

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
McCabe Elementary School	13631806008593	1/8/2020 (Original) and 4/22/2020 (Updated)	02/11/2020 (Original) and 4/23/2020 (Updated)

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)

Targeted Support and Improvement

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 McCabe Union Elementary School District’s Local Control Accountability Plan (LCAP) serves as the roadmap to support the goals of the District. The LCAP Goals are further supported with federal funds as detailed below:

Goal 1: Full implementation of California Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

- * Curriculum/Instruction/ELD Coordinator - Title I
- * Professional Development – Title I and Title II
- * Instructional Assistants; Remedial Services – Title I
- * Tutoring Services Foster Youth/Homeless – Title I
- * Chromebooks/Technology Devices – Title I

Goal 2: Full implementation of California Standards in Mathematics in K-8th grade.

- * Curriculum/Instruction/ELD Coordinator - Title I
- * Professional Development – Title I and Title II
- * Instructional Assistants; Remedial Services – Title I
- * Tutoring Services Foster Youth/Homeless – Title I
- * Chromebooks/Technology Devices – Title I

Goal 3: Implementation of STEM and Career Technical Education-Business/Computer Science classes for 7th and 8th grade students. Focus throughout K-8 on STEM instruction through Project Based Learning Activities.

* Professional Development –Title II

Goal 4: To improve the overall school climate through an increased feeling of belonging and safety in grades K-8.

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

Parent involvement represents an important strategy in promoting student achievement. Teachers, office staff, and administrators keep parents informed as to student progress and attendance. In addition to quarterly report cards, mid-quarter progress reports are sent out. Parents with fourth through eighth grade students are also able to check grades on McCabe’s website. The School Site Council (SSC) and the District English Language Advisory Committee (DELAC) continue to provide more opportunities for parent participation in the school and are able to provide input on the SPSA. In order to increase communication and understanding between the school and home, information is provided to parents through flyers, notices, and pamphlets given to students to take home and through weekly newsletter e-mails. News and other important events are also posted on the McCabe Website and electronic marquee. Back-to-School Night is held in September and Open House in May. These events provide opportunities for parents and the community to visit the school and be part of the programs sponsored by the PTO and give feedback that SSC is able to take into consideration for the SPSA.

Many McCabe parents take an active part in the school by volunteering to help in the classroom and with programs such as the Halloween Carnival, the See’s Candy fundraiser, McCabe Olympics, upper grade athletics, field trips, eighth grade trip, sixth grade camp program, and school projects. During November of each year, formal conferences are scheduled for every child’s parents. These conferences continue to be highly successful in providing communication and registering concerns about each child’s progress and educational opportunities and programs for which they may be eligible.

Resource Inequities

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

There are no resource inequities to report.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	%			
African American	0.3%	0.36%	0.44%	4	5	6
Asian	3.2%	3.02%	3%	44	42	41
Filipino	0.2%	0.29%	0.29%	3	4	4
Hispanic/Latino	84.5%	85.53%	85.42%	1,174	1188	1,166
Pacific Islander	0.1%	%	%	1		
White	11.5%	10.58%	10.11%	159	147	138
Multiple/No Response	0.1%	%	0.22%	1		3
Total Enrollment				1,389	1389	1,365

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	187	176	163
Grade 1	127	145	149
Grade 2	137	120	137
Grade3	145	135	119
Grade 4	151	159	144
Grade 5	165	149	166
Grade 6	170	166	151
Grade 7	170	176	163
Grade 8	137	163	173
Total Enrollment	1,389	1,389	1,365

Conclusions based on this data:

1. Student enrollment declined from previous year at 1365 with 32 less students testing in the 2018-19 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	251	232	199	18.1%	16.7%	14.6%
Fluent English Proficient (FEP)	327	336	357	23.5%	24.2%	26.2%
Reclassified Fluent English Proficient (RFEP)	25	71	80	11.7%	28.3%	34.5%

Conclusions based on this data:

