



# 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
Isla Vista Elementary	42691956045470	December 2, 2020	January 20, 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)

Schoolwide Program

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

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools.

## Classroom Observations

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

Site leaders regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District leadership makes regular site visits through classrooms with principals to observe and reflect on successes and areas for improvement.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

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

All students take monthly STAR 360 Early Literacy or Reading/Math assessments. Additionally, students this year will take common formative assessments in math twice per unit, along with the summative assessments their teacher elects to use. Twice a year students take a benchmark writing assessment. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

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

New teachers are supported with the County's teacher induction program, as well as a four-part new teacher series to support the development of district-specific programs. All teachers participate in ongoing professional development at the beginning of the school year and monthly as a District. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLC teams on a professional practice goal tied to their school plan and District LCAP over the course of the year. Additional support is available as needed, also.

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

Teachers meet regularly in District and site professional development opportunities or staff meetings. General education teachers are provided release time embedded within the school day to meet as a grade level professional learning community. Support staff can design their schedules to accommodate meeting with their teachers, and support is in process to ensure continuity of this cross-collaboration.

## Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time also part of the daily routine.

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

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

## **Opportunity and Equal Educational Access**

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students.

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

## **Parental Engagement**

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

Goleta Union School District values its partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Through our annual Local Control Accountability Plan (LCAP) input process, parents, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

## Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner. Additionally, access to additional support is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

## **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 School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various stakeholders in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. The English Language Committee (ELAC) reviews and discusses the school plan along with the needs assessment. Teachers and staff analyze school wide data paying close attention to subgroups to identify areas of improvement.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.21%	0.2%	0%	1	1	0
African American	1.69%	1.59%	1.01%	8	8	5
Asian	13.32%	10.32%	11.11%	63	52	55
Filipino	1.48%	1.19%	1.41%	7	6	7
Hispanic/Latino	52.64%	56.15%	49.9%	249	283	247
Pacific Islander	%	%	0%			0
White	24.74%	25%	25.45%	117	126	126
Multiple/No Response	0.85%	0.2%	6.06%	4	1	25
<b>Total Enrollment</b>				473	504	495

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	99	111	98
Grade 1	64	63	69
Grade 2	58	67	67
Grade3	64	60	66
Grade 4	67	65	62
Grade 5	62	70	61
Grade 6	59	68	72
<b>Total Enrollment</b>	473	504	495

### Conclusions based on this data:

1. Students at Isla Vista School are predominately Hispanic/Latino (~50%) and White (~25%). IV School also has a significant Asian population (~11%) and a diverse number of home languages.
2. Enrollment at Isla Vista School has been steadily increasing. From 473 students enrolled in 2017-2018 to approximately 500 students in 2018-2019 and 2019-2020.
3. The number of families who respond multiple/no response has increased 5%.



# 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	194	206	163	41.0%	40.9%	32.9%
Fluent English Proficient (FEP)	74	64	92	15.6%	12.7%	18.6%
Reclassified Fluent English Proficient (RFEP)	41	3	42	19.5%	1.5%	20.4%

### Conclusions based on this data:

1. The percentage of English Learners at Isla Vista School has declined over the last few years. Approximately 41% of students enrolled at Isla Vista identified as English learners in 2017-2018 and approximately 33% enrolled for 2019-2020.
2. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).
3. There has been a slight increase of Fluent English Proficient (FEP) students. Approximately 16% of students were FEP in 2017-2018 and that increased to 19% in 2019-2020.

# 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	63	62	58	60	59	55	60	59	55	95.2	95.2	94.8
Grade 4	56	72	64	54	70	64	54	70	64	96.4	97.2	100
Grade 5	57	63	70	55	61	69	55	61	69	96.5	96.8	98.6
Grade 6	62	58	67	62	57	67	62	57	67	100	98.3	100
All Grades	238	255	259	231	247	255	231	247	255	97.1	96.9	98.5

\* 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	2464.	2467.	2458.	46.67	42.37	34.55	16.67	18.64	30.91	18.33	25.42	14.55	18.33	13.56	20.00
Grade 4	2485.	2517.	2511.	25.93	48.57	42.19	27.78	21.43	25.00	25.93	14.29	15.63	20.37	15.71	17.19
Grade 5	2491.	2504.	2531.	32.73	22.95	40.58	14.55	22.95	20.29	20.00	26.23	15.94	32.73	27.87	23.19
Grade 6	2577.	2548.	2556.	33.87	26.32	26.87	38.71	33.33	34.33	17.74	22.81	23.88	9.68	17.54	14.93
All Grades	N/A	N/A	N/A	35.06	35.63	36.08	24.68	23.89	27.45	20.35	21.86	17.65	19.91	18.62	18.82

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	43.33	42.37	34.55	30.00	42.37	47.27	26.67	15.25	18.18
Grade 4	29.63	42.86	35.94	51.85	48.57	46.88	18.52	8.57	17.19
Grade 5	33.33	27.87	39.13	38.89	42.62	39.13	27.78	29.51	21.74
Grade 6	43.55	31.58	34.33	40.32	43.86	41.79	16.13	24.56	23.88
All Grades	37.83	36.44	36.08	40.00	44.53	43.53	22.17	19.03	20.39

