



# 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
Grayson Elementary School	50712176052922	Jan 18 , 2022	

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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# 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).

Stakeholders have been asked at various meetings to give input on what they see as needs at the school site. This includes safety, instruction and building needs. This information was shared and discussed at School Site Council, English Learning Advisory Committee, Staff Meetings, Safety Committee, Positive Behavior Interventions and Supports Committee and Site Leadership meetings. We also sent out a Parent Technology survey to get information on how to support our parents and will be holding a workshop to address their needs.

## Classroom Observations

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

Teacher observations occur throughout the school year, both formally and informally. Teachers on the evaluation cycle are observed at least two times prior to their final evaluation. Informal walk-throughs are also conducted throughout the year. These walk-throughs provide evidence and data of instructional strategies, technologies, and curricular materials being used. Teachers are provided the opportunity to observe each other or other colleagues when requested.

## 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)

Grayson staff analyze and disaggregate Student Performance data in language arts and math by class comparing current student performance with previous year's test results to determine growth. This process is a standard practice at the school and is led by the principal. Teachers assess students three times a year per District requirements in reading and math using iReady; and regularly, using the ELA/Math embedded assessments. Teachers meet after the iReady Diagnostic to review individual student progress and class profiles on formative assessments. They use this information to guide instruction, develop action plans, set class and student goals, and to plan interventions for students who are not making expected progress.

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

Schoolwide results of state and district assessments in math and language arts (CAASPP, ELPAC), along with the District On Demand Writing Assessment are reviewed in August to identify the school's focus. District curriculum calendars in Language Arts and Math as well as the State Curriculum Frameworks and blueprint standards are used as planning guides. School City data is available by school, by teacher, by student group, and by student. This information is used to identify students at risk and to plan instruction and/or reteaching. Teachers use iReady Diagnostic results and in class assessments in Language Arts and Mathematics to monitor and modify instruction. Teachers are trained to analyze data and to look closely at sub-groups and sub-skills within content clusters so that appropriate instructional decisions can be made and student achievement can be improved. In addition, teachers utilize local data including their ELA and Math Assessments, the District On Demand Writing Assessment, and computerized reading level scores (STAR) to adjust instruction, target learning gaps, appropriately address the language needs of students, and ultimately, improves student achievement. Data is reviewed during Cycle of Inquiry process that involves the principal and the teacher two times a year.

Each fall, the school uses results from ELPAC, California's state tests and multiple local assessments to identify specific needs of our English Learners. In addition, the site examines data by sub-groups. Data is disaggregated to identify which subgroups are in most need. Results are shared with the Grayson staff and School Site Council during the first meetings of the year. The entire staff reviews both individual student scores as well as class and grade level results, to determine trends, identify gaps, and to establish goals. After thoroughly reviewing data, academic goals for the school year are established. Student progress is monitored through ELD instruction and assessments.

The Site Council develops an action plan based on school goals and shares it with the staff for final review. Parents are informed of their students' scores in a timely fashion each fall, and intervention programs are begun so that assistance for students who are not meeting standards may begin to ensure that student needs can be immediately addressed.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All Grayson Elementary School classroom teachers meet the NCLB threshold for being highly qualified. They all hold a Multiple Subject Teaching Credential with the addition of BCLAD certification to allow them to teach in a dual language immersion program and English Language Development.

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

The school (a) staffs classrooms with fully credentialed teachers.. The district provides teachers professional development during two full-day districtwide professional development days, early release days, conferences, and county workshops. Training is also provided by District Lead Teachers and Teachers on Special Assignment. Some areas of training include: use of district adopted instructional materials, research-based instructional strategies, intervention strategies, ELD strategies, technology, PBIS, and science (Project Lead the Way and NGSS).

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

Staff development is based on district initiatives and individual school and teacher needs. Student performance data, teacher surveys, and principal observations help determine professional needs. The focus of our staff development has been predominantly in the area of English Language Arts and English Language Development through training's in ELA strategies, Common Core State Standards, No Excuses University Philosophy and EL Strategies. Teachers also work in grade level collaboration meetings to analyze student data, create action plans and discuss, model and observe best practices.

Staff development plays an integral role in insuring that teachers meet the needs of all students and based on the needs of the teachers. Teachers are offered a broad-based variety of (online) professional growth through conferences, county and district training's, and through work with leadership and curriculum and technology committees. There is also an opportunity for feedback and coaching through administrative observations, BTSA, and peer observations. Teachers participate in regularly scheduled collaborative meetings in which student assessment results are examined and strategies for teaching specific standards are shared. Staff members are encouraged to attend workshops and conferences that align to site and District goals. All teachers have the opportunity to participate in district and school sponsored in-service training's that align to the District Strategic Plan and the District's LEA Plan.

Paraprofessionals and other classified employees at the site are also included in staff development and training's, as appropriate to their jobs, so that all adults possess strategies needed to effectively support student achievement.

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

The school/district provides instructional assistance and support to teachers of reading/language arts, and mathematics. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.

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

The school/district facilitates and supports teacher grade level (K-5) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in reading/language arts and mathematics (e.g., use of regularly scheduled monthly meetings focused on lesson delivery [preferably two, one-hour meetings per month]).

## Teaching and Learning

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

For the past few years, Grayson School teachers have focused on the implementation of a research-based, standards aligned, instructional program in both reading/language arts and mathematics. The school has purchased state adopted, instructional materials for all students in reading/language arts. These programs include the Wonders / Maravillas language arts programs in English and Spanish. In Mathematics the school uses Eureka Math in grades K-6. The school provides daily uninterrupted school-wide language arts to all students in 1st through 6th grades. The program builds on reading/language arts standards (the basis of a pacing calendar developed at each grade level), State approved standards-based instructional materials, agreed upon formative assessments, and analysis of student results to inform instruction.