1. The number of EL students declined by 33 from 2017-18 to 2018-19, but the number of FEP increased by 19 and the number of reclassified students went up by 9.
2. Although there were less students classified as EL, there was an increase of FEP and RFEP students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	129	121	139	129	118	139	129	118	97.9	100	97.5
Grade 4	149	157	141	145	156	140	145	156	140	97.3	99.4	99.3
Grade 5	155	149	163	153	147	162	153	147	162	98.7	98.7	99.4
Grade 6	167	159	150	164	157	150	164	157	150	98.2	98.7	100
Grade 7	164	173	162	159	170	161	159	170	161	97	98.3	99.4
Grade 8	132	159	167	132	158	163	132	158	163	100	99.4	97.6
All Grades	909	926	904	892	917	894	892	917	894	98.1	99	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.	2456.	2466.	22.30	31.78	37.29	26.62	34.88	34.75	28.78	23.26	16.10	22.30	10.08	11.86
Grade 4	2497.	2493.	2498.	34.48	35.90	36.43	30.34	23.08	29.29	20.00	23.08	17.14	15.17	17.95	17.14
Grade 5	2534.	2542.	2521.	33.33	36.05	24.07	32.03	34.69	36.42	18.95	17.69	21.60	15.69	11.56	17.90
Grade 6	2573.	2578.	2579.	21.95	35.03	34.67	53.05	35.67	44.00	20.12	18.47	12.00	4.88	10.83	9.33
Grade 7	2582.	2589.	2596.	18.24	21.18	31.68	51.57	48.82	42.24	19.50	23.53	13.04	10.69	6.47	13.04
Grade 8	2570.	2584.	2583.	9.09	15.19	18.40	48.48	50.00	37.42	30.30	22.15	31.29	12.12	12.66	12.88
All Grades	N/A	N/A	N/A	23.43	28.90	29.87	40.70	38.17	37.58	22.65	21.37	18.79	13.23	11.56	13.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.99	24.03	38.98	49.64	55.81	48.31	32.37	20.16	12.71
Grade 4	30.34	31.41	34.29	54.48	52.56	51.43	15.17	16.03	14.29
Grade 5	33.99	31.97	30.86	47.06	51.70	47.53	18.95	16.33	21.60
Grade 6	29.88	36.94	37.33	58.54	45.86	50.00	11.59	17.20	12.67
Grade 7	28.93	32.94	36.02	50.31	47.65	45.96	20.75	19.41	18.01
Grade 8	21.21	24.68	28.83	50.00	55.70	44.17	28.79	19.62	26.99
All Grades	27.35	30.53	34.12	51.79	51.36	47.76	20.85	18.10	18.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.30	31.01	35.59	56.12	57.36	50.85	21.58	11.63	13.56
Grade 4	31.72	28.85	23.57	51.72	57.69	58.57	16.55	13.46	17.86
Grade 5	41.83	53.74	38.89	44.44	35.37	47.53	13.73	10.88	13.58
Grade 6	41.46	36.94	42.00	48.17	51.59	51.33	10.37	11.46	6.67
Grade 7	40.88	41.76	44.10	51.57	52.94	47.20	7.55	5.29	8.70
Grade 8	21.97	28.48	33.74	63.64	56.96	56.44	14.39	14.56	9.82
All Grades	33.97	36.86	36.58	52.24	52.02	51.90	13.79	11.12	11.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.27	25.58	25.42	71.94	71.32	66.10	10.79	3.10	8.47
Grade 4	24.14	20.51	25.71	65.52	71.79	65.00	10.34	7.69	9.29
Grade 5	26.14	20.41	16.05	60.78	66.67	69.14	13.07	12.93	14.81
Grade 6	17.07	27.39	24.00	78.66	63.69	72.00	4.27	8.92	4.00
Grade 7	13.21	15.88	21.12	72.33	73.53	69.57	14.47	10.59	9.32
Grade 8	16.67	18.35	16.56	71.97	70.25	75.46	11.36	11.39	7.98
All Grades	19.06	21.16	21.14	70.29	69.57	69.80	10.65	9.27	9.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.34	41.09	36.44	55.40	48.06	51.69	17.27	10.85	11.86
Grade 4	36.55	35.26	33.57	51.03	50.64	50.00	12.41	14.10	16.43
Grade 5	41.18	46.94	26.54	46.41	40.82	50.62	12.42	12.24	22.84
Grade 6	44.51	56.05	44.67	48.78	38.22	45.33	6.71	5.73	10.00
Grade 7	43.40	42.94	45.34	48.43	47.65	40.99	8.18	9.41	13.66
Grade 8	24.24	30.38	26.99	59.85	55.06	55.83	15.91	14.56	17.18
All Grades	36.77	42.09	35.46	51.35	46.78	48.99	11.88	11.12	15.55

Conclusions based on this data:

1. The District maintained the scores in the area of Listening: Demonstrating effective Communication skills. The District will continue to focus on this area along with Research/Inquiry: Investigating, Analyzing and Presenting Information. The District will use District provided curriculum along with assessments from Inspect Data Bank and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	142	129	121	141	129	118	141	129	118	99.3	100	97.5
Grade 4	149	157	141	149	156	141	149	156	141	100	99.4	100
Grade 5	155	149	163	155	148	162	155	148	162	100	99.3	99.4
Grade 6	167	159	150	165	158	150	165	158	150	98.8	99.4	100
Grade 7	164	173	162	163	171	162	163	171	162	99.4	98.8	100
Grade 8	132	159	166	132	158	163	132	158	163	100	99.4	98.2
All Grades	909	926	903	905	920	896	905	920	896	99.6	99.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.	2446.	2458.	21.28	17.83	27.97	40.43	38.76	38.98	24.11	34.11	20.34	14.18	9.30	12.71
Grade 4	2500.	2480.	2491.	21.48	13.46	18.44	39.60	33.97	34.04	30.20	41.03	38.30	8.72	11.54	9.22
Grade 5	2539.	2538.	2515.	29.03	29.73	21.60	30.32	27.03	22.84	27.74	32.43	35.80	12.90	10.81	19.75
Grade 6	2585.	2585.	2595.	37.58	42.41	47.33	28.48	31.01	27.33	26.06	17.09	16.00	7.88	9.49	9.33
Grade 7	2579.	2579.	2578.	23.31	27.49	32.10	33.74	29.24	29.63	34.97	28.65	22.84	7.98	14.62	15.43
Grade 8	2591.	2612.	2587.	28.03	33.54	26.99	28.79	30.38	26.38	23.48	23.42	23.31	19.70	12.66	23.31
All Grades	N/A	N/A	N/A	26.96	27.72	29.13	33.48	31.52	29.35	27.96	29.24	26.23	11.60	11.52	15.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.13	41.09	50.85	39.72	43.41	33.05	19.15	15.50	16.10
Grade 4	42.95	26.92	36.88	40.94	49.36	41.13	16.11	23.72	21.99
Grade 5	43.23	40.54	32.72	38.71	40.54	39.51	18.06	18.92	27.78
Grade 6	50.91	58.23	55.33	35.15	28.48	33.33	13.94	13.29	11.33
Grade 7	35.58	38.01	40.12	45.40	36.26	39.51	19.02	25.73	20.37
Grade 8	40.91	44.30	33.74	35.61	36.71	39.88	23.48	18.99	26.38
All Grades	42.54	41.52	41.07	39.34	38.91	37.95	18.12	19.57	20.98

