30.6                                       | 9.4                     | 44.5                               |

#### Conclusions based on this data:

- 68.5% of our EL students are moderately developed or above based on the ELPAC. Our goal is to continue to help our EL students succeed in order to reclassify more students and increase their ability to take a wider range of classes in middle school and high school.

# 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      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2019 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

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

| 2019 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2017   | Class of 2018        | Class of 2019        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 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.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 2      | 3      | 0     | 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  |
| <br>Yellow<br>16<br>Declined -1.9<br>613                | <br>Orange<br>18.6<br>Increased +1.2<br>194 | <br>No Performance Color<br>Less than 11 Students - Data Not<br>Displayed for Privacy<br>9 |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>No Performance Color<br>22.2<br>Declined -8.5<br>18 | <br>Yellow<br>18.4<br>Declined -1.6<br>446  | <br>Yellow<br>12.7<br>Declined -7.3<br>110   |

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|   |  |  |   |
|---|--|--|---|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 |
| <b>Hispanic</b><br><br>Yellow<br>15.6<br>Declined -2.9<br>519  | <b>Two or More Races</b><br><br>No Performance Color<br>25<br>Increased +25<br>12                                 | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 | <b>White</b><br><br>Orange<br>19.7<br>Increased +1.2<br>61   |

#### Conclusions based on this data:

1. Our homeless students had the highest rate of chronic absenteeism. The school will focus on ways to increase their attendance and discover the root of the high rate of absenteeism in order to help the students be successful in school.

# 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.

# 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.

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

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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group   |  |   |
|--|--|---|
| All Students   | English Learners   | Foster Youth  |
| <br>Yellow<br>3.2<br>Declined -0.8<br>624             | <br>Green<br>2.6<br>Declined Significantly -1.3<br>196  | <br>No Performance Color<br>Less than 11 Students - Data Not<br>10 |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>No Performance Color<br>5.6<br>Increased +3<br>18 | <br>Yellow<br>3.5<br>Declined Significantly -1.7<br>452 | <br>Orange<br>9.1<br>Declined -3.1<br>110                          |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

|   |  |   |   |
|---|--|---|---|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>6 | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>2 | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>9 | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>5 |
| <b>Hispanic</b><br><br>Green<br>2.7<br>Declined Significantly -1.3<br>528                | <b>Two or More Races</b><br><br>No Performance Color<br>0<br>Declined -9.1<br>12        | <b>Pacific Islander</b>   | <b>White</b><br><br>Red<br>6.5<br>Increased +3.5<br>62                           |

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

### 2019 Fall Dashboard Suspension Rate by Year

|             |             |             |
|-------------|-------------|-------------|
| <b>2017</b> | <b>2018</b> | <b>2019</b> |
|             | 4           | 3.2         |

#### Conclusions based on this data:

- Hispanic students and Special Education students have a high rate of suspension. We need to focus on alternative means of consequences for students that struggle behaviorally.



# 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 Hollister School District students will achieve at their highest levels.

## Goal 1

By June 2022, 40% of students tested in the CAASPP will meet or exceed standards in math.

## Identified Need

Students at Sunnyslope School continue to not meet the goal of 40% of students meeting or exceeding standards.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome                           | Expected Outcome   |
|------------------|---|--|
| SBAC             | In 2018 35% of students met or exceeded standards | 40% of students will meet or exceed standards as measured by SBAC. |

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

#### Instructional Program

1. Sunnyslope teachers will implement new Common Core State Standards in Mathematics using Eureka Math.
2. Staff will meet in and across grade levels to discuss needs, identify common strategies for the teaching of standards, and review/revise the curricular maps for Math during staff meetings, early-release Thursdays and release time with the support of the site Physical Education Teacher. Intervention Teacher will provide support as needed and meet with SPED team as necessary.
3. Teachers will meet regularly to discuss strategies for implementing and assessing students. They will also meet with site and District level SPED team.