Teachers at Grayson have worked together studying state standards and aligning language arts and math instruction to them. They coordinate pacing and instruction among classes, and have begun to articulate between grade levels in order to ensure that students are provided with a strong program with no gaps. These processes occur on regularly scheduled restructured Wednesdays. Collaboration is supported by the principal, district lead teachers and teachers who have begun to develop expertise in particular areas such as Standards for Mathematical Practice, EL Strategies, Math SIOP/SDAIE.

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

Our school follows the California and Patterson Unified recommended instructional minutes. Please refer to SARC/Instructional Minutes for more detailed information

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

The school/district prepares and distributes an annual district/schoolwide pacing guide for each grade level (K-6) for the reading/language arts program in order for all teachers to know approximately when each lesson is expected to be taught and in what sequence to ensure content coverage. This schedule allows for flexibility to reteach as needed after the six to eight week assessment window.



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

All students at Grayson School use standards-based instructional materials in all subject areas. A description of our Core Program standards based materials and instructional minutes include:

- Math: Eureka Math– 55-60 minutes daily all grades.
- Language Arts: Wonders - 2hrs. 30 minutes primary, 2 hrs. Intermediate.
- Writing is scheduled for approximately 30 minutes.
- Science: Amplify Science California – The equivalent of 40 minutes for intermediate.
- Social Studies: Studies Weekly – The equivalent of 45 minutes daily for all grades.
- ELD: Wonders – 30 minutes daily for Kindergarten and 45 minutes daily for 1st- 6th grade students.
- Physical Education – The equivalent of 100 minutes per week..

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

Grayson School provides the most recent State Board-adopted instructional materials documented to be in daily use in every reading intervention classroom, with materials for every participating student.

## **Opportunity and Equal Educational Access**

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide Universal Access through small group instruction. During small groups, students are grouped by need, assessed every eight weeks and regrouped appropriately. Teachers regularly examine student work samples and data at grade-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction and plan re-instruction accordingly. Intervention action plans are developed when appropriate. There are three intervention aides that assist students that are having difficulty in the class. The SST process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family. In addition, Grayson School hosts a series of Student Study Team Meetings for students not meeting grade level standards and are struggling academically and/or behaviorally. A team of educators and auxiliary personnel create an educational plan to improve student performance and success.

## Evidence-based educational practices to raise student achievement

The Patterson Unified School District has set instructional norms around research based best instructional practices. These include teaching a clear learning objective, using a variety of presentational techniques, ensuring the independent practice matches the learning objective, using multiple and varied checks for understanding, maximizing student engagement, having student production be evident, differentiating instruction, designing the lesson to support language development and having effective closure. The school's dual language goals are to read, write and communicate in two languages, English and Spanish. The program goals are: to develop high levels of oral language proficiency and literacy in both Spanish and English, high levels of academic achievement in both languages and to develop cross cultural understanding and pro social skills. The program is now in its eleventh year of operation and it is now K-6. In addition, the educational program values all children and is designed to develop the full potential of each student: educationally, physically, emotionally and socially. The staff is dedicated to addressing the needs of the whole child, fostering in each child a love of learning as he/she moves towards competence and proficiency in all areas. The staff believes that each child's progress depends largely on self-esteem and the ability to communicate effectively with others. The staff, therefore, promotes a classroom environment that encourages cooperation and respect. The design, implementation, and expansion of our educational program support our high expectations for student achievement, as well as honors the uniqueness and enhances the potential of each child.

## Parental Engagement

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

District, community family and school resources available to assist underachieving students include:

- School Nurse
- Student Assistant Specialist (Center for Human Resources)
- Health Clerk
- Mental Health Clinician
- Resource Teachers
- Parent Volunteers
- After School Program (ASP) site coordinator and site leaders

Our school communicates with parents through:

- Website
- Facebook
- ParentSquare
- Peachjar
- School Newsletter
- Back-To-School Night
- Parent/Teacher Conferences
- School Site Council
- ELAC
- DELAC
- Parent Club

Publications of all school policies, newsletters and written/oral communication include both English and Spanish translations. Other resources available to assist underachieving students include Intervention Aides and After School Program. After School Program offers homework help, small-group tutoring, recreation and arts/social component for students who are experiencing difficulty or who do not have adults at home after school. The program is staffed with ASP employees, paraprofessionals and high school students. Students are referred to the after school program services based on need, space is limited.

A Kinder Academy Transition program is offered to all incoming kinder students during the four weeks \summer school is in operation. It allows for children to get a jump start on becoming familiar with their teacher, their school, and the routine of a “real school”. To support early literacy, the program offers parent workshops that teach parents how to use early literacy strategies and discipline children at home. The Kinder Academy and Parent workshops did not continue after February due to the shelter in place.

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)

Grayson School will ensure that the governance structure will serve the best interests of our students and their families.

The School Site Council shall operate in accordance with Board Policy 0420 and the composition of the School Site Council shall be in accordance with EC §52852. The SSC shall develop and recommend the Single Plan for Student Achievement including a site budget for each fiscal year. Following the approval of the plan's goals from the Patterson Unified School District Board of Trustees, the SSC shall have the ongoing responsibility to review with the principal, teachers and other school personnel, the implementation of the school improvement program, and to annually assess the effectiveness of such a program based on both local and State student achievement scores, and parent and teacher input. Modifications or any improvement to the plan of budget shall be developed, recommended, and approved or disapproved in the same manner. The SSC shall carry out all other duties and responsibilities assigned to it in the Education Code of the State of California and the PUSD Strategic Plan.

### Funding

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

Categorical services include additional materials for intervention and enrichment to support student instruction in meeting students needs and the standards. Purchasing of extra books for classrooms and library that are bilingual and reflective of students, cultures, and address social emotional needs. We currently have a Student Assistance Specialist that provides services to students in need, three days a week. Since we are a small school, this is currently sufficient to support all students.