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	43.33	42.37	32.73	40.00	42.37	52.73	16.67	15.25	14.55
Grade 4	33.33	45.71	34.38	44.44	41.43	57.81	22.22	12.86	7.81
Grade 5	31.48	28.33	36.23	40.74	50.00	49.28	27.78	21.67	14.49
Grade 6	45.16	35.09	35.82	40.32	43.86	50.75	14.52	21.05	13.43
All Grades	38.70	38.21	34.90	41.30	44.31	52.55	20.00	17.48	12.55

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	31.67	27.12	34.55	50.00	64.41	54.55	18.33	8.47	10.91
Grade 4	18.52	34.29	34.38	62.96	58.57	51.56	18.52	7.14	14.06
Grade 5	25.93	19.67	26.09	46.30	59.02	56.52	27.78	21.31	17.39
Grade 6	24.19	22.81	17.91	70.97	61.40	71.64	4.84	15.79	10.45
All Grades	25.22	26.32	27.84	57.83	60.73	58.82	16.96	12.96	13.33

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	43.33	44.07	34.55	43.33	42.37	41.82	13.33	13.56	23.64
Grade 4	29.63	38.57	34.38	55.56	45.71	50.00	14.81	15.71	15.63
Grade 5	27.78	29.51	39.13	38.89	45.90	36.23	33.33	24.59	24.64
Grade 6	41.94	43.86	37.31	45.16	40.35	49.25	12.90	15.79	13.43
All Grades	36.09	38.87	36.47	45.65	43.72	44.31	18.26	17.41	19.22

**Conclusions based on this data:**

1. Student participation in CAASPP assessments in consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2020. Conclusions below remain the same.
2. In 2018-2019 (~36%) of students exceed the standard and (~27%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~18%) nearly meet and (~19%) do not meet the overall achievement standards in ELA. Fourth grade had the highest percentage of students at/above grade level overall (67%).
3. The claims demonstrate that many students exceed in reading (~36%), writing (~35%) and Research/Inquiry (~37%). The majority of students (~43%) meet or nearly meet the reading (43%) and research/inquiry standards. In writing 52% of students meet or nearly met the standard. Listening and writing areas where few students struggle (~13% not met).

# 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	63	62	58	63	62	57	63	62	57	100	100	98.3
Grade 4	56	72	64	55	72	64	55	72	64	98.2	100	100
Grade 5	57	63	70	57	61	69	57	61	69	100	96.8	98.6
Grade 6	62	58	67	62	58	67	62	58	67	100	100	100
All Grades	238	255	259	237	253	257	237	253	257	99.6	99.2	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	2495.	2494.	2484.	53.97	48.39	47.37	17.46	29.03	26.32	20.63	14.52	15.79	7.94	8.06	10.53
Grade 4	2502.	2525.	2517.	25.45	47.22	34.38	32.73	16.67	28.13	34.55	25.00	28.13	7.27	11.11	9.38
Grade 5	2515.	2525.	2543.	21.05	32.79	36.23	19.30	16.39	23.19	33.33	29.51	21.74	26.32	21.31	18.84
Grade 6	2581.	2551.	2568.	35.48	29.31	35.82	25.81	25.86	13.43	29.03	22.41	38.81	9.68	22.41	11.94
All Grades	N/A	N/A	N/A	34.60	39.92	38.13	23.63	21.74	22.57	29.11	22.92	26.46	12.66	15.42	12.84

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	66.67	67.74	66.67	20.63	22.58	22.81	12.70	9.68	10.53
Grade 4	40.00	55.56	48.44	34.55	19.44	31.25	25.45	25.00	20.31
Grade 5	28.07	37.70	40.58	38.60	29.51	33.33	33.33	32.79	26.09
Grade 6	41.94	39.66	44.78	35.48	29.31	29.85	22.58	31.03	25.37
All Grades	44.73	50.59	49.42	32.07	24.90	29.57	23.21	24.51	21.01

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	47.62	56.45	43.86	42.86	25.81	40.35	9.52	17.74	15.79
Grade 4	27.27	45.83	42.19	50.91	40.28	42.19	21.82	13.89	15.63
Grade 5	26.32	24.59	37.68	43.86	50.82	49.28	29.82	24.59	13.04
Grade 6	40.32	34.48	28.36	48.39	37.93	47.76	11.29	27.59	23.88
All Grades	35.86	40.71	37.74	46.41	38.74	45.14	17.72	20.55	17.12

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	57.14	59.68	52.63	30.16	29.03	36.84	12.70	11.29	10.53
Grade 4	32.73	48.61	46.88	47.27	33.33	37.50	20.00	18.06	15.63
Grade 5	26.32	31.15	34.78	45.61	37.70	44.93	28.07	31.15	20.29
Grade 6	37.10	32.76	35.82	43.55	39.66	44.78	19.35	27.59	19.40
All Grades	38.82	43.48	42.02	41.35	34.78	41.25	19.83	21.74	16.73

**Conclusions based on this data:**

1. Student participation in CAASPP assessments is consistently strong. Due to the COVID-19 Pandemic and school closures, there were no CAASPP assessments taken by students in Spring 2020. Conclusions below remain the same.
2. Overall scaled scores continue to increase slightly overall. Approximately (~37%) of students exceed the standard and (~23%) meet the standard in overall Math achievement. Approximately (~26%) nearly meet and (~13%) do not meet the overall achievement standards in Math. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. Approximately 49% of students exceed the standard in concepts/procedures, 30% are near/meeting the standard, and 21% are not meeting standards. Problem solving/Data Analysis and Communicating reasoning each have about ~40% exceeding the standard, ~43% near/meeting the standard, and another ~17% not meeting the standard.