4. Grade level teams will review results of formative and summative assessments to guide instruction.
5. Sunnyslope will provide systematic, additional time during the school day for strategic interventions, extra practice or enrichment, per student need, in mathematics. Monitor appropriate use of staffing and time of intervention teacher. Thursdays are also used to provide specific intervention time for targeted students.
6. Teachers will be in contact with parents to provide feedback regarding their child's progress.
7. IXL math online program purchased for student practice of math skills.
8. Teachers will be provided with supplemental materials needed for student achievement and to meet physical needs
9. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I  
5000-5999: Services And Other Operating  
Expenditures  
Intervention Materials

#### **Strategy/Activity 2**

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

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

All Students

##### **Strategy/Activity**

##### **Standards and Pacing Guides**

1. Teachers will regularly review and update District pacing guides and submit any changes to the plans to Educational Services.
2. School administration ensure that teachers use AIRIES, the standards-based report card and teacher selected assessments, the data system, so teachers can continuously monitor progress of their students.
3. Teachers will receive state-adopted curriculum and materials and will assure availability for all students per the William's Walkthrough.

4. Through professional learning communities all teachers will review the Common Core Standards and will identify grade level essential standards.
5. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All Students

#### **Strategy/Activity**

##### **Strategies and Materials**

1. Teachers will review required instructional minutes and will submit a weekly plan to the principal at the beginning of each year to ensure adherence to district guidelines.
2. Teachers will utilize research-based strategies that are known to produce the best student achievement possible with the most struggling students. (In particular, engagement strategies including Ask/Answer/Justify, whiteboards, choral and echo response, equity cards/sticks, the use of technology, the use of sentence frames, vocabulary development and Thinking Maps.)
3. The principal will regularly engage in school-site walk-throughs to review current practices in math.
4. The School Site Council will take suggestions from school and district leadership teams and put new actions into effect.
5. Purchase school-wide math incentives for students learning math facts.
6. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

#### Response to Instruction and Intervention

1. Teachers will assess their students, initially on the prior year results of assessments and continuing based on current benchmark assessments and teacher's common assessments. In professional learning communities, all student scores will be analyzed so that best instructional practices can be implemented. Students will be grouped for intervention or enrichment based on their current level of achievement towards the common core standards in mathematics.
2. The classroom and intervention teachers, along with support staff, will offer direct instruction in math based on the individual students' results of assessment. Instruction can include State-adopted intervention and/or supplemental materials. The appropriate use and time of the Intervention Teacher will be monitored.
3. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The Coronavirus Pandemic will cause us to continuously monitor the implementation of these plans and guide us in all future decisions moving forward.

Teachers will review the required instructional minutes and will submit a weekly plan to the principal at the beginning of each

year to ensure adherence to district guidelines. This was done and completed by all teachers in every grade level. This allowed teachers to meet and collaborate as a team.

Teachers will utilize research-based strategies that are known to produce the best student achievement possible with the most struggling students. (In particular, engagement strategies including Ask/Answer/Justify, whiteboards, choral and echo response, equity cards/sticks, the use of technology, the use of sentence frames, vocabulary development and Thinking Maps.)

The principal will regularly engage in school-site walk-throughs to review current practices in math. This was completed on a weekly basis and ensured daily math engagement.

The School Site Council will take suggestions from school and district leadership teams and put new actions into effect. An email was sent to staff for feedback and all suggestions were presented to the School Site Council for review

Purchase school-wide math incentives for students learning math facts. This will be discussed and reviewed during the 19-20 school year.

Teachers will assess their students, initially on the prior year results of assessments and continuing based on current benchmark assessments and teacher's common assessments. In professional learning communities, all student scores will be analyzed so that best instructional practices can be implemented. Students will be grouped for intervention or enrichment based on their current level of achievement towards the common core standards in mathematics. The teachers had the freedom to choose how to assess students in the 19-20 school year, PLC's will continue to be used in grade levels collaborating and using a combination of district level pre and post assessments and their own formative assessment. Tier 1 intervention strategies will be built into the schedule with the use of Instructional Assistants in the classrooms. Standardized assessments were limited in the 2020-2021 School Year.

The classroom and intervention teachers, along with support staff, will offer direct instruction in math based on the individual students' results of assessment. Instruction can include State-adopted intervention and/or supplemental materials. The appropriate use and time of the Intervention Teacher will be monitored. This will be looked at in the creation of the schedule for the Intervention teacher as well as monitored the continued and effective use of intervention throughout the year.

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

There was very little money allocated to the school site to make major budget expenditures outside of the one Accelerated Reader program that was voted on. The HSD has since approved to pay for Accelerated Reader for grades 4-7 in the 2021-2022 School Year.

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.

At this time there are no significant changes made to this goal. The strategies will continue as is for this goal for the upcoming school year with the possibility of math incentives being purchased with Title 1 funds based on necessity.

# 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.

## Goal 2

By June 2021, 68% of our EL students will increase by one level on the ELPAC test or be reclassified.