### Fiscal support (EPC)

The school's/district general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the EPC's in reading and language arts, ELD, mathematics, as specified in the Single Plan for Student Achievement.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The site consulted with the School Site Council on November 16th, 2020 and January 18, 2022 to review, update, set new goals, and approve the annual SPSA. The school also presented a review of the SPSA and update to parents at the ELAC meeting on January 11, 2021. The staff was consulted during staff and leadership meetings on: Nov. 17th, Dec. 6th and Jan. 10th.

## Resource Inequities

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

Students are taught by appropriately credentialed teachers and every student has the necessary curriculum for all subject areas.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.7%	0.38%	0.4%	2	1	1
Asian	0.7%	0.38%	%	2	1	
Filipino	%	0%	%		0	
Hispanic/Latino	97.21%	98.08%	98.8%	279	255	238
Pacific Islander	%	0%	%		0	
White	1.05%	1.15%	0.4%	3	3	1
Multiple/No Response	%	0%	0.4%		0	1
Total Enrollment				287	260	241

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	56	46	27
Grade 1	50	48	42
Grade 2	57	44	47
Grade3	41	50	41
Grade 4	31	40	46
Grade 5	52	32	38
Total Enrollment	287	260	241

### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Student enrollment has been steady at an average of 270 students.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our student population is predominantly Hispanic at an average of 97.2%.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The average class size is 23.



# 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	232	210	190	80.8%	80.8%	78.8%
Fluent English Proficient (FEP)	21	20	19	7.3%	7.7%	7.9%
Reclassified Fluent English Proficient (RFEP)	6	17	10	2.8%	7.3%	4.8%

### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The school's EL population encompasses a large percentage of the school's student body with an average of 80%
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The reclassification rate went up 5% from 18-19 to 19-20.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The reclassification rate is relatively low with an average of 4% per 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32	42	40	31	41	0	31	41	0	96.9	97.6	0.0
Grade 4	49	31	46	47	30	0	47	30	0	95.9	96.8	0.0
Grade 5	30	51	35	28	47	0	28	47	0	93.3	92.2	0.0
All Grades	111	124	121	106	118	0	106	118	0	95.5	95.2	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2419.	2397.		16.13	17.07		29.03	19.51		29.03	21.95		25.81	41.46	
Grade 4	2447.	2468.		17.02	33.33		25.53	23.33		27.66	20.00		29.79	23.33	
Grade 5	2449.	2468.		10.71	12.77		14.29	27.66		25.00	21.28		50.00	38.30	
All Grades	N/A	N/A	N/A	15.09	19.49		23.58	23.73		27.36	21.19		33.96	35.59	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.13	14.63		45.16	39.02		38.71	46.34	
Grade 4	10.64	23.33		48.94	46.67		40.43	30.00	
Grade 5	3.57	14.89		42.86	48.94		53.57	36.17	
All Grades	10.38	16.95		46.23	44.92		43.40	38.14	

2019-20 Data:

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

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.81	17.07		41.94	43.90		32.26	39.02	
Grade 4	17.02	23.33		53.19	60.00		29.79	16.67	
Grade 5	25.00	21.28		21.43	48.94		53.57	29.79	
All Grades	21.70	20.34		41.51	50.00		36.79	29.66	

2019-20 Data:

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

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.13	19.51		64.52	63.41		19.35	17.07	
Grade 4	17.02	20.00		65.96	63.33		17.02	16.67	
Grade 5	10.71	6.38		53.57	70.21		35.71	23.40	
All Grades	15.09	14.41		62.26	66.10		22.64	19.49	

2019-20 Data:

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

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.03	14.63		48.39	43.90		22.58	41.46	
Grade 4	21.28	20.00		55.32	63.33		23.40	16.67	
Grade 5	21.43	17.02		39.29	31.91		39.29	51.06	
All Grades	23.58	16.95		49.06	44.07		27.36	38.98	

2019-20 Data:

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

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. In the area of English Language Arts 5th grade had a significant growth from 25% to 41 % meeting and exceeding. 4th went up from 43% to 56% and 3rd dropped just 6%.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Student performance in the four literacy domains reading, writing, listening, and research/inquiry demonstrate slight growth.

3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The percentage of student in the not meet category has dropped overall during the last three years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32	42	40	31	41	0	31	41	0	96.9	97.6	0.0
Grade 4	49	31	46	49	30	0	49	30	0	100	96.8	0.0
Grade 5	30	51	35	28	47	0	28	47	0	93.3	92.2	0.0
All Grades	111	124	121	108	118	0	108	118	0	97.3	95.2	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2431.	2411.		16.13	7.32		29.03	29.27		29.03	29.27		25.81	34.15	
Grade 4	2442.	2462.		2.04	13.33		22.45	23.33		40.82	46.67		34.69	16.67	
Grade 5	2440.	2473.		7.14	4.26		7.14	12.77		21.43	46.81		64.29	36.17	
All Grades	N/A	N/A	N/A	7.41	7.63		20.37	21.19		32.41	40.68		39.81	30.51	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.71	19.51		22.58	36.59		38.71	43.90	
Grade 4	12.24	16.67		36.73	36.67		51.02	46.67	
Grade 5	10.71	6.38		21.43	48.94		67.86	44.68	
All Grades	19.44	13.56		28.70	41.53		51.85	44.92	

2019-20 Data:

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

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.35	12.20		45.16	51.22		35.48	36.59	
Grade 4	6.12	20.00		38.78	53.33		55.10	26.67	
Grade 5	7.14	2.13		21.43	53.19		71.43	44.68	
All Grades	10.19	10.17		36.11	52.54		53.70	37.29	

**2019-20 Data:**

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

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.35	21.95		67.74	48.78		12.90	29.27	
Grade 4	8.16	16.67		46.94	40.00		44.90	43.33	
Grade 5	7.14	4.26		28.57	48.94		64.29	46.81	
All Grades	11.11	13.56		48.15	46.61		40.74	39.83	

**2019-20 Data:**

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

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Math results show that 5th grade has shown a growth in the percentage of students in the Nearly Met Category and a significant drop in the percentage of student in the Below Standard Category. 4th grade had growth of 10% from 2018 to 2019 and 3rd dropped 6% from 2018 to 2019
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Scores are almost identical across the three claims in math and show marginal growth in all three areas: concepts and procedures, problem solving and modeling/data analysis, and communicating mathematical reasoning.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The domain of Concepts and Procedures is an area of focus for the next few years.