# 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	1452.1	1439.4	1457.1	1459.7	1440.4	1391.4	44	31
Grade 1	1507.5	1504.5	1496.4	1501.8	1518.0	1506.7	31	38
Grade 2	1550.5	1526.5	1525.6	1526.0	1574.8	1526.6	28	31
Grade 3	1502.5	1527.9	1488.4	1525.5	1516.0	1529.8	28	29
Grade 4	1525.7	1514.1	1519.0	1509.2	1531.9	1518.5	22	13
Grade 5	1531.9	1524.4	1533.2	1518.1	1530.3	1530.2	22	14
Grade 6	1509.9	1538.1	1493.1	1534.5	1526.3	1541.1	13	15
All Grades							188	171

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	50.00	22.58	27.27	48.39	*	16.13	*	12.90	44	31
1	74.19	44.74	*	31.58	*	18.42	*	5.26	31	38
2	82.14	38.71	*	41.94		9.68		9.68	28	31
3	*	44.83	57.14	31.03	*	17.24	*	6.90	28	29
4	*	23.08	54.55	46.15	*	15.38	*	15.38	22	13
5	*	21.43	50.00	42.86	*	28.57	*	7.14	22	14
6	*	13.33	*	53.33	*	33.33	*	0.00	13	15
All Grades	46.28	33.33	34.57	40.35	11.70	18.13	7.45	8.19	188	171

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	59.09	35.48	27.27	48.39	*	9.68	*	6.45	44	31
1	77.42	55.26	*	23.68	*	15.79	*	5.26	31	38
2	92.86	58.06	*	29.03		3.23		9.68	28	31
3	*	58.62	53.57	20.69	*	13.79	*	6.90	28	29
4	50.00	30.77	*	46.15	*	7.69	*	15.38	22	13
5	63.64	28.57	*	64.29		0.00	*	7.14	22	14
6	*	40.00	*	53.33	*	6.67	*	0.00	13	15
<b>All Grades</b>	57.98	47.37	29.26	36.26	5.85	9.36	6.91	7.02	188	171

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	45.45	12.90	*	12.90	34.09	51.61	*	22.58	44	31
1	58.06	28.95	*	42.11		10.53	*	18.42	31	38
2	67.86	19.35	*	51.61	*	22.58		6.45	28	31
3	*	31.03	46.43	37.93	*	13.79	*	17.24	28	29
4	*	7.69	50.00	46.15	*	30.77		15.38	22	13
5	*	7.14	50.00	14.29	*	57.14	*	21.43	22	14
6	*	6.67	*	33.33	*	60.00	*	0.00	13	15
<b>All Grades</b>	35.11	19.30	28.72	35.09	25.00	30.41	11.17	15.20	188	171

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	79.55	22.58	*	70.97	*	6.45	44	31	
1	80.65	68.42	*	26.32	*	5.26	31	38	
2	92.86	58.06	*	35.48		6.45	28	31	
3	*	48.28	60.71	37.93	*	13.79	28	29	
4	*	23.08	63.64	53.85		23.08	22	13	
5	50.00	0.00	*	92.86	*	7.14	22	14	
6	*	46.67	*	46.67	*	6.67	13	15	
<b>All Grades</b>	61.70	43.86	34.04	47.37	*	8.77	188	171	

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	50.00	41.94	43.18	48.39	*	9.68	44	31
1	64.52	26.32	*	65.79	*	7.89	31	38
2	85.71	45.16	*	41.94		12.90	28	31
3	42.86	68.97	42.86	24.14	*	6.90	28	29
4	63.64	69.23	*	30.77	*	0.00	22	13
5	68.18	71.43	*	28.57	*	0.00	22	14
6	*	40.00	*	60.00	*	0.00	13	15
All Grades	59.57	47.95	33.51	45.03	6.91	7.02	188	171

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	43.18	3.23	52.27	83.87	*	12.90	44	31
1	61.29	57.89	*	21.05	*	21.05	31	38
2	71.43	41.94	*	48.39	*	9.68	28	31
3	*	27.59	57.14	51.72	*	20.69	28	29
4	*	0.00	81.82	69.23	*	30.77	22	13
5	*	7.14	59.09	78.57	*	14.29	22	14
6	*	6.67	*	53.33	*	40.00	13	15
All Grades	37.77	26.90	46.28	53.80	15.96	19.30	188	171

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	45.45	22.58	29.55	41.94	25.00	35.48	44	31
1	48.39	31.58	41.94	57.89	*	10.53	31	38
2	53.57	29.03	46.43	61.29		9.68	28	31
3	*	37.93	57.14	55.17	*	6.90	28	29
4	*	23.08	54.55	76.92		0.00	22	13
5	*	7.14	63.64	71.43	*	21.43	22	14
6	*	33.33	*	66.67	*	0.00	13	15
All Grades	43.09	28.07	47.34	58.48	9.57	13.45	188	171