## Identified Need

Students should become proficient in English and meet reclassification criteria

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome  |
|------------------|--|---|
| ELPAC Test       | 68% of EL students meet the moderately developed or above standard on ELPAC test | 68% of our EL students will increase by one level on the ELPAC test or be reclassified. |

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

## Strategy/Activity 1

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

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

English Language Learners

### Strategy/Activity

1. All classrooms will provide intervention time to allow all students, including English language learners to access the core curriculum through differentiated instruction.
2. Teachers will use ELPAC scores to group students for structured, leveled ELD instruction.
3. Teachers will provide support using Thinking Maps/Path to Proficiency.
4. Transitional Kindergarten, Kindergarten, first grade, and second grade teachers will have access to instructional assistants to help with in class interventions and provide intensive focused ELD instruction.
5. Teachers will implement the new district adopted ELD curriculum.



6. 4th-7th grade teachers will evaluate students who may be eligible for possible reclassification, and address barriers to completing reclassification requirements.
7. Intervention teachers will work with the LTEL's in 4th and 5th grade. Monitor appropriate use of and time of intervention teacher.
8. Teachers will be provided with supplemental materials needed for student achievement and to meet physical needs.
9. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Supplemental materials and supplies

### Strategy/Activity 2

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

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

EL students

#### Strategy/Activity

Teaming to provide structured, leveled ELD

1. All classrooms will include diverse language groups, with English learners evenly distributed across grade level classrooms. Work with teachers and office staff to obtain a true balance.
2. Teachers will develop monthly language objectives concentrating on the ELA/ELD standards.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

##### Thinking Maps and Other Strategies for EL's

1. Staff will receive training at staff meetings led by the Principal, EL coordinator or other staff about current, research based strategies for English language learners, in particular sentence frames, engagement strategies, ELD, Thinking Maps and vocabulary development.
2. Principal will ensure implementation of strategies.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The Coronavirus Pandemic will cause us to continuously monitor the implementation of these plans and guide us in all future decisions moving forward.

All classrooms will provide intervention time to English language learners to access the core curriculum through differentiated instruction. The appropriate use and time of the Intervention Teacher will be monitored. The schedule is continually monitored and looked at to provide access to EL students.

Teachers will use ELPAC scores to group students for structured, leveled ELD instruction. 60% of teachers report using the ELPAC scores to group students, the remaining teachers use Common Formative Assessments to group students by need.

Teachers will provide support using Thinking Maps/Path to Proficiency. Thinking maps are regularly used in the classroom to provide support.

Transitional Kindergarten, Kindergarten and first grade teachers will have access to instructional assistants to help with in class interventions and provide intensive focused ELD instruction. The TK

teacher uses her IA for focused ELD instruction, Kindergarten through second grade teachers currently have 2 hours per day of IA time. Next school year the use of time allocated in the classroom for Instructional Assistants will be evaluated and utilized to best suit the needs of the students.

Teachers will implement the district adopted ELD curriculum. This is being done in every classroom on campus.

4th and 5th grade teachers will evaluate students who may be eligible for possible reclassification, and address barriers to completing reclassification requirements. The assistant principal monitors academic achievement and writing samples to evaluate possible reclassification of EL students. The AP meets with families to advise on how to help students meet reclassification criteria.

Intervention teachers will work with the LTEL's in 4th-7th grades. The appropriate use and time of the Intervention Teacher will be monitored. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

Teachers will be provided with core instructional materials and interventions needed for student achievement and to meet physical needs.

All classrooms will include diverse language groups, with English learners evenly distributed across grade level classrooms. Teachers and Office Staff will work towards obtaining a true balance for the 21-22 school year.

Teachers will develop monthly language objectives concentrating on the ELA/ELD standards.

Staff will receive training at staff meetings led by the Principal, EL coordinator or other staff about current, research based strategies for English language learners, in particular sentence frames, engagement strategies, ELD, Thinking Maps and vocabulary development.

Principal will ensure implementation of strategies. The principal monitored the schedule throughout the year and visited each classroom for an informal visit at least one time per week.

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

There was no money available to use towards purchasing Supplemental Materials. We increased from a half time Assistant Principal to a full time Assistant Principal and we reduced one FTE Instructional Coach at our site to continue monitoring the reclassification of students for a total loss of a .5 full time employee on site. The principal will continue to visit classrooms on a weekly basis next year.

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.

At this time there will be no changes made to this goal for the 21-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: All students will achieve at their highest level.