# School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1394.8	1443.8	1351.6	1399.0	1452.4	1370.3	1384.7	1423.7	1307.6	30	31	23
<b>1</b>	1442.2	1459.3	1389.7	1445.9	1457.0	1396.9	1438.2	1461.2	1382.2	34	30	36
<b>2</b>	1487.7	1485.1	1415.5	1485.5	1478.9	1409.7	1489.5	1490.8	1420.9	33	39	39
<b>3</b>	1499.5	1503.5	1459.9	1487.7	1500.8	1444.8	1510.6	1505.8	1474.5	27	36	33
<b>4</b>	1513.0	1505.6	1493.9	1514.3	1499.9	1479.3	1511.3	1510.7	1508.0	30	14	36
<b>5</b>	1511.9	1533.0	1507.0	1497.8	1532.4	1495.8	1525.3	1533.0	1517.6	19	24	25
<b>All Grades</b>										173	174	192

2019-20 Data:

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

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	22.58	4.35	*	35.48	8.70	40.00	38.71	30.43	*	3.23	56.52	30	31	23
<b>1</b>	*	10.00	2.78	35.29	33.33	16.67	*	33.33	33.33	*	23.33	47.22	34	30	36
<b>2</b>	48.48	15.38	5.13	*	51.28	30.77	*	25.64	41.03	*	7.69	23.08	33	39	39
<b>3</b>	*	13.89	3.03	*	47.22	27.27	*	27.78	39.39	*	11.11	30.30	27	36	33
<b>4</b>	*	7.14	16.67	40.00	64.29	36.11	*	7.14	27.78	*	21.43	19.44	30	14	36
<b>5</b>	*	20.83	16.00	*	62.50	28.00	*	12.50	36.00	*	4.17	20.00	19	24	25
<b>All Grades</b>	29.48	15.52	7.81	30.64	47.13	25.52	24.86	26.44	34.90	15.03	10.92	31.77	173	174	192

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	25.81	8.70	36.67	29.03	26.09	*	38.71	8.70	*	6.45	56.52	30	31	23
<b>1</b>	38.24	16.67	5.56	35.29	33.33	22.22	*	23.33	27.78	*	26.67	44.44	34	30	36
<b>2</b>	60.61	25.64	10.26	*	48.72	33.33	*	17.95	30.77	*	7.69	25.64	33	39	39
<b>3</b>	*	33.33	15.15	*	47.22	27.27	*	5.56	27.27	*	13.89	30.30	27	36	33
<b>4</b>	53.33	21.43	22.22	*	57.14	44.44	*	0.00	11.11	*	21.43	22.22	30	14	36
<b>5</b>	*	50.00	20.00	*	37.50	48.00	*	8.33	12.00	*	4.17	20.00	19	24	25
<b>All Grades</b>	39.88	28.74	13.54	28.90	41.38	33.33	16.18	17.24	20.83	15.03	12.64	32.29	173	174	192

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	19.35	4.35	*	35.48	4.35	43.33	38.71	13.04	*	6.45	78.26	30	31	23
<b>1</b>	*	13.33	2.78	41.18	20.00	8.33	*	43.33	30.56	*	23.33	58.33	34	30	36
<b>2</b>	39.39	10.26	5.13	*	41.03	25.64	*	33.33	30.77	*	15.38	38.46	33	39	39
<b>3</b>	*	8.33	0.00	*	41.67	21.21	*	36.11	42.42	*	13.89	36.36	27	36	33
<b>4</b>	*	7.14	8.33	36.67	28.57	27.78	*	42.86	41.67	*	21.43	22.22	30	14	36
<b>5</b>	*	4.17	16.00	*	16.67	12.00	*	66.67	44.00	*	12.50	28.00	19	24	25
<b>All Grades</b>	18.50	10.92	5.73	29.48	32.18	17.71	29.48	41.95	34.38	22.54	14.94	42.19	173	174	192

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	40.00	16.13	8.70	50.00	80.65	43.48	*	3.23	47.83	30	31	23
<b>1</b>	52.94	43.33	22.22	41.18	33.33	38.89	*	23.33	38.89	34	30	36
<b>2</b>	60.61	30.77	7.69	*	53.85	69.23	*	15.38	23.08	33	39	39
<b>3</b>	*	13.89	24.24	51.85	72.22	51.52	*	13.89	24.24	27	36	33
<b>4</b>	40.00	14.29	44.44	46.67	78.57	38.89	*	7.14	16.67	30	14	36
<b>5</b>	*	4.17	20.00	*	87.50	56.00	*	8.33	24.00	19	24	25
<b>All Grades</b>	44.51	21.84	21.88	43.93	65.52	50.00	11.56	12.64	28.13	173	174	192