**Conclusions based on this data:**

1. Due to the COVID-19 Pandemic and school closures, not all English learners completed ELPAC assessments in the Spring 2020, so there are no school-level reports. Conclusions below remain the same.
2. Approximately 33% of English learner students achieved an overall score of Level 4, one criteria for reclassification. Approximately 40% of English learners assessed achieved an overall score of Level 3 and 18% received an overall score of Level 2. About 8% students received a Level 1.
3. Oral language and Speaking are areas of strength, with ~47% achieving a Level 4 in these areas. Reading and Writing were areas of challenge, with ~27% receiving a Level 4.

# School and Student Performance Data

## Student Population

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

2018-19 Dashboard Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>504</b>	<b>49.8</b>	<b>40.9</b>	
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	206	40.9
Homeless	1	0.2
Socioeconomically Disadvantaged	251	49.8
Students with Disabilities	39	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.6
American Indian	1	0.2
Asian	52	10.3
Filipino	6	1.2
Hispanic	283	56.2
Two or More Races	27	5.4
White	126	25.0





### Conclusions based on this data:

1. Approximately 50% of students are socioeconomically disadvantaged. This number has dropped over the last several years.
2. Approximately 41% of students are identified as English learners. This number has dropped over the last several years.
3. About 7.7% enrolled are students with disabilities.

# 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"><b>English Language Arts</b></p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="774 506 846 533">Green</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1255 506 1326 533">Blue</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="297 705 368 732">Green</p>		

#### Conclusions based on this data:

1. English Language Arts and Math overall performance is strong (green).
2. Student engagement is an area to improve by decreasing chronic absenteeism for some students.
3. Student behavior is not interfering with learning. Suspension rate is very low (blue).

# 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><b>All Students</b></p>  <p>Green</p> <p>33 points above standard</p> <p>Increased ++6.3 points</p> <p>249</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>5.6 points below standard</p> <p>Increased ++14.3 points</p> <p>142</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>1.2 points below standard</p> <p>Increased Significantly ++21.1 points</p> <p>137</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>92.4 points below standard</p> <p>Increased Significantly ++25.1 points</p> <p>27</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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 107.9 points above standard Increased Significantly ++17.1 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.8 points below standard Increased ++10.6 points 153	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 100.7 points above standard Maintained -1.7 points 56

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
54.5 points below standard Increased Significantly ++16.7 points 66	36.9 points above standard Maintained ++2.4 points 76	83.5 points above standard Declined -9.5 points 104

**Conclusions based on this data:**

- English learners increased their English language arts/literacy performance. There is still more progress to be made to close the gap between all students.
- Students identified as socioeconomically disadvantaged increased their language arts/literacy performance, although there is still more progress to be made to close the gap between all students.
- Students with disabilities increased in their language arts/literacy performance yet they are 92.4 points below standard.

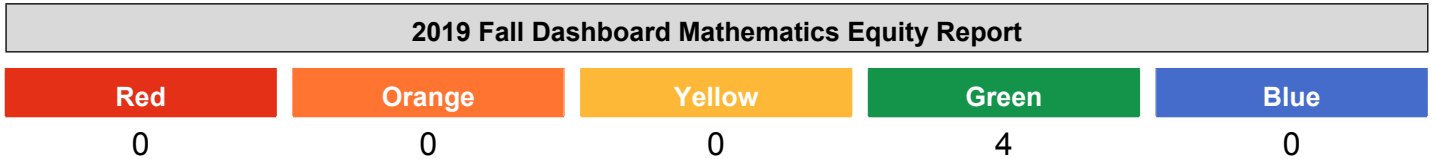
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Green</p> <p>30 points above standard</p> <p>Increased ++4.8 points</p> <p>249</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>2.4 points below standard</p> <p>Increased ++13.1 points</p> <p>142</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.5 points below standard</p> <p>Increased Significantly ++17.1 points</p> <p>137</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>89.3 points below standard</p> <p>Increased ++11.6 points</p> <p>27</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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color <span style="background-color: #e0e0e0;">98.9 points above standard</span> Increased ++4.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e0e0e0;">4.4 points below standard</span> Increased ++11.2 points 153	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	(Empty)	 Green <span style="background-color: #e0e0e0;">85.9 points above standard</span> Declined -3.4 points 56

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
<span style="background-color: #e0e0e0;">38.4 points below standard</span> Increased Significantly ++16.8 points 66	<span style="background-color: #e0e0e0;">28.8 points above standard</span> Maintained ++1.7 points 76	<span style="background-color: #e0e0e0;">72.3 points above standard</span> Declined -10 points 104

**Conclusions based on this data:**

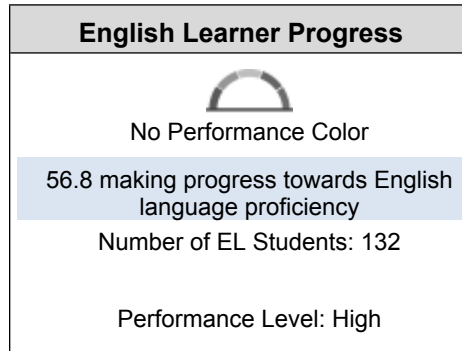
1. English learners increased in their Math performance. There is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged increased in their Math performance, although there is still more progress to be made to close the gap between all students.
3. Students with disabilities increased in their Math performance. There is still more progress to be made to reduce the gap between SWD and all students.

