School Year: **2020-21**

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	January 12, 2021	February 9, 2021

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

The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP), which lays out goals for the entire District.

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 Support - 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/Instructional Materials/Digital Licenses – Title I

Goal 2: Full implementation of California Standards in Mathematics in K-8th grade.
* Curriculum/Instruction/ELD Support - 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/Instructional Materials/Digital Licenses – Title I

Goal 3: Implementation of Business Foundations Course through Project Based Learning Activities for 7th and 8th grade students.
* Professional Development –Title II

Goal 4: To improve the overall school climate through an increased feeling of belonging and safety in grades K-8.
* Professional Development –Title II

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 District will continue to hold consultation meetings with all stakeholders, including parents, to review the School Plan for Student Achievement, through the School Site Council (SSC), Title I Committee, and the District English Language Advisory Committee (DELAC). Parent involvement represents an important component 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 through their ParentVUE account. Access to the ParentVUE account can be found on the school website at www.muesd.net. The 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. Due to COVID-19, many campus activities have been suspended until further notice, or modified to a virtual platform.

Under normal circumstances, 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. Due to COVID-19, parents are not able to physically participate and are encouraged to participate via remotely.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.36%	0.44%	0.59%	5	6	8
Asian	3.02%	3%	2.58%	42	41	35
Filipino	0.29%	0.29%	0.29%	4	4	4
Hispanic/Latino	85.53%	85.42%	85.8%	1188	1,166	1,166
Pacific Islander	%	%	0%			0
White	10.58%	10.11%	9.64%	147	138	131
Multiple/No Response	%	0.22%	0.59%		3	7
			Total Enrollment	1,389	1,365	1,359

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	176	163	175
Grade 1	145	149	117
Grade 2	120	137	153
Grade3	135	119	142
Grade 4	159	144	126
Grade 5	149	166	147
Grade 6	166	151	171
Grade 7	176	163	158
Grade 8	163	173	170
Total Enrollment	1,389	1,365	1,359

Conclusions based on this data:

1. The District is experiencing a slight decline in enrollment.

2. The larger cohorts are exiting the district and promoting to high school, whereas smaller cohorts are entering the TK/Kindergarten grade levels.

3. Due to the difference in enrollments/exits, we had a slight decline. We anticipate a further decline in enrollment due to the COVID-19 pandemic.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	232	199	195	16.7%	14.6%	14.3%
Fluent English Proficient (FEP)	336	357	321	24.2%	26.2%	23.6%
Reclassified Fluent English Proficient (RFEP)	71	80	24	28.3%	34.5%	12.1%

Conclusions based on this data:

1. Due to the new state regulations on reclassifications, there were fewer students reclassified. The number of English Learners was consistent to the previous year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met					
	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. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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, iReady, 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.

3. For the 2020/21 school year, the State will require Districts to administer the SBAC assessment remotely, with the student taking the CAA in person.

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 Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	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. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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, iReady, 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.

3. For the 2020/21 school year, the State will require Districts to administer the SBAC assessment remotely, with the student taking the CAA in person.

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 Grade	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. * Represents a group too small to calculate a score. 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 class to support English Learners. In addition, the ELD teacher and support staff will offer support to our EL students and provide an ELPAC academy during the intervention block to provide continued ELPAC exposure to the EL students.

2. During the 2019-20 school year, students took the Summative ELPAC assessment, where Approximately 14% of our student population consists of English Learners. 17% of our English Learners are Minimally Developed, 34% are Somewhat Developed, and 48% are Moderately Developed. 20% of our English Learner population reclassified as RFEP.

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. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. The School and Student Performance Data is captured in the California Dashboard which does capture the information from 2019-2020, but not the academic score because the test wasn't administered. In order to reflects data from the last year of assessment, the information provided is from the 2018/19 school year.

2. The Student Information is from the California Dashboard for the 2019/20 school year: Enrollment: 1359, Socioeconomically Disadvantaged: 33.8%, English Learners: 14.3%, Foster Youth: 0.9%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year. The District maintained its Green Performance Indicator in ELA and Mathematics and Orange Performance Indicator in Chronic Absenteeism.