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	25.81	0.00	46.67	67.74	43.48	40.00	6.45	56.52	30	31	23
<b>1</b>	*	10.00	0.00	73.53	50.00	58.33	*	40.00	41.67	34	30	36
<b>2</b>	66.67	15.38	12.82	*	74.36	53.85	*	10.26	33.33	33	39	39
<b>3</b>	55.56	66.67	9.09	*	16.67	57.58	*	16.67	33.33	27	36	33
<b>4</b>	70.00	42.86	8.33	*	35.71	63.89	*	21.43	27.78	30	14	36
<b>5</b>	*	83.33	32.00	*	12.50	48.00	*	4.17	20.00	19	24	25
<b>All Grades</b>	43.93	38.51	9.90	37.57	45.40	55.21	18.50	16.09	34.90	173	174	192

2019-20 Data:

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



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	6.45	0.00	53.33	90.32	30.43	*	3.23	69.57	30	31	23
<b>1</b>	*	20.00	2.78	41.18	53.33	38.89	35.29	26.67	58.33	34	30	36
<b>2</b>	45.45	15.38	13.16	33.33	74.36	52.63	*	10.26	34.21	33	39	38
<b>3</b>	*	5.56	3.03	55.56	63.89	60.61	*	30.56	36.36	27	36	33
<b>4</b>	*	0.00	5.56	63.33	71.43	72.22	*	28.57	22.22	30	14	36
<b>5</b>	*	8.33	16.00	63.16	75.00	40.00	*	16.67	44.00	19	24	25
<b>All Grades</b>	20.81	10.34	6.81	50.29	71.26	50.79	28.90	18.39	42.41	173	174	191

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	41.94	8.70	43.33	45.16	13.04	36.67	12.90	78.26	30	31	23
<b>1</b>	*	13.33	0.00	70.59	66.67	36.11	*	20.00	63.89	34	30	36
<b>2</b>	*	5.13	7.69	54.55	82.05	38.46	*	12.82	53.85	33	39	39
<b>3</b>	40.74	16.67	9.09	44.44	80.56	60.61	*	2.78	30.30	27	36	33
<b>4</b>	36.67	7.14	11.43	50.00	78.57	68.57	*	14.29	20.00	30	14	35
<b>5</b>	*	12.50	12.00	*	83.33	68.00	*	4.17	20.00	19	24	25
<b>All Grades</b>	29.48	16.67	7.85	53.18	72.41	48.17	17.34	10.92	43.98	173	174	191

2019-20 Data:

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

**Conclusions based on this data:**

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The majority of students fall at Level 2 and 3: 47% are Level 3 and 26% are Level 2 of the ELPAC
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The domains of Reading and Writing continue to be an area of focus and need to be targeted during Designated and Integrated ELD.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. There was a growth in students scoring levels 3 and 4 from 2017-18 to 2018-19.



# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
241	94.6	78.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	190	78.8
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	228	94.6
Students with Disabilities	22	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	238	98.8
Two or More Races	1	0.4
Native Hawaiian or Pacific Islander		
White	1	0.4

### Conclusions based on this data:

1. The majority of the student populations overlap into more than one group. Therefore, the 80.8 % of the EL students fall within the 96.5% of the Socioeconomically Disadvantaged group and within the 98% Hispanic group.

2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The school has a majority of Hispanic students at 97%.
3. Our number of hispanic and low socioeconomic students went up by 1% in each area.





# School and Student Performance Data

## Overall Performance

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. ELA and Math fall within the light orange but dropped from yellow the previous year.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The chronic absenteeism rate is in the orange and increased 2.8% from the previous year.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. The suspension rate is in the Green area and is an area of celebration.

# School and Student Performance Data

## Academic Performance English Language Arts

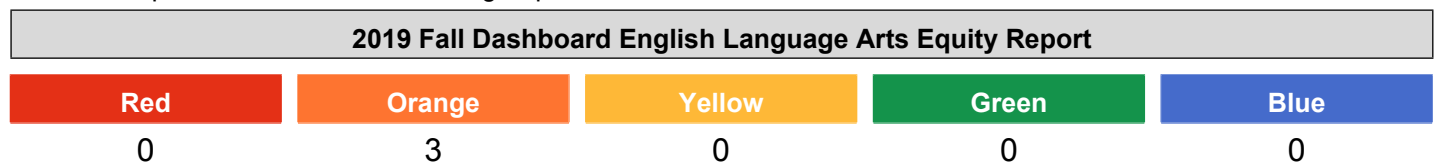
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Orange 22 points below standard Maintained -1.6 points 108		 Orange 27.1 points below standard Declined -7.1 points 98		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Orange 25.4 points below standard Maintained -1.8 points 99		 No Performance Color 112.2 points below standard Declined Significantly -20.2 points 12	

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 22 points below standard Maintained ++0.2 points 104	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 64 points below standard Declined Significantly -23 points 66	<b>Reclassified English Learners</b> 49.2 points above standard Declined -6.2 points 32	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 10
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#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Overall students maintained at 1.6 points below average.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our current EL students declined 23 points and are 64 points below the standard.
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our reclassified EL students scored 49.2 points above the standard but also declined 6.2 points

# School and Student Performance Data

## Academic Performance Mathematics

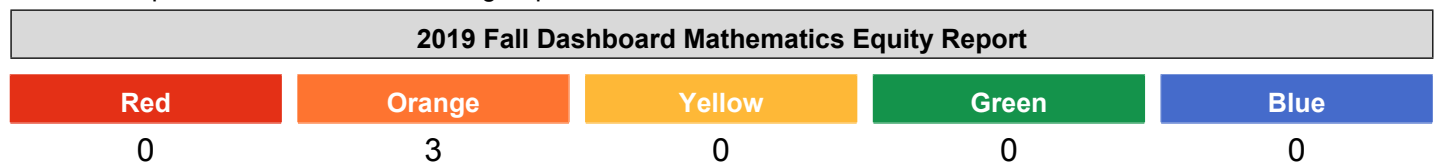
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