# 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
20.4	22.7	18.1	38.6

#### Conclusions based on this data:

1. About 57% of English Language learners are making progress towards English proficiency.
2. 39% of English Language Learners increased one ELPI level.
3. About 41% of English Language Learners maintained their ELPI level (28% Levels 1-3; 18% level 4).



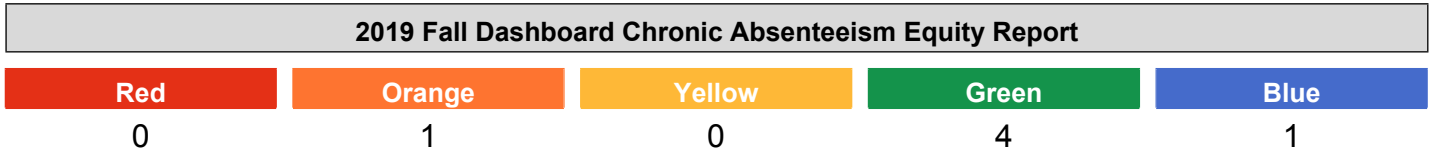
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Green</p> <p>7.2</p> <p>Declined -1.4</p> <p>525</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>8.8</p> <p>Declined -1.6</p> <p>217</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>9.5</p> <p>Declined -0.8</p> <p>273</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>6</p> <p>Declined -3.5</p> <p>50</p>

**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 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 3.3 Declined -2 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.9 Maintained 0 284	 No Performance Color 6.1 Declined -7.7 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2.3 Declined -2.6 131

**Conclusions based on this data:**

1. Overall, chronic absenteeism an area for improvement (green).
2. Students identified as socioeconomically disadvantaged have a higher proportion of students with chronic absenteeism.
3. Students identified as hispanic have maintained their high rate of chronic absenteeism.

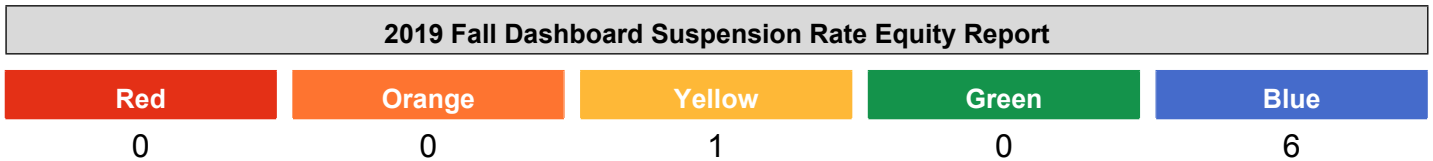
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



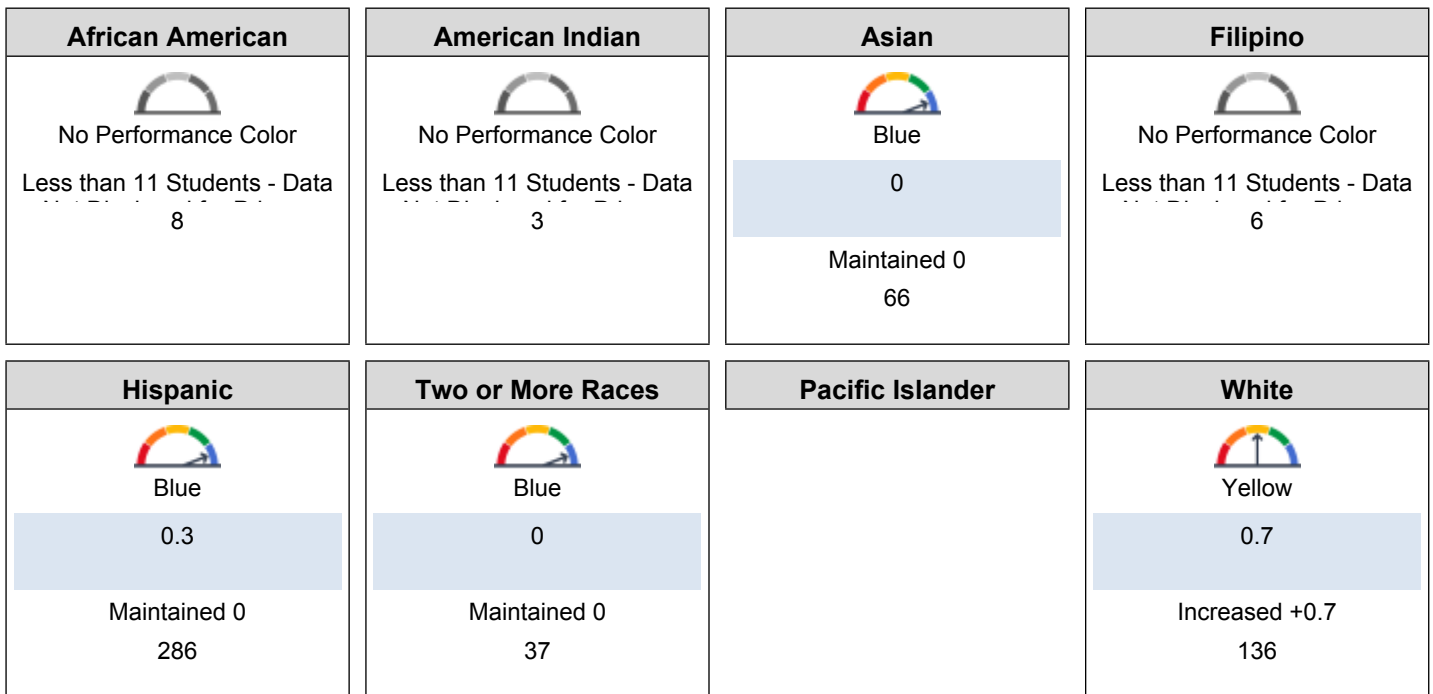
This section provides number of student groups in each color.