2. The Performance Indicator for the Suspension Rate improved from an "Orange" to "Green" status.
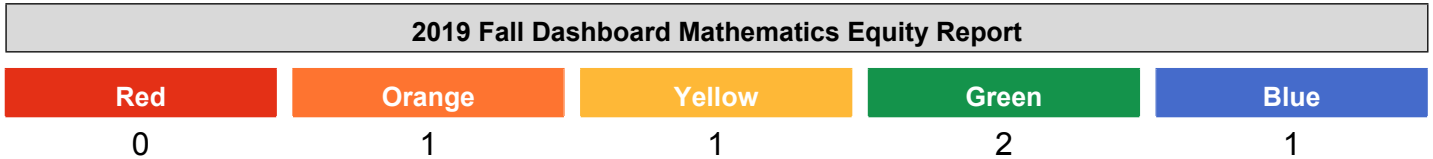
3. All Local Indicators were met.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	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 Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
32.8 points above standard	0.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	Increased ++4 points	
890	200	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	12.4 points above standard	33.4 points below standard
	Increased +3.5 points	Declined Significantly -27 points
1	331	78

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	103.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased +13 points	3
		27	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
27.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	53.3 points above standard
Maintained -0.4 points	5		Maintained -0.3 points
767			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	27.7 points above standard	41.3 points above standard
Increased +10.5 points	Increased +8.9 points	Maintained +1.3 points
74	126	505

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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.

3. The District Response plan in supporting shows that English Learners are making gains. In addition to the integrated support all students received, many of the English Learners also received designated supports with the ELD teacher and support staff. Students also benefit from the support services provided by the Title 1 teacher and support staff. The District has purchased a comprehensive digital program, iReady, to support all students in ELA and Math, along with supplemental programs/apps to enhance student learning. Our student with Disabilities are also receiving extra academic and testing support to improve overall scores.

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:

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	2	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 Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
13.1 points above standard	14.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.1 points	Maintained ++2.4 points	
889	200	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	3.1 points below standard	58.9 points below standard
	Increased ++4.6 points	Declined Significantly -19.8 points
1	330	78

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		101.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3		Increased ++9.7 points	3
		27	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Blue
6 points above standard	Less than 11 Students - Data Not Displayed for Privacy		47 points above standard
Declined -3.1 points	5		Increased ++3 points
766			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	9.1 points above standard	20.8 points above standard
Declined -3.2 points	Increased +11.3 points	Maintained -1.9 points
74	126	504

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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.

3. The District Response plan in supporting shows that English Learners are making gains. In addition to the integrated support all students received, many of the English Learners also received designated supports with the ELD teacher and support staff. Students also benefit from the support services provided by the Title 1 teacher and support staff. The District has purchased a comprehensive digital program, iReady, to support all students in ELA and Math, along with supplemental programs/apps to enhance student learning. Our student with Disabilities are also receiving extra academic and testing support to improve overall scores.

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

English Learner Progress
No Performance Color
40.9 making progress towards English language proficiency
Number of EL Students: 149
Performance Level: Low
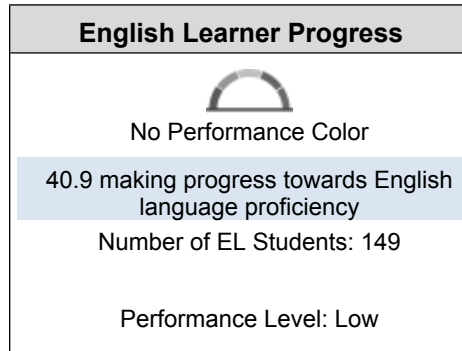
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
22.8	36.2	2.6	38.2

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data on this page reflects scores from the 2018/19 school year.

2. 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.