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.37	24.03	33.90	53.90	51.94	54.24	17.73	24.03	11.86
Grade 4	27.52	17.31	21.28	55.70	53.85	53.19	16.78	28.85	25.53
Grade 5	27.10	30.41	17.90	55.48	46.62	51.23	17.42	22.97	30.86
Grade 6	37.58	39.87	46.00	48.48	44.94	42.67	13.94	15.19	11.33
Grade 7	29.45	30.41	39.51	55.83	50.88	40.74	14.72	18.71	19.75
Grade 8	19.70	36.08	33.13	51.52	53.16	41.10	28.79	10.76	25.77
All Grades	28.62	29.89	31.92	53.48	50.22	46.76	17.90	19.89	21.32

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.04	24.81	37.29	51.06	60.47	49.15	14.89	14.73	13.56
Grade 4	30.20	25.00	29.08	53.69	55.13	56.03	16.11	19.87	14.89
Grade 5	29.68	25.00	18.52	50.97	54.05	54.32	19.35	20.95	27.16
Grade 6	32.12	38.61	41.33	52.73	48.73	48.00	15.15	12.66	10.67
Grade 7	25.15	28.65	27.16	61.96	62.57	53.09	12.88	8.77	19.75
Grade 8	30.30	36.71	25.15	57.58	54.43	55.21	12.12	8.86	19.63
All Grades	30.17	30.00	29.24	54.70	55.87	52.79	15.14	14.13	17.97

Conclusions based on this data:

1. The District increased the overall percent of students that were above the standard. The District will continue to focus on the following area: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems and Communicating Reasoning. The District will use District provided curriculum along with assessments from Inspect Data Bank and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1430.4	1409.0	1438.4	1414.9	1411.7	1395.1	61	48
Grade 1	1481.0	1455.3	1467.8	1451.9	1493.7	1458.2	58	41
Grade 2	1500.0	1494.0	1482.6	1476.3	1516.9	1511.2	21	26
Grade 3	1488.6	1482.9	1477.9	1473.0	1498.9	1492.4	17	14
Grade 4	1513.0	1520.2	1493.5	1505.0	1532.2	1534.9	23	26
Grade 5	1533.8	1516.4	1518.7	1496.0	1548.3	1536.2	17	21
Grade 6	1499.9	1528.3	1478.1	1499.2	1521.3	1557.1	14	11
Grade 7	1536.5	1542.1	1534.1	1538.6	1538.5	1545.2	13	13
Grade 8	*	*	*	*	*	*	*	8
All Grades							230	208

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.51	8.33	31.15	27.08	31.15	52.08	*	12.50	61	48
1	51.72	4.88	37.93	43.90	*	39.02	*	12.20	58	41
2	57.14	19.23	*	50.00		26.92	*	3.85	21	26
3	*	7.14	*	50.00	*	14.29	*	28.57	17	14
4	*	23.08	60.87	46.15	*	23.08	*	7.69	23	26
5	*	14.29	*	57.14	*	14.29		14.29	17	21
6		18.18	*	45.45	*	27.27	*	9.09	14	11
7	*	15.38	*	38.46	*	30.77		15.38	13	13
8	*	*	*	*		*		*	*	*
All Grades	36.09	12.02	38.26	43.27	18.70	32.69	6.96	12.02	230	208

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.70	10.42	32.79	27.08	21.31	41.67	*	20.83	61	48
1	63.79	7.32	20.69	43.90	*	39.02	*	9.76	58	41
2	71.43	23.08	*	50.00	*	23.08	*	3.85	21	26
3	*	28.57	*	21.43	*	28.57	*	21.43	17	14
4	*	34.62	52.17	42.31	*	15.38	*	7.69	23	26
5	*	19.05	*	47.62	*	23.81		9.52	17	21
6	*	18.18	*	45.45	*	27.27	*	9.09	14	11
7	*	38.46	*	15.38	*	30.77		15.38	13	13
8	*	*	*	*		*		*	*	*
All Grades	45.65	18.75	32.61	37.50	15.22	31.25	6.52	12.50	230	208