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><b>All Students</b></p>  <p>Blue</p> <p>0.4</p> <p>Maintained +0.2</p> <p>542</p>	<p><b>English Learners</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>223</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>277</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>51</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
	0.2	0.4

**Conclusions based on this data:**

1. Overall, the conditions and climate contributing to a positive learning experience are present. Few students are suspended.
2. Minimal discrepancy exists in suspension rates amongst subgroups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts/Literacy

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

## Goal 1

All students will demonstrate a year's growth in English Language Arts/Literacy as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

## Identified Need

March 2020 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2019 Data</p> <p>Kindergarten 32% Exceeded 26% Met 17% Nearly Met 14% Not Met 11% no data</p> <p>First Grade 51% Exceeded 17% Met 10% Nearly Met 14% Not Met 8% no data</p> <p>March 2020 Data</p> <p>Kindergarten 40% Exceeded 22% Met 18% Nearly Met 12% Not Met 7% no data</p> <p>First Grade 46% Exceeded</p>	<p>Increase the number of students meeting and exceeding proficiency in Early Literacy by at least 5%. Decrease the number of students not meeting proficiency to less than 10%. Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	12% Met 13% Nearly Met 23% Not Met 6% no data	
STAR 360 - Spring Data Early Literacy – Growth	Spring 2019 Data  Kindergarten 51% Exceeded 11% Met 27% Not Met 11% no data First Grade 71% Exceeded 11% Met 10% Not Met 8% no data  March 2020 Data  Kindergarten 66% Exceeded 19% Met 15% Not Met 7% no data First Grade 54% Exceeded 33% Met 7% Not Met 6% no data	100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Early Literacy).
STAR 360 - Spring Data Reading – Proficiency	Spring 2019 Data  Second Grade 45% Exceeded 17% Met 17% Nearly Met 10% Not Met 11% no data Third Grade 37% Exceeded 11% Met 11% Nearly Met 27% Not Met 13% no data Fourth Grade 34% Exceeded 31% Met 18% Nearly Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

12% Not Met  
4% no data  
Fifth Grade  
32% Exceeded  
0% Met  
29% Nearly Met  
21% Not Met  
18% no data  
Sixth Grade  
19% Exceeded  
23% Met  
30% Nearly Met  
20% Not Met  
7% no data

March 2020 Data

Second Grade  
61% Exceeded  
20% Met  
4% Nearly Met  
10% Not Met  
4% no data  
Third Grade  
51% Exceeded  
18% Met  
13% Nearly Met  
16% Not Met  
1% no data  
Fourth Grade  
35% Exceeded  
32% Met  
9% Nearly Met  
20% Not Met  
3% no data  
Fifth Grade  
39% Exceeded  
14% Met  
22% Nearly Met  
23% Not Met  
2% no data  
Sixth Grade  
31% Exceeded  
10% Met  
13% Nearly Met  
17% Not Met  
3% no data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Reading - Growth	<p>Spring 2019 Data</p> <p>Second Grade 56% Exceeded 17% Met 17% Not Met 10% no data</p> <p>Third Grade 29% Exceeded 11% Met 47% Not Met 13% no data</p> <p>Fourth Grade 42% Exceeded 16% Met 37% Not Met 4% no data</p> <p>Fifth Grade 26% Exceeded 15% Met 40% Not Met 18% no data</p> <p>Sixth Grade 36% Exceeded 12% Met 45% Not Met 7% no data</p> <p>March 2020 Data</p> <p>Second Grade 83% Exceeded 9% Met 9% Not Met 0% no data</p> <p>Third Grade 39% Exceeded 12% Met 48% Not Met 1% no data</p> <p>Fourth Grade 58% Exceeded 9% Met 31% Not Met 2% no data</p> <p>Fifth Grade 27% Exceeded 11% Met 61% Not Met</p>	<p>100% of students will demonstrate adequate growth (at least 100 points as measured by the Star Reading).</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2% no data Sixth Grade 46% Exceeded 6% Met 19% Not Met 3% no data	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	Spring 2019 Data Third Grade 35% Exceeded 31% Met 15% Nearly Met 20% Not Met Fourth Grade 42% Exceeded 25% Met 16% Nearly Met 17% Not Met Fifth Grade 41% Exceeded 20% Met 16% Nearly Met 23% Not Met Sixth Grade 25% Exceeded 34% Met 25% Nearly Met 15% Not Met	Increase the number of students meeting and exceeding proficiency in Reading as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