3. During the 2019-20 school year, we were able to administer the ELPAC summative test, where Approximately 14% of our student population consists of English Learners. 17% of our English Learners are Minimally Developed, 34% are Somewhat Developed, and 48% are Moderately Developed. 20% of our English Learner population reclassified as RFEP.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	4	1	0	0
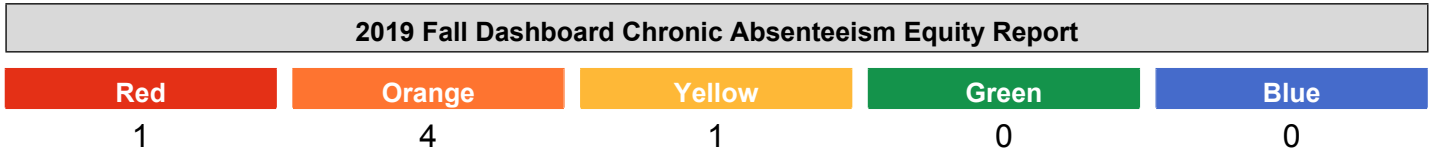
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.8	Less than 11 Students - Data Not Displayed for Privacy
6	0	Increased +6.8	4
		44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
6.6	9.1	Less than 11 Students - Data Not Displayed for Privacy	6.9
Increased +0.5	Increased +9.1		Increased +1.6
1195	11	0	144

Conclusions based on this data:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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.

3. 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. During the 2019/20 school year, the chronic absenteeism rate was 4.1%.
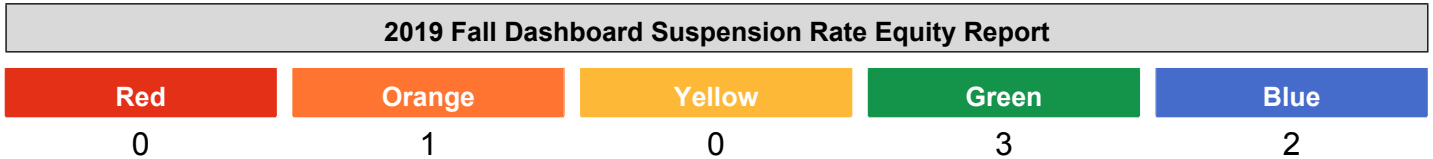
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	3	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
1.6	0.9	0
Declined Significantly -1.6	Maintained +0.1	17
1420	224	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	2.1	2.4
3	Declined Significantly -2.2	Increased +2.4
	580	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
6		Declined -2.4	4
		44	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		Blue
1.9	0		0
Declined Significantly -1.5	Declined -10.7		Declined -1.3
1210	12		144

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:

1. During the 2019-20 school year, Smarter Balanced Summative Assessment (SBAC) was not administered state wide due to the COVID-19 pandemic. This data reflects scores from the 2018/19 school year.

2. 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.

3. During the 2019/20 school year, the suspension rate was 0.6%

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

For the 2018/19 school year, 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.

Although the SBAC Summative assessment was canceled for the 2019/20 school year, an identified need was to support the ELD, Title 1, and Special Education students in the area of ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA % Standard Met / Exceeded. California School Dashboard ELA Academic Indicator Distance from Level 3. CELDT % shift across proficiency levels: Beginner, Early Intermediate, Intermediate. EL Reclassification Rate SARC report on teacher credentialing. Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Harcourt Journeys (K-6) and Collections (7-8).	2015-2016 District 64%; EL 25%; LI 23% 2015-2016 District +21. DF3; EL -14.2 DF3; LI - 1.2 DF3. 2015-2016 Beginner 18%; Early Intermediate 23%; Intermediate 40%. CELDT Reclassification rate of 27% 2016-2017 45 teachers with full credentials; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential). All students have access to district adopted curriculum both in hard copy and digital format.	During the 2020-2021 school year, the CAASPP was canceled due to COVID-19. For the 2019-2020 CAASPP, the percentage of students who met or exceeded Standard will be maintained at or above the baseline. For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DF3 Status and Change. The percentage of EL students who scored in the "Beginning" through "Intermediate" proficiency levels will show a 2% shift across English proficiency levels.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Locally created Stakeholder Survey for Implementation of State Standards.	Teacher responses to locally created Stakeholder Survey will establish a baseline data.	Continuous monitoring of Reclassification Rate to maintain above county average. Continuous monitoring of teacher credentials and assignments in the appropriate subject areas. 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 Teachers will provide remedial after-school tutoring. 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)
125,042	LCFF - Supplemental
74,619	Title I Part A: Allocation

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 English Language Development (ELD) Teacher will provide direct student instruction and ongoing professional development. Teacher will provide curriculum planning and implementation. Support Staff will assist with the planning and implementation of the ELD/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)	Source(s)
187,088	LCFF - Supplemental
10,101	Title I Part A: Allocation

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 Recruitment and retention of Highly Qualified Teachers. New hires will receive support with the Induction program and California Teacher Professional Standards.