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>  Orange 35.5 points below standard Maintained ++1.7 points 108	<b>English Learners</b>  Orange 39.8 points below standard Maintained -2.1 points 98	<b>Foster Youth</b>
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Socioeconomically Disadvantaged</b>  Orange 39.3 points below standard Maintained ++1.2 points 99	<b>Students with Disabilities</b>  No Performance Color 94.8 points below standard Increased Significantly ++16.3 points 12



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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36 points below standard Maintained ++2.8 points 104			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.7 points below standard Declined -7.5 points 66	1 points below standard Declined -11.2 points 32	Less than 11 Students - Data Not Displayed for Privacy 10

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Overall students maintained from the previous year at +1.7 points.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. English Learners are 58.7 points below standard and declined -7.5 points. Our RFEP students score 1 point below standard, but declined -11.2 points
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Students with disabilities had significant growth of 16.3 points.

# School and Student Performance Data

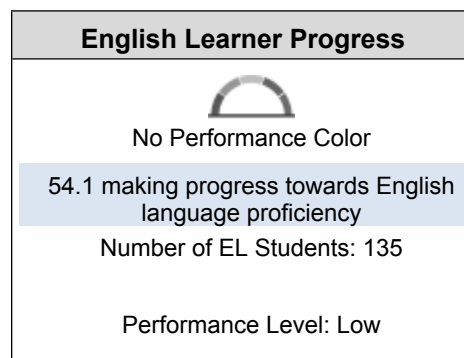
## Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
16.2	29.6	5.9	48.1

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.  
54.1% percent of the students are making progress towards English language proficiency. This is considered Low.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.  
16.2% of students decreased a level
3. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard.  
48% Progressed one level and 30% Maintained their level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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
1	2	0	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
 Orange 11 Increased +2.8 301	 Orange 10.8 Increased +2.9 240	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Red 11.6 Increased Significantly +3.1 285	 No Performance Color 9.1 Increased +3.5 22

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

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>  Orange 10.3 Increased +2 290	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Chronic absenteeism is in the Orange and overall there was an increase of +2.8 points from the previous year but we able to maintained in Orange.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. Our Socioeconomically Disadvantaged students increased significantly 3.1 points and fell into the Red from Orange the previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

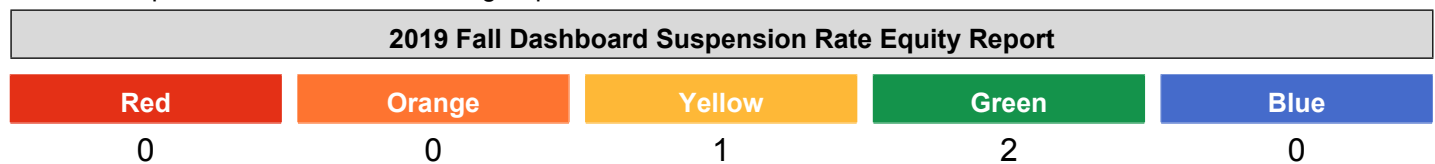
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

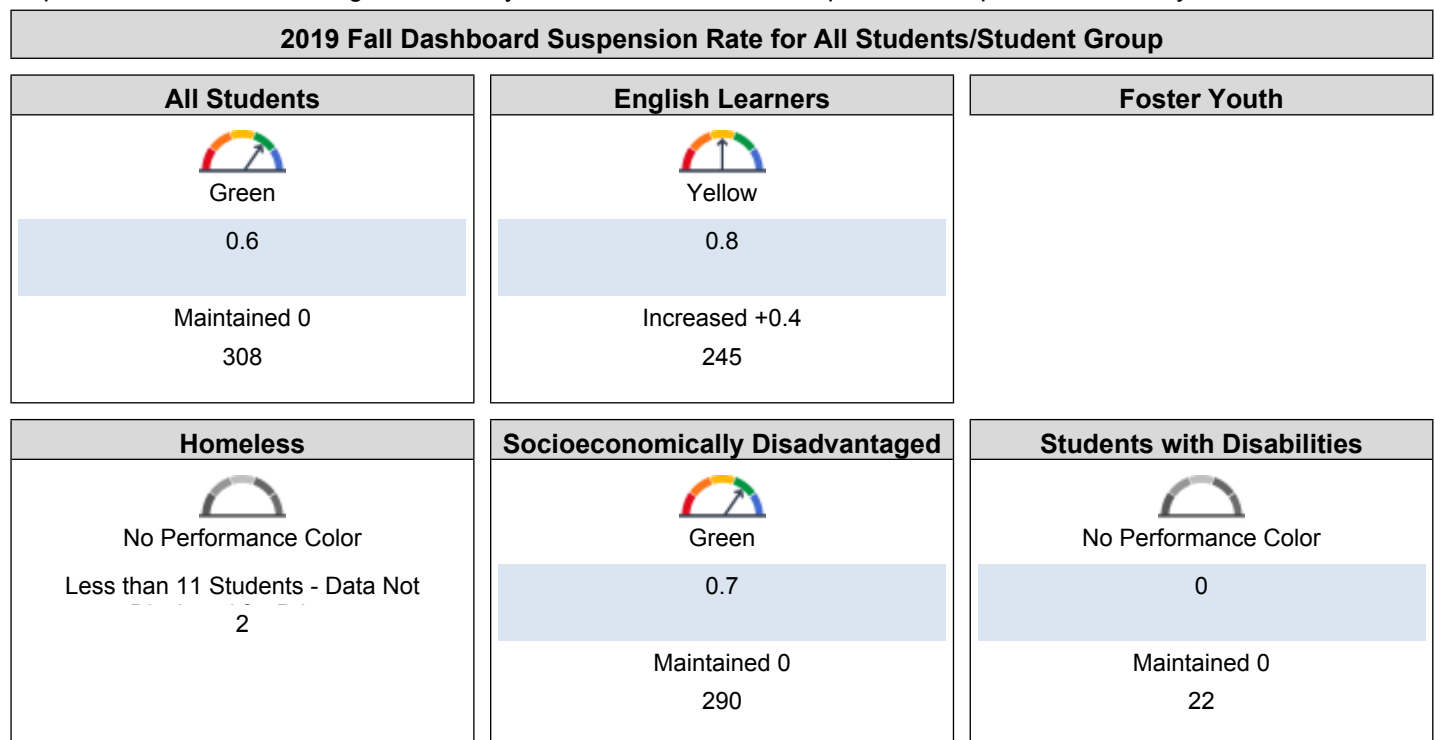
The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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