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

### Strategy/Activity 1

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

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

All students, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly. Grade levels will identify and unpack essential ELA standards. Continued emphasis will be on Tier I core initial instruction, and extension/intervention within the class environment.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Teachers will participate in professional development to support their skills in data analysis. Grade level PLC teams will utilize data/discussion outcomes from PLC collaborations to support development of instructional strategies, curriculum development, and progress monitoring for targeted intervention/extension time. PLC teams will analyze student data Schoolzilla, STAR 360, CFA data, and exit tickets to plan extension/intervention supports.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Supplemental curriculum and intervention/extension materials will be acquired to systematically support targeted intervention/extension. Lower grades K-3 will have access to Lexia and grades 3-6 will have access to Reading Plus. All grade levels will have access to MyOn and Freckle. Newcomers will have access to Rosetta Stone.

#### 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)

[Empty box for Amount(s)]

Title I

### Strategy/Activity 4

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

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Regularly communicate with parents regarding their child's learning goals, progress, as well as seek input regarding supports needed to help with their child's success.

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

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

Amount(s)	Source(s)
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## **Annual Review**

### **SPSA Year Reviewed: 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.

Master scheduling and professional development supported the team collaboration and professional learning community work (PLCs). All of the second grade and fifth grade teams, learning center, and school psychologists attended the PLC summit. Grade level PLCs worked on creating and administering common formative assessments (CFAs). PLCs collaborated to analyze student formative and summative assessments as well as discuss effective instructional strategies for all students. Additionally, PLCs worked together to determine intervention/extension needs of students and implement strategies/curriculum to serve them in differentiated target time. PLC teams are more significantly in alignment with each other, which supports uniform access to learning for all students. We expect continued improvement on State and local assessments as an outcome of these efforts. March STAR 360 data showed overall growth increasing student proficiency. Second grade had the highest percentage of students on grade level and above along with the most student growth. As a school we were able to minimize the number of students without data.

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

There was no significant difference between the intended implementation of the budget and the expenditures.

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

Our next steps will be to focus on determining English Language Arts essential standards and will begin to unpack them. We will continue to work as Professional Learning Communities to examine our Tier I core instruction more deeply, including what we can do to differentiate and scaffold within core instruction to support the success of all students. We will continue to provide systematic targeted intervention/extension time for students. The curriculum, instructional strategies, and skills to target will be discussed during PLC time teams have together. Acquisition of common materials for targeted intervention/extension will be determined. As we analyze how students perform, we

will continue to look at proficiency measures, but also will be examining student growth to measure adequate progress. Our guided coalition will continue to guide and lead the PLC work at our site.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LCAP Goal 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student groups.

## Goal 2

All students will demonstrate a year's growth in Mathematics as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

## Identified Need

March 2020 State and local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, but looking at individual students' growth data, grade level PLC teams are able to better target instruction for improved outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Refine and administer common formative assessments in math	All students will participate in common formative assessments in math twice per unit. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 - Spring Scaled Score Math, Proficiency	<p>Spring 2019 Data</p> <p>Second Grade            8% Exceeded            25% Met            20% Nearly Met            32% Not Met            14% no data</p> <p>Third Grade            40% Exceeded            24% Met            8% Nearly Met            13% Not Met            15% no data</p> <p>Fourth Grade            45% Exceeded            25% Met</p>	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 by at least 5%. Decrease the number of students not meeting proficiency to less than 15%. Minimize the number of students without data.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

12% Nearly Met  
12% Not Met  
6% no data  
Fifth Grade  
43% Exceeded  
15% Met  
8% Nearly Met  
21% Not Met  
13% no data  
Sixth Grade  
32% Exceeded  
16% Met  
16% Nearly Met  
19% Not Met  
17% no data

March 2020 Data

Second Grade  
68% Exceeded  
12% Met  
13% Nearly Met  
6% Not Met  
1% no data  
Third Grade  
63% Exceeded  
15% Met  
12% Nearly Met  
9% Not Met  
1% no data  
Fourth Grade  
57% Exceeded  
11% Met  
15% Nearly Met  
14% Not Met  
3% no data  
Fifth Grade  
39% Exceeded  
14% Met  
22% Nearly Met  
23% Not Met  
2% no data  
Sixth Grade  
9% Exceeded  
62% Met  
24% Nearly Met  
1% Not Met  
3% no data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Scaled Score Math, Growth	Spring 2019 Data  Second Grade 46% Exceeded 21% Met 18% Not Met 14% no data Third Grade 18% Exceeded 27% Met 40% Not Met 15% no data Fourth Grade 27% Exceeded 31% Met 36% Not Met 6% no data Fifth Grade 18% Exceeded 18% Met 51% Not Met 13% no data Sixth Grade 10% Exceeded 19% Met 54% Not Met 17% no data  March 2020 Data  Second Grade 67% Exceeded 20% Met 13% Not Met 0% no data Third Grade 43% Exceeded 15% Met 40% Not Met 1% no data Fourth Grade 38% Exceeded 15% Met 43% Not Met 3% no data Fifth Grade 27% Exceeded 11% Met 61% Not Met 2% no data	100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Sixth Grade 38% Exceeded 11% Met 49% Not Met 3% no data	
SBAC - Spring Overall Math Achievement	Spring 2019 Data Third Grade 47% Exceeded 26% Met 16% Nearly Met 11% Not Met Fourth Grade 34% Exceeded 38% Met 28% Nearly Met 9% Not Met Fifth Grade 36% Exceeded 23% Met 22% Nearly Met 19% Not Met Sixth Grade 36% Exceeded 13% Met 39% Nearly Met 12% Not Met	Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC by at least 5%. Decrease the number of students not meeting proficiency to less than 15%.