## Goal 3

By June 2022, 51% of students tested in the CAASPP will meet or exceed standards in ELA.

## Identified Need

in the 18-19 school year 31.87% of students at Sunnyslope School did not meet standard in ELA.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome  | Expected Outcome   |
|------------------|--|--|
| SBAC Test        | 42% of students at Sunnyslope School met the standard for ELA requirements | 51% of students at Sunnyslope School will meet the standard for ELA requirements |

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. Staff will meet in and across grade levels to discuss needs, identify common strategies for the teaching of standards, and review/revise the curricular goals for ELA during staff meetings, early-release Thursdays, release time as needed, and professional learning communities.
2. School Administrators will ensure that teachers can access Infinite Campus, the standards based report card and EADMS, the data system, so teachers can regularly monitor progress levels of their students.
3. Grade level teams will review the results of formative and summative assessments to make decisions about instruction and re-evaluate the instructional implementation of the curriculum.
4. Sunnyslope School will provide systematic, additional time during the school day for strategic interventions, extra practice or enrichment, per student need. Monitor appropriate use of staff and time for interventions.

5. Teachers will meet on an "as needed" basis to report progress to parents.
6. Student lists for intervention/enrichment that are based on summative and common formative assessments will be created and monitored regularly.
7. Teachers will receive standards-based, state-adopted curriculum and materials and will assure availability for all students per William's walkthrough.
8. Teachers will be provided with supplemental materials needed for student achievement and to meet physical needs such as Accelerated Reader and Lexia Core 5.

### **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)  |
|-----------|--|
| 5489.00   | Title I<br>1000-1999: Certificated Personnel Salaries<br>Release time for teachers |
|           | Supplemental materials for students and teachers                                   |

### **Strategy/Activity 2**

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

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

All Students

#### **Strategy/Activity**

1. Teachers will be given the daily school schedule to ensure weekly instructional minutes.
2. Teachers will utilize research-based strategies that are well known to produce the best student achievement possible with the most struggling students.
3. The principal will regularly engage in school site walkthroughs to review current practices.
4. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The Coronavirus Pandemic will cause us to continuously monitor the implementation of these plans and guide us in all future decisions moving forward.

Staff will meet in and across grade levels to discuss needs, identify common strategies for the teaching of standards, and review/revise the curricular goals for ELA during staff meetings, early-release Thursdays, release time as needed, and professional learning communities. Staff meets weekly as a grade level to discuss needs, across grade levels 3 times this school year, and did this work in PLC's to analyze test data. In the upcoming school year, teachers will focus on teaching strategies and how to meet the learning goals of students.

School Administrators will ensure that teachers can access Infinite Campus, the standards-based report card and teacher-selected assessment system, the data system, so teachers can regularly monitor progress levels of their students. This was completed for all teachers this year.

Grade level teams will review the results of formative and summative assessments to make decisions about instruction and re-evaluate the instructional implementation of the curriculum. Teachers met on a weekly basis but this was not completed at each session.

Sunnyslope School will provide systematic, additional time during the school day for strategic interventions, extra practice or enrichment, per student need. The appropriate use and time of the Intervention Teacher will be monitored. This practice was not consistent throughout all grade levels. The intervention teacher was not used effectively this year and the entire schedule in which that teacher is involved in is currently being re-evaluated.

Teachers will meet on an "as needed" basis to report progress to parents.

Student lists for intervention/enrichment that are based on summative and common formative assessments will be created and monitored regularly. This was not consistently done across all grade levels at the school site this year. The schedule will be re-evaluated and re-assessed in November of 2020.

Teachers will receive standards-based, state-adopted curriculum and materials and will assure availability for all students per William's walkthrough.

Teachers will be provided with supplemental materials needed for student achievement and to meet physical needs. The Accelerated Reader Program was purchased for actively encouraging reading in and out of the classroom.

Teachers will be given the daily school schedule to ensure weekly instructional minutes. This was completed.

The principal will regularly engage in school site walkthroughs to review current practices. This was completed on a weekly basis.

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

Various online programs will be considered to aid and assist in the academic achievement of all students at Sunnyslope School.

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

The goal will remain that 51% of the students at Sunnyslope will meet or exceed standards as assessed by the annual SBAC test.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: All schools will have safe and positive environments.

## Goal 4

By June 2022, 90% of students will respond to the Safe and Positive Environment Survey as either Happy or Satisfied.