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

Amount(s)	Source(s)
11,620	LCFF - Supplemental
10,000	Title II Part A: Improving Teacher Quality

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 Purchase of curriculum/instructional materials/digital licenses for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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)
25,000	LCFF - Supplemental
22,500	Title I Part A: Allocation

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 Update Technology to facilitate use of digital components for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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)
40,000	LCFF - Supplemental
16,000	Title I Part A: Allocation

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 Professional Development for English Language Arts (ELA), English Language Development (ELD), History/Social Studies, Science and Technical Subjects.

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)
1,000	LCFF - Supplemental

15,000	Title II Part A: Improving Teacher Quality

Annual Review

SPSA Year Reviewed: 2019-20

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.

During the 2019/20 school year, 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.

During the 2019/20 school year, the SBAC Summative Assessment was canceled. These overall scores reflect the 2018/19 school year. 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.

Due to the school closure with the COVID-19 pandemic, the District was unable to fully spend the professional development budgeted amount.

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

The 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.

Although the SBAC Summative assessment was canceled for the 2019/20 school year, an identified need was to support the ELD, Title 1, and Special Education students in the area of mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Mathematics % Standard Met / Exceeded California School Dashboard ELA Academic Indicator Distance from Level 3. District Benchmark Assessment: Beginning of Year, Mid-Year, and End of Year. SARC report on teacher credentialing. Annual Williams report on Sufficient Instructional Materials: 2014-2015 school year adoption of Houghton Mifflin Go Math curriculum. Parent Conference Attendance Rate	2015-2016 District 56%; EL 25%; LI 23%. 2015-2016 District +7.3 DF3; EL - 25.9 DF3; LI -13.8 DF3. District Benchmark for the 2016-2017 school year increased 40% from BOY 39% to EOY 79%. 2016-2017 45 teachers with full credential; 15 teachers without full credential; 1 teacher teaching outside subject area of competence (with full credential). All students have access to district adopted curriculum both in hard copy and digital format. Parent Conference attendance for 2015-2016 was 98.39%.	During the 2020-2021 school year, the CAASPP was canceled due to COVID-19. For the 2019/2020 CAASPP, the percentage of students who met or exceeded the standard will be maintained at at or above the baseline. For the California School Dashboard, the Performance Level Color will be maintained or improved based on the DFS Status and Change. For 2019/2020, maintain the End of Year assessments at school wide average of 75%. Continuous monitoring of teacher credentials and assignments in the appropriate subject areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Continuous monitoring of standards-aligned curriculum to ensure sufficient access. The district will maintain a parent conference participation rate of 98%.

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 Teachers will provide remedial after-school tutoring. Instructional Assistants will facilitate small group 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)	Source(s)
230,905	LCFF - Supplemental
74,619	Title I Part A: Allocation

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 Purchase of curriculum/instructional materials/digital licenses for Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	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 Update Technology to facilitate use of digital components for Math.

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)
40,000	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

G2:4 Professional Development for California Math standards and instructional practice.

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)

| 500 | LCFF - Supplemental |
| 9,155 | |

Annual Review

SPSA Year Reviewed: 2019-20

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.

During the 2019/20 school year, 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.

During the 2019/20 school year, the SBAC Summative Assessment was canceled. These overall scores reflect the 2018/19 school year. 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.

Due to the school closure with the COVID-19 pandemic, the District was unable to fully spend the professional development budgeted amount.

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

The 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	$240,604
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	$908,149.00

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: Allocation	$197,839.00
Title II Part A: Improving Teacher Quality	$25,000.00

Subtotal of additional federal funds included for this school: $222,839.00

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 ($)
	$9,155.00
LCFF - Supplemental	$676,155.00

Subtotal of state or local funds included for this school: $685,310.00

Total of federal, state, and/or local funds for this school: $908,149.00

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
Kristi Cook	Classroom Teacher
Kim Gustafson	Other School Staff
Ken Phillips	Parent or Community Member
Rob Christensen	Parent or Community Member
Ruth Ontiveros	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
	Other: Title 1 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, Rob Christensen on	