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

### Strategy/Activity 1

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

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

All students, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Professional Learning Communities (PLC) Teams will collaborate to review and if needed modify essential standards in math. Teachers and staff will continue to use these identified essential math standards as the basis for Tier I core instruction, scaffolding, and differentiation in class. Essential standards will be monitored with common formative assessments. Essential standards will be communicated to special education teachers and families to support focused 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)

## Strategy/Activity 2

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

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

Additional materials (from adopted materials or digital resources) to support math differentiation within the classroom will be explored. All classrooms will have access to Freckle.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

## Strategy/Activity 3

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

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

All students, including all subgroups, will be served by this strategy.

Strategy/Activity

A Math Club to support students in extending deeper into math problem-solving will be provided.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

# Annual Review

## SPSA Year Reviewed: 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.

Professional Learning Communities (PLCs) met weekly to discuss student outcomes and collaboratively determine an instructional response to support student learning. Teacher teams

collaborated and developed greater alignment amongst each by determining essential standards. After determining essential standards teams discuss mastery criteria and prerequisite skills needed to meet the standard. Second and fifth grade along with the learning center teacher, school psychologist, and principal attended the PLC summit. This group of educators planned and delivered professional development to the rest of the staff. PLC teams created and used common formative assessments in every unit. There was significantly improved student outcomes as compared to the previous year on the STAR 360 assessment for all grade levels but in particular second grade.

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

There were no drastically material differences in proposed and actual expenditures.

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

For the 2020-2021 school year, we will continue to use our master schedule to support PLC teams in meeting regularly. Essential standards will be reviewed and teachers will be utilizing common formative assessments and exit tickets to monitor student learning and inform instructional practice and pacing. Teachers will continue progress monitor student performance with the STAR 360 math assessment along with Schoolzilla. As a school we will monitor student learning by monitoring growth and proficiency in order to make the necessary adjustments to meet student needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

Goal 2: Apply best practices in teaching and learning, including effective implementation of new State Standards, including mathematics, ELD/ELA and science.

## Goal 3

All students, specifically including English Language Learner students, will increase their frequency and complexity of oral language production.

## Identified Need

Informal observations and student performance data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continues to be an area of need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will pilot SOLOM assessment.	There hasn't been a normed school wide tool to track progress.	Over the course of the school year teachers will increase the frequency and complexity of contributions by students to academic discussion during core instruction through the use of strategic structured language practices and routines.
Students will self-assess three times/year the number of times they contribute to a conversation during a lesson (ELA, Math, or Science)	This will occur within the first trimester.	Over the course of the school year students will increase the reported number of times that they productively contribute to academic discussion during core instruction through participation in structured language practices and routines.
Informal observations indicate an increased opportunity to produce language and increased scaffolding with structured language practices and routines.	Informal observations indicate that student language production and scaffolding to support language production occurs occasionally.	Informal observations will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		student oral language production.

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

### Strategy/Activity 1

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

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

All students, including all subgroups, will be served by this strategy.

#### Strategy/Activity

Students identified as English learners will participate in a grade level wide 30 minute designated English Language Development period utilizing Wonders Designated ELD curriculum. District TOSA will support teachers with strategies and SOLOM assessment.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 2

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

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

All students, including all subgroups, will be served by this strategy.

#### Strategy/Activity

During the 2020-2021 school year, teachers will use planned, structured academic conversations and routines to increase the frequency and complexity of student talk throughout the school day.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 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.

Students participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students with more intensive language needs. Observations and survey results indicate that there is continued need to implement structured language practices to support language usage across the curriculum throughout the school day.

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

There were no drastically material differences in the proposed and actual expenditures.

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

Feedback from teachers and leadership indicates students increased their opportunities and ability to produce oral language throughout the school day. However, data indicates this is a continued area of need.

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

Name of Members	Role
Lorena Reyes	Principal
Ashley Johnson	Classroom Teacher
Rosi Maldonado-Shaqr	Other School Staff
Brian Chamberlain	Parent or Community Member
Stephanie Ross	Parent or Community Member
Larry Enrique	Parent or Community Member
Viridiana Victoria	Parent or Community Member
Sayuri Soto	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**

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 .

Attested:



Principal, Lorena Reyes on 12/2/20

SSC Chairperson, Bryan Chamberlain on 12/2/20