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.95	2.08	18.03	45.83	49.18	41.67	*	10.42	61	48
1	55.17	2.44	24.14	48.78	*	34.15	*	14.63	58	41
2	57.14	15.38	*	42.31	*	30.77		11.54	21	26
3	*	7.14	*	35.71	*	28.57	*	28.57	17	14
4	*	26.92	*	26.92	*	30.77	*	15.38	23	26
5	*	9.52	*	28.57	*	47.62		14.29	17	21
6	*	27.27	*	27.27	*	36.36	*	9.09	14	11
7	*	15.38	*	23.08	*	38.46	*	23.08	13	13
8	*	*	*	*	*	*		*	*	*
All Grades	33.04	10.10	26.96	38.94	28.26	36.06	11.74	14.90	230	208

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	62.30	16.67	32.79	75.00	*	8.33	61	48
1	81.03	36.59	*	60.98	*	2.44	58	41
2	80.95	15.38	*	80.77	*	3.85	21	26
3	*	21.43	*	71.43	*	7.14	17	14
4	*	46.15	52.17	50.00	*	3.85	23	26
5	*	9.52	*	80.95		9.52	17	21
6	*	9.09	*	72.73	*	18.18	14	11
7	*	15.38	*	46.15		38.46	13	13
All	58.70	23.08	36.52	68.27	4.78	8.65	230	208

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.87	10.42	52.46	50.00	19.67	39.58	61	48
1	41.38	2.44	44.83	75.61	*	21.95	58	41
2	66.67	15.38	*	73.08	*	11.54	21	26
3	*	28.57	*	42.86	*	28.57	17	14
4	60.87	26.92	*	61.54	*	11.54	23	26
5	64.71	33.33	*	38.10	*	28.57	17	21
6	*	18.18	*	72.73	*	9.09	14	11
7	*	53.85	*	38.46		7.69	13	13
All Grades	42.61	19.23	43.48	57.69	13.91	23.08	230	208

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	77.05	91.67	*	8.33	61	48
1	63.79	19.51	24.14	60.98	*	19.51	58	41
2	61.90	15.38	*	69.23	*	15.38	21	26
3	*	7.14	*	57.14	*	35.71	17	14
4	*	19.23	56.52	57.69	*	23.08	23	26
5	*	19.05	70.59	66.67		14.29	17	21
6	*	27.27	*	45.45	*	27.27	14	11
7	*	23.08	*	23.08	*	53.85	13	13
8	*	*	*	*	*	*	*	*
All Grades	34.35	13.94	46.52	65.38	19.13	20.67	230	208

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.54	43.75	37.70	41.67	*	14.58	61	48
1	44.83	12.20	53.45	70.73	*	17.07	58	41
2	*	19.23	57.14	76.92	*	3.85	21	26
3	*	35.71	70.59	42.86	*	21.43	17	14
4	47.83	30.77	*	65.38	*	3.85	23	26
5	76.47	9.52	*	80.95		9.52	17	21
6	*	45.45	*	54.55	*	0.00	14	11
7	*	7.69	84.62	92.31		0.00	13	13
All Grades	41.30	25.00	51.30	64.90	7.39	10.10	230	208

Conclusions based on this data:

1. The California Department of Education transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessment for California (ELPAC) in the 2018-19 school year. The ELPAC is aligned with the California ELD standards and demonstrated a shift in rigor as the 17-18 and 18-19 comparison indicates. The District will continue to run small ELD groups to support English Learners. Teachers will continue to receive extra support during ExCEL to support English Learners. In addition, the District will provide Professional Development to teacher to inform them on the ELPAC blueprint and an after school ELPAC academy to provide continued ELPAC exposure to the EL students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1365	29.9	14.6	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	14.6
Foster Youth	4	0.3
Homeless	3	0.2
Socioeconomically Disadvantaged	408	29.9
Students with Disabilities	100	7.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	0.4
Asian	41	3.0
Filipino	4	0.3
Hispanic	1166	85.4
Two or More Races	7	0.5
White	138	10.1





Conclusions based on this data:

1. The District enrollment has declined from the previous year. This is due to a large 8th grade class leaving and a small Kinder class coming in.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 852 533">Orange</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 705 368 732">Green</p>		

Conclusions based on this data:

1. The District maintained its Green Performance Indicator in ELA, Mathematics, and Suspension Rate. The District has an Orange Performance Indicator in Chronic Absenteeism.
2. All Local Indicators were met.

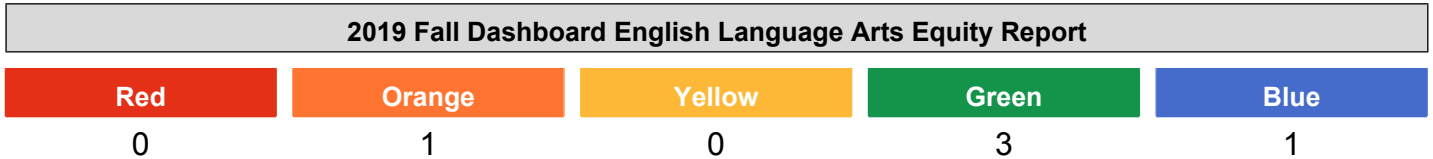
School and Student Performance Data

Academic Performance English Language Arts







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











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		
<p>All Students</p>  <p>Green</p> <p>32.8 points above standard</p> <p>Maintained -0.5 points</p> <p>890</p>	<p>English Learners</p>  <p>Green</p> <p>0.3 points above standard</p> <p>Increased ++4 points</p> <p>200</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>12.4 points above standard</p> <p>Increased ++3.5 points</p> <p>331</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>33.4 points below standard</p> <p>Declined Significantly -27 points</p> <p>78</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 103.3 points above standard Increased ++13 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 27.8 points above standard Maintained -0.4 points 767	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Blue 53.3 points above standard Maintained -0.3 points 85

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.4 points below standard Increased ++10.5 points 74	27.7 points above standard Increased ++8.9 points 126	41.3 points above standard Maintained ++1.3 points 505

Conclusions based on this data:

- The District’s overall ELA score is 32.1 points above the standard. This score decreased by 1.3 points and is Maintained from the previous year. Students with disabilities declined significantly from their overall score from previous year by 27.3 points. English Learners increased by 3.4 points.