## Identified Need

Students should feel safe when coming to school in a positive environment

## Annual Measurable Outcomes

| Metric/Indicator                     | Baseline/Actual Outcome | Expected Outcome                              |
|--------------------------------------|-------------------------|---|
| Safe and Positive Environment Survey | None at this time       | 90% will respond as either Happy or Satisfied |

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. Sunnyslope will continue to develop a pyramid of interventions, both academic and behavioral during Response To Intervention time. The appropriate use and time of the Intervention Teacher will be monitored.
2. Sunnyslope will develop and implement positive behavior plans, based on a progressive and equitable discipline system, that are clearly communicated to all stakeholders.
3. The Sunnyslope Physical Education Teacher will conduct lunch time intramural sports or perform alternative lunch activities for students who require additional services for 2nd, 3rd, 4th and 5th graders.
4. Students will have various cultural assemblies brought to the school site and be provided money to go on field trips to gain exposure to the outside community.
5. The library will be open during lunch for 2nd-7th graders to participate in alternative lunch time activities.



6. A school Social Worker will be hired and used to assist in creating a safe and positive school environment as well as assist in developing an alternative to suspension school program.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)  |
|-----------|--|
| 1820.00   | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Cultural Assemblies and Field trips |
| 0         | Supplemental materials to support alternative activities at lunch                                      |
| 0         | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Foster Grandparent program          |

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The Coronavirus Pandemic will cause us to continuously monitor the implementation of these plans and guide us in all future decisions moving forward. At this time Field Trips and Assemblies are unlikely to be scheduled for the 20-21 School Year.

Sunnyslope will continue to develop a pyramid of interventions, both academic and behavioral during Response To Intervention time. The appropriate use and time of the Intervention Teacher will be monitored. This continues to be a work in progress with the current schedule being re-evaluated and necessary changes will be made in the 20-21 school year.

Sunnyslope will develop and implement positive behavior plans, based on a progressive and equitable discipline system, that is clearly communicated to all stakeholders. This will continue to be implemented.

The Sunnyslope Physical Education Teacher will conduct lunchtime intramural sports or perform alternative lunch activities for students who require additional services for 2nd-7th graders.

Students will have various cultural assemblies brought to the school site and be provided money to pay for buses to go on field trips to gain exposure to the outside community. Various cultural assemblies visited the school site but there was no money available to fund busses for field trips from Title 1 money.

The library will be open during lunch for 2nd-7th graders to participate in alternative lunchtime activities. This was completed and will be continued in the 21-22 school year.

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

There will be no money allocated to be used towards busses for field trips in 20-21 school year

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.

PE lunch time activities were re-evaluated and the 4th/5th lunch time was used for lunch time support to support students needing time to complete class work or supported for better choices in the classroom during instructional time. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

# 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

All students will achieve at their highest level.

## Goal 5

By June 2022, 100% of Sunnyslope Teachers and Administrators will participate in district led professional development and be a participant in other professional development as needed.

## Identified Need

Staff should be provided with Professional Development in order to continue improving their skills as educators.

## Annual Measurable Outcomes

| Metric/Indicator                             | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| Amount of PD provided by school and district | 100% of teachers participate in PD at the school site or district level | 100% of teachers participate in PD at the school site or district level |

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)

Teachers and staff

### Strategy/Activity

1. Staff will be provided opportunities through trainings as available, to receive professional development at workshops, staff meetings, and/or online to improve their skills (such as PLC trainings or ILT trainings)
2. Teachers will be provided release time to view other teachers' classrooms and plan together.
3. Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

## Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)   |
|-----------|---|
| 0         | Supplemental materials for teachers and students. |
| 0         | Workshops and Trainings                           |

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The Coronavirus Pandemic will cause us to continuously monitor the implementation of these plans and guide us in all future decisions moving forward.

Staff will be provided opportunities in through training as available, to receive professional development at workshops, staff meetings, and/or online to improve their skills (such as PLC training, ILT training, or ACSA Academies). Multiple opportunities throughout the year were provided.

Teachers will be provided release time to view other teacher's classrooms and plan together. Teachers were provided time to view other classrooms but not time to plan together.

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

There were no added budgetary expenditures this year.

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.

Trainings and professional development will still be available to staff.

# 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 Hollister School District students will be high achievers. (LEAP Performance Goal 1)

## Goal 6

By June 2022, 95% of families will have come to school to participate in at least one school activity.

## Identified Need

Families feeling welcomed at school and participating in at least one school event.