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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4		 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7 Maintained 0 297	 No Performance Color Less than 11 Students - Data 1		 No Performance Color Less than 11 Students - Data 4

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.6

#### Conclusions based on this data:

1. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. This is a small school that is on the fourth year of implementing PBIS strategies and tiered interventions. There are minimal suspensions and we maintained from the previous year.
2. The dashboard has not changed and reflects 2018-2019 due to the school closures in the 2019-2020 school year. The conclusions are based on the 2018-2019 scores and dashboard. English Learners had a very small increase of 0.4 points making us fall in that area to Green from Blue the previous year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English-Language Arts

## LEA/LCAP Goal

LEA, LCAP Goal 2 PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential

## Goal 1

The percentage of students meeting or exceeding on the EL- CAASPP will be within +/-3% of similar dual schools in the county.

## Identified Need

Reduce the number of points students score below standard on the CAASPP. Currently, 22 points below standard

Stop the point decline: Currently maintained -1.6 Points.

Increase the percentage of students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 26%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores	3rd - 38% 4th - 56% 5th - 41%	3rd - 42% 4th - 60% 5th - 45% 6th - 42%
iReady Final Diagnostic	3rd - 52% 4th - 14% 5th - 14% 6th - 14%	3rd - 60% 4th - 24% 5th - 24% 6th - 24%

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

Provide supplemental materials to help with reading interventions.

### **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)

6400

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
intervention instructional materials

### **Strategy/Activity 2**

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

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

All

Strategy/Activity

Supplemental Materials for intervention in Language Arts and iReady

### **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)

5000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Intervention Materials iReady

## **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.

Staff participated in professional development and implementing iReady for differentiated instruction. The goal was not met because the CAASPP was not taken for the 2020-2021 school year. We did take a district assessment, iReady, overall K-5 scored 27% down 2% from the



previous year of 29%. The assessment did give us information on where students are academically and provided us with data to help us plan for the upcoming school 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.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LEA, LCAP Goal 2 PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential.

## Goal 2

The percentage of students meeting or exceeding on the CAASPP will be within +/-3% of similar dual schools in the county.

## Identified Need

Reduce the number of points students score below standard on the CAASPP. Currently, 35.5 points below standard

Currently Maintained: 1.7 Points. It is important to maintain or lower the decline

Increase the percentage of students scoring on grade level or above by 15% on the iReady diagnostic by the end of the year; currently 19%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	3rd - 38% 4th - 36% 5th - 17%	3rd - 41 % 4th - 40% 5th - 32% 6th - 40%
iReady Final Diagnostic	3rd - 19% 4th - 9% 5th - 15% 6th - 15%	3rd - 34% 4th - 24% 5th - 30% 6th - 30%

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

## Strategy/Activity

Intervention/Supplemental Materials for math instruction and iReady

### 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)

4800

#### Source(s)

Title III Part A: Language Instruction for LEP Students  
4000-4999: Books And Supplies  
Intervention materials

3500

Title III Part A: Language Instruction for LEP Students  
4000-4999: Books And Supplies  
iReady

## Strategy/Activity 2

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

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

All

## Strategy/Activity

Manipulatives and tools to support instruction

### 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)

5000

#### Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
Supplemental manipulatives and Math tools for instruction

# 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.

Materials and manipulatives were purchased for instruction and/or intervention. The goal was not met because the CAASPP was not taken for the 2020-2021 school year. We did take a district assessment, iReady, overall K-5 14%, down 5% from the previous year. The assessment gave us information on where students are academically and provided us with data to help us plan for the upcoming school 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.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College and Career Readiness

## LEA/LCAP Goal

LEA LCAP Goal: Goal #1: PJUSD will prepare students to be College and Career Ready.

## Goal 3

Every student will demonstrate growth and awareness of the academic and personal requirements for a career choice that interest them.

## Identified Need

100% of students will upload at least one artifact in their career portfolio by the end of May 2022. Purchase supplemental material to create exploration opportunities for students in the areas of: Art, dance, engineering, sports, etc. to increase their language use and expression in various areas and explore other areas of interest for future careers.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One career artifact by grade level	All students have completed a career artifact in their portfolio by grade level.	By the end of the school year, all students will have researched at least one career and uploaded an artifact.

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

Purchase supplemental material to create exploration opportunities for students in the areas of: Art, dance, engineering, sports, etc. to increase their language use and expression in various areas and explore other areas of interest for future careers.

### 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)
5000	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Materials to create opportunities for students in the ares of Art, Dance, Engineering, etc to increase their language use and expression and explore future careers.
1600	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Materials to create opportunities for students in the ares of Art, Dance, Engineering, etc to increase their language use and expression and explore future careers.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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.

Some materials were purchased to begin the exploration classes, but the classes did not start due to other factors during the school year. The Career Portfolio was implemented but not all students completed and there was no Summer School program offered due to the school closures because of the shelter in place order

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parental Involvement

## LEA/LCAP Goal

LEA LCAP Goal 4: PJUSD will cultivate meaningful partnerships with parents, families and community stakeholder in order to support student success in school.