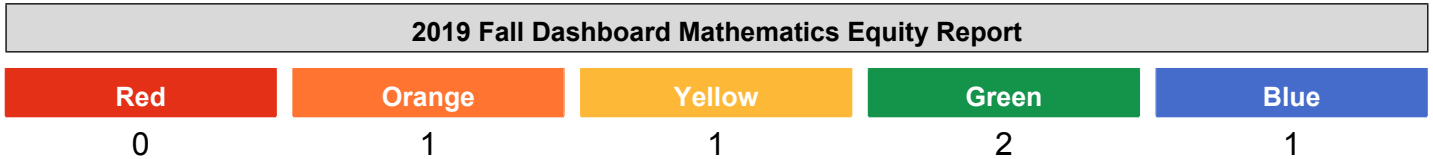
School and Student Performance Data

Academic Performance Mathematics







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











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		
<p>All Students</p>  <p>Green</p> <p>13.1 points above standard</p> <p>Declined -3.1 points</p> <p>889</p>	<p>English Learners</p>  <p>Yellow</p> <p>14.2 points below standard</p> <p>Maintained ++2.4 points</p> <p>200</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.1 points below standard</p> <p>Increased ++4.6 points</p> <p>330</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>58.9 points below standard</p> <p>Declined Significantly -19.8 points</p> <p>78</p>

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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 101.7 points above standard Increased ++9.7 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 6 points above standard Declined -3.1 points 766	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Blue 47 points above standard Increased ++3 points 85

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
53.9 points below standard Declined -3.2 points 74	9.1 points above standard Increased ++11.3 points 126	20.8 points above standard Maintained -1.9 points 504

Conclusions based on this data:

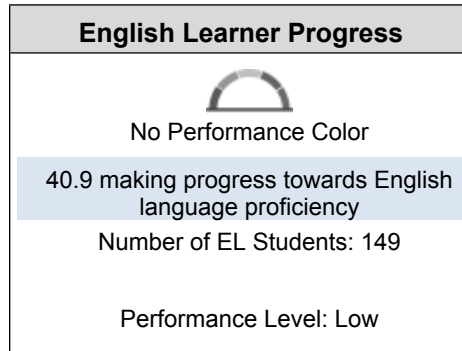
- The District's overall Mathematics score is 13.1 points above the standard. The District's Mathematics score decreased by 3.1 points. English Learner student scores went up 2.4 points and Maintained from previous year. Socioeconomically disadvantaged students scores increased by 4.6 points. Students with disabilities went down 19.8 points and Declined Significantly.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
34	54	4	57

Conclusions based on this data:

1. 40.9% of our English Learners made progress towards English Language Proficiency. 57 students made progress at least one ELPI level, while 34 students decreased one ELPI level. We will work on moving the 54 students that Maintained to move up at least one level and not have as many students decrease a level.

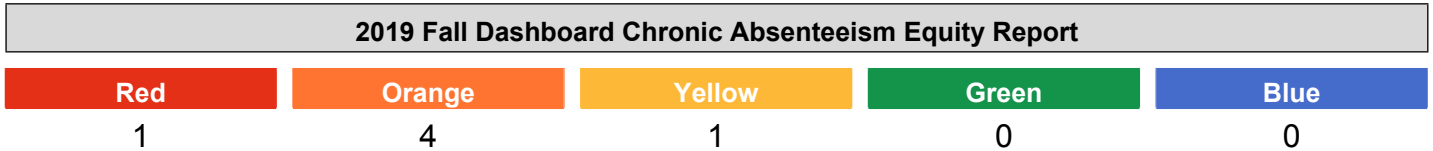
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.6 Increased +0.9 1404	<p>English Learners</p>  Red 11.9 Increased Significantly +4.8 219	<p>Foster Youth</p>  No Performance Color 38.5 13
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p>Socioeconomically Disadvantaged</p>  Orange 9.5 Increased +1.1 570	<p>Students with Disabilities</p>  Yellow 11.3 Declined -0.8 124

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.8 Increased +6.8 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6 Increased +0.5 1195	 No Performance Color 9.1 Increased +9.1 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 6.9 Increased +1.6 144

Conclusions based on this data:

1. The District overall chronically absent students is at 6.6% and increased by 0.9 points from the previous year. English Learners increased 4.8 points to 11.9%, which increased significantly. Socioeconomically Disadvantaged students increased by 1.1 points up to 9.5%. Students with Disabilities declined 0.8 points to 11.3%. Although the focus will be to improve all subgroups, an emphasis will be placed on the English Learners to decrease the overall percentage.
2. The District will work alongside the Attendance Matters Team to incorporate initiatives to improve the overall performance in attendance for our subgroups who are chronically absent.