## Annual Measurable Outcomes

| Metric/Indicator                | Baseline/Actual Outcome   | Expected Outcome   |
|---------------------------------|---|--|
| Survey of students and teachers | Less than 80% of families attended at least one event during the school year. | 95% of families will have come to school to participate in at least one school activity. |

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 families

### Strategy/Activity

1. Sunnyslope School will continue to foster its relationship with the families of our students. We have had numerous events throughout the school year. Some of these events include: Back to School Night, Awards Assemblies (TK-6th grade) (3 times per school year), Fall Festival, Spring Time Event, Daddy/Daughter Dance, Mother/Son Dinner, Scholastic Book Fair (2 Evenings per school year), and a school Halloween Parade. These are unlikely to occur at this time due to the Coronavirus Pandemic.
2. Money will be spent to provide translations and day care to allow for parents to participate in these events.
3. Events will be advertised in school newsletters, on the school marquee, and in phone calls home to increase awareness of events and to ensure families know they are welcome and invited.
4. This entire goal will need to be reevaluated upon approval of state health and safety guidelines for the public. This will be ongoing throughout the 21-22 School Year.

### 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)

200.00

Source(s)

Title I

2000-2999: Classified Personnel Salaries

Child care and translations to improve T1 parent education/ care for after school events

## 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.

Due to the Coronavirus Pandemic, this entire section will need to be continuously monitored to see if this is even possible due to limiting the number of people on campus at any given time.

Sunnyslope School will continue to foster its relationship with the families of our students. We have had numerous events throughout the school year. Some of these events include: Back to School Night, Awards Assemblies (TK-7th grade) (3 times per school year), Fall Festival, Spring Time Event, Daddy/Daughter Dance, Mother/Son Dinner, Scholastic Book Fair (2 Evenings per school year), and a school Halloween Parade. All of these events took place and it was reported by the staff that about 80% of families participated in these events.

Awards Assemblies were done virtually and we will need to stay aware of state health and safety guidelines for the 21-22 School Year.

Money will be spent to provide translations and daycare to allow for parents to participate in these events. This was not completed.

Events will be advertised in school newsletters, on the school marquee, and in phone calls home to increase awareness of events and to ensure families know they are welcome and invited. This was completed in English and Spanish (except for the school marquee).

Due to the COVID-19 Pandemic that interrupted standard schooling and assessment not all strategies were implemented this year.

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

There were no major differences in the intended implementation or the budgeted expenditures.

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

The Coronavirus Pandemic will completely change how this practice has been implemented in the past and will affect our decisions moving forward.

# 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 | \$7,519.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$         |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$7,509.00 |

## 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          | \$7,509.00      |

Subtotal of additional federal funds included for this school: \$7,509.00

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 (\$) |
|-------------------------|-----------------|
|                         | \$0.00          |

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$7,509.00



# School Site Council Membership

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

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

| Name of Members | Role                       |
|-----------------|----------------------------|
| Mark Lange      | Classroom Teacher          |
| Lynda De Vasier | Parent or Community Member |
| Joe Rivas       | Principal                  |
| Christy Gorham  | Other School Staff         |
| Polly Lange     | Classroom Teacher          |
| Karina Canto    | Parent or Community Member |
| Dee Slykas      | Parent or Community Member |
| Taylor Royster  | Parent or Community Member |

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

## Recommendations and Assurances

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

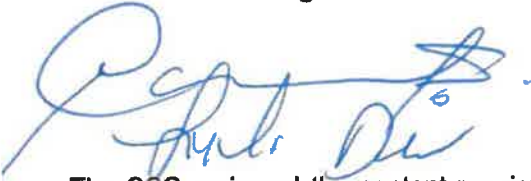
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

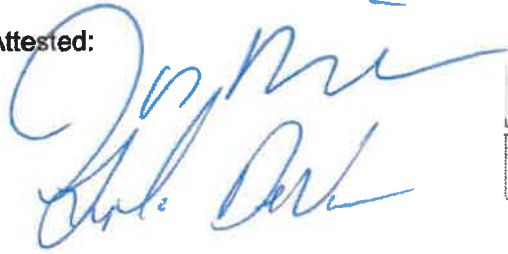
Other: School Site Council President

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 5/4/2020.

**Attested:**



Principal, Mr. Joe Rivas on 5/26/2021

SSC Chairperson, Lynda De Vasier on 5/26/2021

# 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](mailto: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](mailto: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](mailto: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 as 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](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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