## Goal 4

Provide parent education and involvement opportunities.  
Implement parent training/night to support parents in learning in technology, reading and math strategies at home.

## Identified Need

Parents asked for help with Google Docs, Classroom, iReady and WebEx support.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	77 parent returned survey	Increase number of responses and participation

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

### Strategy/Activity

Provide parent education and involvement opportunities.  
Implement parent training/night to support parents in learning in technology, reading and math strategies at home.

## Proposed Expenditures for this Strategy/Activity

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



Amount(s)	Source(s)
2000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Curriculum, materials and supplies
3000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Incentives, materials and books
533	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Staff support for online workshops

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

We held a virtual parent technology training/night on WebEx to support parents in learning the use of computers, iReady, Google Drive, Google Classroom, etc. based on a parent survey. We gave participating families a chromebook or a tablet. We also recorded a video for parents to watch on their own time.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

LEA, LCAP goal: PJUSD will provide students a safe and welcoming environments where students attend and are connected to their school.

## Goal 5

Improve school culture and implement and refine SEL / PBIS Practices to meet student needs during phases of distance learning and in-person instruction.

## Identified Need

Grayson Elementary will increase student feeling of safety and meaningful participation by maintaining a high level of safety and discipline where students learn social emotional skills and receive additional support to increase their engagement and feeling safe at school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS or Parent Survey by School	77 returned 18-19	127
2018-2019 CHKS-Feel safe at school	76% avg. of 4th and 5th	85%
2018-2019 CHKS-Meaningful Participation	40.5% avg of 4th and 5th	50%

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Student Incentives and materials that focus on PBIS and SEL.

### 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)

5300

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
4000-4999: Books And Supplies  
student materials, printing of banners and posters for school

## Strategy/Activity 2

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

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

Focus on Social Emotional Learning and Support

Strategy/Activity

Student Assistance Specialist and SEL materials

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

31744

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected  
5800: Professional/Consulting Services And Operating Expenditures  
SAS through the Center for Human Services

5000

Title III Part A: Language Instruction for LEP Students  
4000-4999: Books And Supplies  
Books and materials on SEL/Diversity/Inclusion

## 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 balanced approach to a safe, caring learning environment includes social/emotional support and consistent expectations throughout the site. The PBIS Team meet to develop the site PBIS Plan, updated rules, behavior charts and use of Character In Action rewards. CHKS was not completed.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

LEA, LCAP Goal: PJUSD will provide a safe and welcoming environment where students attend and are connected to their school.

## Goal 6

Re-establish a Culture of Universal Achievement at the site by focusing on PBIS, NEU, Growth Mindset and Student/Staff recognitions. Including regular College Rallies, AR recognitions and PBIS recognitions.

## Identified Need

Focus on Culture of Universal Achievement and the No Excuses University philosophy. Celebrating and recognizing students and staff regularly and more often.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey Surveys Student participation		To increase the number of students that feel safe and welcome on campus
**Increase the number of students taking and passing Accelerated Reader assessments by 10%	65%	75%

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

### Strategy/Activity

Identifying needed materials, items, and rewards for student recognition and rallies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies rewards and supplemental instructional materials for students
3483	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Student Recognitions/items for school rallies and college recognition

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

We increased the amount of prizes for student recognition for PBIS and promoted giving out CIA's to students regularly and I had a meeting with students from upper grades to discuss the school climate and what they wanted to see at school. The CHKS was not completed for the 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.

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Centralized Services for Planned Improvements in Student Performance in English Language Development

## LEA/LCAP Goal

LEA, LCAP Goal 2 PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential

## Goal 7

Increase the overall score language proficiency for all English Learners to a proficiency level.

## Identified Need

Increase the percentage of EL students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 13%  
ELPAC Scores: Increase percentage of EL students making progress by 5%. Currently 54.1% making progress towards proficiency, performance level Low;

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Students progressing at least one level: 48%	53% increase of 5%
iReady Diagnostic	Currently 18% on grade level or above	10% increase

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 Learners

### Strategy/Activity

Implement effective designated and integrated ELD throughout the subject areas utilizing effective EL 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)
5963	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Classroom Libraries

## 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.

English Learners did not meet the iReady goal, instead the percentage dropped to 18% from 21%, due to the school closures, and modified days.

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,323.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$68,060.00
Title III Part A: Language Instruction for LEP Students	\$24,263.00

Subtotal of additional federal funds included for this school: \$92,323.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$92,323.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	66,470.00	-1,590.00
Title III Part A: Language Instruction for LEP Students	24,263.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Basic Grants Low-Income and Neglected	68,060.00
Title III Part A: Language Instruction for LEP Students	24,263.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	533.00
4000-4999: Books And Supplies	60,046.00
5800: Professional/Consulting Services And Operating Expenditures	31,744.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	533.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	35,783.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	31,744.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	24,263.00

## Expenditures by Goal

**Goal Number****Total Expenditures**

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7

11,400.00
13,300.00
6,600.00
5,533.00
42,044.00
7,483.00
5,963.00

# School Site Council Membership

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

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

Name of Members	Role
Sandra Villasenor	Principal
Leticia Vasquez	Other School Staff
Irene Amaya	Classroom Teacher
Veronica Robles	Classroom Teacher
Haydee Preciado	Parent or Community Member
Adela Contreras	Parent or Community Member
Yuri Flores	Parent or Community Member
Maria Saldana	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**

*yuri flores*

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/18/2021.

Attested:

*Sandra Villaseñor*

Principal, Mrs. Sandra Villaseñor on 01/18/22

*Maria Saldana*

SSC Chairperson, Maria Saldana on 01/18/22

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019