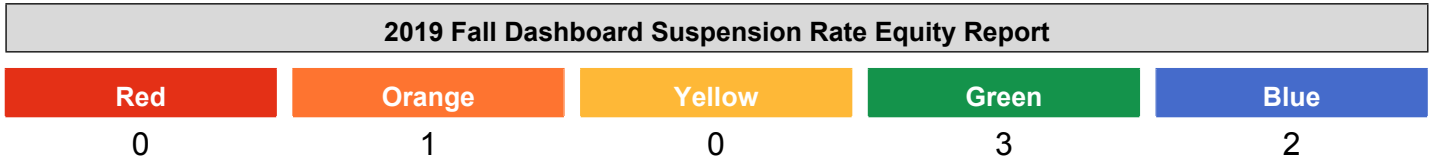
School and Student Performance Data

Conditions & Climate Suspension Rate







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



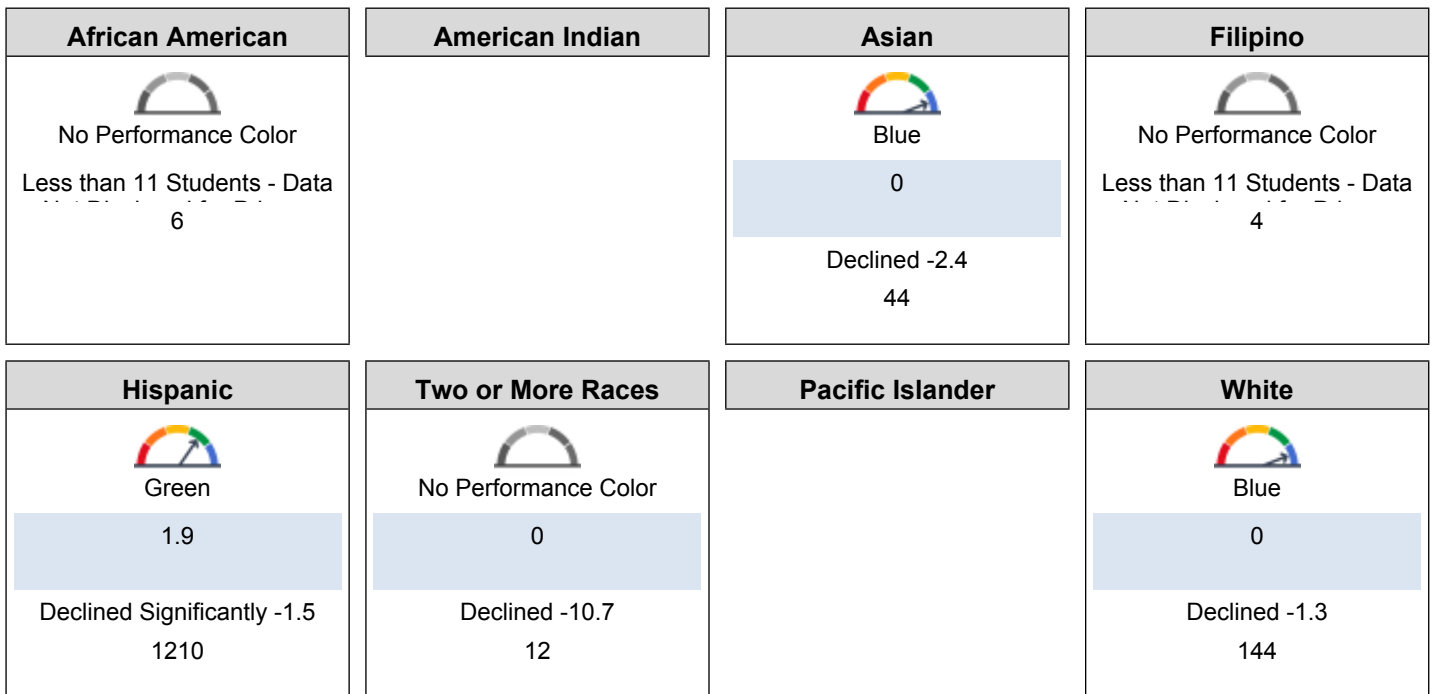
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.6</p> <p>Declined Significantly -1.6</p> <p>1420</p>	<p>English Learners</p>  <p>Green</p> <p>0.9</p> <p>Maintained +0.1</p> <p>224</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0</p> <p>17</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.1</p> <p>Declined Significantly -2.2</p> <p>580</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>2.4</p> <p>Increased +2.4</p> <p>124</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.2	1.6

Conclusions based on this data:

- The District's overall suspension rate is 1.6% which Decreased Significantly by 1.6 points from the previous year. The socioeconomically disadvantaged students percentage Decreased Significantly by 2.2 points. English Learners Maintained with a 0.1 point increase, and student with Disabilities increased 2.4 points.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Full implementation of California Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

Goal 1

Ensure full implementation of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 English Language Arts and Literary. Students' scores will maintain in English Language Arts as measured by the California Dashboard.

Identified Need

The overall ELA score is 32.1 points above the standard. The identified need is to support all subgroups to maintain the the score. A focus will be Listening: Demonstrating effective Communication skills, and Research/Inquiry: Investigating, Analyzing and Presenting Information.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA % Standard Met / Exceeded.	2015-2016 District 64%; EL 25%; LI 23% 2015-2016 District +21.	For the 2019-2020 CAASPP, the percentage of students who met or exceeded Standard will be maintained at or above the baseline.
California School Dashboard ELA Academic Indicator Distance from Level 3.	DF3; EL -14.2 DF3; LI - 1.2 DF3.	For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DF3 Status and Change.
CELDT % shift across proficiency levels: Beginner, Early Intermediate, Intermediate.	2015-2016 Beginner 18%; Early Intermediate 23%; Intermediate 40%.	The percentage of EL students who scored in the "Beginning" through "Intermediate" proficiency levels will show a 2% shift across English proficiency levels.
EL Reclassification Rate SARC report on teacher credentialing.	CELDT Reclassification rate of 27%	Continuous monitoring of Reclassification Rate to maintain above county average.
Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Harcourt Journeys (K-6) and Collections (7-8).	2016-2017 45 teachers with full credentials; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).	Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.
Locally created Stakeholder Survey for Implementation of State Standards.	All students have access to district adopted curriculum both in hard copy and digital format. Teacher responses to locally created Stakeholder Survey will establish a baseline	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	data.	Continuous monitoring of standards-aligned curriculum to ensure sufficient access.

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
Foster Youth
Low Income

Strategy/Activity

G1:1 Professional Development for ELA/Literacy standards and instructional practices.

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)
2,500	LCFF - Supplemental
500	LCFF - Supplemental
16	LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:2 Instructional Assistants will facilitate small group intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

149,030	LCFF - Supplemental
40,417	LCFF - Supplemental
0	Title I
3,510	Title I
234	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:3 Teachers/Instructional Assistants will provide remedial after-school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF - Supplemental
5,000	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:4 Professional Development on the English Language Development (ELD) Standards and Strategies to support implementation of curriculum.

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)
2,000	LCFF - Supplemental

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:5 Credentialed Curriculum/ELD Instruction Coordinator for direct student instruction and ongoing professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,691	LCFF - Supplemental
6,969	LCFF - Supplemental
71,072	Title I
20,905	Title I

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1: 6 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the BTSA Induction program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,000	LCFF - Supplemental
1,723	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1: 7 Update Technology to facilitate use of digital components for ELA / Literacy and ELD Standards. Unduplicated Pupils benefit from growing mobile device inventory for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,852

LCFF - Supplemental

32,800

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:8 Purchase of supplemental Instructional Materials (e.g. digital licenses, performance tasks, etc) for the California State Standards in English Language Arts (ELA) and Literacy in History/Social Studies, Science and Technical Subjects in K-8th grade.

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)

5,000

LCFF - Supplemental

32,150

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G1:9 Implement differentiated instruction for K-8 students through the purchase of "iRead" license for ELA intervention program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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 actions and services for this goal were successfully implemented this school year. Professional development by ICOE and SDCOE for this goal was focused on instructional strategies and fostering a balanced assessment system. Our ELD/Curriculum Teacher provided professional development opportunities on developing SMART goals, building rigor, and providing adequate scaffolding for language arts instruction. Intervention programs were in place throughout the year for K-8th grade students through the district's ExCEL program and after school tutoring. The challenge faced by the district was beginning the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will continue to use the ICA's and the Synergy Assessment Modules to build the benchmark assessments.

The District's overall ELA score is 32.1 points above the standard. This score decreased by 1.3 points and is Maintained from the previous year. Students with disabilities declined significantly from their overall score from previous year by 27.3 points. English Learners increased by 3.4 points. The District maintained the scores in the area of Listening: Demonstrating effective Communication skills. 57 students made progress at least one ELPI level, while 34 students decreased one ELPI level. We will work on moving the 54 students that Maintained to move up at least one level and not have as many students decrease a level. 40.9% of our English Learners made progress towards English Language Proficiency.

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

G1:2: Additional instructional aides were provided to support the small group intervention. G1:6: Three teachers (of the budgeted seven teachers) qualified for the Teacher Induction Program for the 2018-19 school year.
G1:8: Purchased additional supplemental materials/licenses

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.

G1:1 and G1:4

For the implementation of new curriculum for Science the district will purchase core curriculum with base dollars, other funding will be used for auxiliary materials and professional development . The Science content is embedded in the California Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, and the California English Language Development Standards.

The District will continue to focus on this area along with Research/Inquiry: Investigating, Analyzing and Presenting Information. The District will use District provided curriculum along with assessments from Inspect Data Bank and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Full implementation of California Standards in Mathematics in K-8th grade.

Goal 2

Ensure full implementation of District adopted curriculum to address Common Core State Standards (CCSS) in K-8 Mathematics. Students' scores will increase by 3 points in Mathematics as measured by the California Dashboard.

Identified Need

The overall Mathematics score is 13.1 points above the standard. The identified need is to support all subgroups to maintain the the score. A focus will be on Problem Solving and Modeling/Data Analysis: Using Appropriate Tools and Strategies to Solve Real World and Mathematical Problems and Communicating Reasoning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics % Standard Met / Exceeded	2015-2016 District 56%; EL 25%; LI 23%.	For the 2019/2020 CAASPP, the percentage of students who met or exceeded the standard will be maintained at at or above the baseline.
California School Dashboard ELA Academic Indicator Distance from Level 3.	2015-2016 District +7.3 DF3; EL - 25.9 DF3; LI -13.8 DF3.	For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DFS Status and Change.
District Benchmark Assessment: Beginning of Year, Mid-Year, and End of Year.	District Benchmark for the 2016-2017 school year increased 40% from BOY 39% to EOY 79%.	For 2019/2020, maintain the End of Year assessments at school wide average of 75%.
SARC report on teacher credentialing.	2016-2017 45 teachers with full credential; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential).	Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.
Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Go Math curriculum.	All students have access to district adopted curriculum both in hard copy and digital format.	Continuous monitoring of standards-aligned curriculum to ensure sufficient access.
Parent Conference Attendance Rate	Parent Conference attendance for 2015-2016 was 98.39%.	The district will maintain a parent conference participation rate of 98%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners
 Foster Youth
 Low Income

Strategy/Activity

G2:1 Professional Development for California Math standards and instructional practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental
500	LCFF - Supplemental
16	LCFF - Supplemental
10,000	Title II Part A: Improving Teacher Quality

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners
 Foster Youth
 Low Income

Strategy/Activity

G2:2 Website to include California Standards links updated on a monthly basis, including the link HMH Think Central access for parents and students. Resources are available for all parents and students including English Language Learners.

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)

2,500

Source(s)

LCFF - Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:3 Implement differentiated instruction for K-8 students through the purchase of “GoMath Academy” license for Math intervention program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:4 Instructional Assistants will facilitate small group instruction and Teachers/Instructional Assistants will provide remedial after-school tutoring.

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)

10,000

Source(s)

LCFF - Supplemental

5,000

LCFF - Supplemental

150,470

55,628

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:5 Update Technology to facilitate use of digital components for Math Standards. Unduplicated Pupils benefit from growing mobile device inventory for students.

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)

5,000

Source(s)

LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:6 Provide opportunities for parent training and/or parent involvement (Think Central, math night, etc.).

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)

1,000

Source(s)

LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Foster Youth
Low Income

Strategy/Activity

G2: 7 Purchase of Mathematics instructional materials for intervention program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners
Foster Youth
Low Income

Strategy/Activity

G2:8 Purchase of the Accelerated Math Program licenses, replacement of scanners, and purchase of scantron.

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)

5,500

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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 actions and services for this goal were substantially implemented this school year. The professional development agreement with Mindy Shacklett from SDCOE was successful in supporting specific grade levels. The multiple measures for math performance indicate a strong

instructional program. The need for professional development shifted to the implementation of Google Suite for Education, and the training on the Synergy Assessment Modules. The expansion of the district website and the enhancements to the technology capacity continue to increase access to resources and to the parent community. Parent attendance at Back to School Night and Parent Conferences is at 98%. The challenge faced by the district was to begin the process of designing district benchmark assessments to gather more actionable data to drive instruction. The district will continue to use the ICA's and the Synergy Assessment Modules to build the benchmark assessments.

The District's overall Mathematics score is 13.1 points above the standard. The District's Mathematics score decreased by 3.1 points. English Learner student scores went up 2.4 points and Maintained from previous year. Socioeconomically disadvantaged students scores increased by 4.6 points. Students with disabilities went down 19.8 points and Declined Significantly.

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

G2:2 & G2:7

Purchased 30 licenses for Go-Math, utilized the savings from the licenses and curriculum to purchase the Accelerated Math and Star Math subscription. Moving forward, we will allocate these funds for supplement math materials.

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.

G2:1

Professional Development for California Math standards and instructional practices will focus on the implementation of district benchmark assessments through the ICA's and the Synergy Assessment modules, and the analysis of actionable data to drive instruction.

The District increased the overall percent of students that were above the standard. The District will continue to focus on the following area: Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems and Communicating Reasoning. The District will use District provided curriculum along with assessments from Inspect Data Bank and Smarter Balance Interim Assessments to improve scores. The District is using the ICA's as an established benchmark that is given at the beginning and end of the year to establish growth. Teachers will utilize IAB's to help students better prepare for the SBAC test.

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	\$177,767.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$705,179.00

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	\$160,671.00
Title II Part A: Improving Teacher Quality	\$27,196.00

Subtotal of additional federal funds included for this school: \$187,867.00

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 (\$)
	\$150,470.00
LCFF - Supplemental	\$366,842.00

Subtotal of state or local funds included for this school: \$517,312.00

Total of federal, state, and/or local funds for this school: \$705,179.00

School Site Council Membership

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

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

Name of Members	Role
Armando Lopez	Principal
Shaina Strahm	Classroom Teacher
Terra Pyle	Classroom Teacher
Veronica Hernandez	Classroom Teacher
Mario Lopez	Other School Staff
Ernesto Valenzuela	Parent or Community Member
John Reed	Parent or Community Member
Ken Phillips*	Parent or Community Member
Marcy Mendoza*	Parent or Community Member
Jessica Aceves	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 01/08/2020.

Attested:

Principal, Armando Lopez on
SSC Chairperson, Marcy Mendoza on