

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
Ellwood Elementary	42691956045421	November 17, 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. Our school also sent home an English Learner Parent Needs Survey in December 2020.

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, along with the summative assessments their teacher elects to use. 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 improving their professional practice 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 and summer school 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 Ellwood English Learner Advisory Committee will review and advise on the SPSA.

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	0.51%	0.52%	0.27%	2	2	1
African American	0.76%	0.78%	0.27%	3	3	1
Asian	5.84%	5.73%	4.34%	23	22	16
Filipino	1.27%	1.04%	0.27%	5	4	1
Hispanic/Latino	58.12%	54.95%	52.85%	229	211	195
Pacific Islander	0.25%	0.26%	0%	1	1	0
White	28.17%	31.77%	29.81%	111	122	110
Multiple/No Response	0.25%	%	8.94%	1		12
Total Enrollment				394	384	369

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	51	47	52
Grade 1	56	49	50
Grade 2	44	60	48
Grade3	51	46	51
Grade 4	60	52	48
Grade 5	59	70	52
Grade 6	73	60	68
Total Enrollment	394	384	369

Conclusions based on this data:

1. Students at Ellwood School are predominately Hispanic/Latino (~53%) and White (~30%).
2. Ellwood is demonstrating a decline in enrollment There were 394 students in 2016-2017, decreasing each year to approximately 369 in 2019-2020.

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	111	115	93	28.2%	29.9%	25.2%
Fluent English Proficient (FEP)	48	37	46	12.2%	9.6%	12.5%
Reclassified Fluent English Proficient (RFEP)	28	7	29	21.4%	6.3%	25.2%

Conclusions based on this data:

1. The percentage of English Learners at Ellwood School has declined slightly over the last few years. Approximately 32% of students enrolled at Ellwood identified as English learners in 2016-2017 and approximately 28% enrolled for 2018-2019, and 25% 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).

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	50	46	62	49	46	62	49	46	98.4	98	100
Grade 4	65	65	52	65	65	51	65	65	51	100	100	98.1
Grade 5	78	60	67	78	58	66	78	58	66	100	96.7	98.5
Grade 6	62	74	61	62	73	61	62	73	61	100	98.6	100
All Grades	268	249	226	267	245	224	267	245	224	99.6	98.4	99.1

* 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	2403.	2444.	2443.	22.58	28.57	36.96	17.74	32.65	19.57	20.97	22.45	17.39	38.71	16.33	26.09
Grade 4	2455.	2485.	2489.	23.08	32.31	41.18	24.62	23.08	19.61	23.08	20.00	15.69	29.23	24.62	23.53
Grade 5	2519.	2507.	2513.	28.21	27.59	24.24	26.92	27.59	31.82	24.36	20.69	15.15	20.51	24.14	28.79
Grade 6	2548.	2547.	2546.	24.19	23.29	18.03	37.10	34.25	47.54	29.03	26.03	18.03	9.68	16.44	16.39
All Grades	N/A	N/A	N/A	24.72	27.76	29.02	26.59	29.39	30.80	24.34	22.45	16.52	24.34	20.41	23.66

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	12.90	28.57	32.61	38.71	44.90	41.30	48.39	26.53	26.09
Grade 4	20.00	26.15	25.49	55.38	52.31	58.82	24.62	21.54	15.69
Grade 5	28.21	22.41	31.82	50.00	50.00	42.42	21.79	27.59	25.76
Grade 6	22.58	30.14	21.31	53.23	49.32	50.82	24.19	20.55	27.87
All Grades	21.35	26.94	27.68	49.44	49.39	48.21	29.21	23.67	24.11

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	27.42	30.61	28.26	41.94	48.98	47.83	30.65	20.41	23.91
Grade 4	18.46	35.38	33.33	53.85	35.38	49.02	27.69	29.23	17.65
Grade 5	38.46	29.31	31.82	42.31	50.00	42.42	19.23	20.69	25.76
Grade 6	32.26	31.51	27.87	56.45	41.10	54.10	11.29	27.40	18.03
All Grades	29.59	31.84	30.36	48.31	43.27	48.21	22.10	24.90	21.43

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	12.90	20.41	36.96	59.68	71.43	52.17	27.42	8.16	10.87
Grade 4	16.92	26.15	25.49	63.08	63.08	62.75	20.00	10.77	11.76
Grade 5	19.23	13.79	21.21	62.82	65.52	60.61	17.95	20.69	18.18
Grade 6	17.74	20.55	18.03	72.58	68.49	73.77	9.68	10.96	8.20
All Grades	16.85	20.41	24.55	64.42	66.94	62.95	18.73	12.65	12.50

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	16.13	34.69	28.26	45.16	44.90	43.48	38.71	20.41	28.26
Grade 4	18.46	32.31	25.49	60.00	49.23	52.94	21.54	18.46	21.57
Grade 5	32.05	34.48	30.30	47.44	46.55	43.94	20.51	18.97	25.76
Grade 6	32.26	35.62	39.34	54.84	56.16	47.54	12.90	8.22	13.11
All Grades	25.09	34.29	31.25	51.69	49.80	46.88	23.22	15.92	21.88

Conclusions based on this data:

1. Student participation in CAASPP assessments is consistently strong. It should be noted that there are no new scores for the 2019-2020 school year, as state assessments were not administered due to the COVID-19 pandemic.
2. Overall scaled scores continue to increase slightly overall. Approximately (~26%) of students exceed the standard and (~28%) meet the standard in overall English Language Arts/Literacy achievement. Approximately (~23%) nearly meet and (~22%) do not meet the overall achievement standards in ELA. It should be noted that these percentages are approximate, as there are varied and fluctuated scores between grade levels/years.
3. The claims demonstrate that writing skills are achieved by the majority, although approximately (~23%) of students are not meeting this standard. Listening is less likely to be an area of strength (exceed standard) for most students, although few students do not meet the standard. Research/Inquiry is a claim that most students are at/near standard or exceed the standard.

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	50	46	63	49	46	63	49	46	100	98	100
Grade 4	65	65	52	65	65	51	65	65	51	100	100	98.1
Grade 5	78	60	67	78	59	67	78	59	67	100	98.3	100
Grade 6	62	74	61	62	73	61	62	73	61	100	98.6	100
All Grades	268	249	226	268	246	225	268	246	225	100	98.8	99.6

* 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	2433.	2452.	2456.	17.46	34.69	34.78	31.75	24.49	23.91	23.81	22.45	13.04	26.98	18.37	28.26
Grade 4	2473.	2486.	2477.	24.62	24.62	13.73	26.15	26.15	45.10	24.62	27.69	19.61	24.62	21.54	21.57
Grade 5	2517.	2492.	2502.	32.05	10.17	19.40	15.38	30.51	23.88	23.08	27.12	22.39	29.49	32.20	34.33
Grade 6	2541.	2547.	2530.	24.19	32.88	24.59	17.74	20.55	21.31	33.87	23.29	31.15	24.19	23.29	22.95
All Grades	N/A	N/A	N/A	25.00	25.61	22.67	22.39	25.20	28.00	26.12	25.20	22.22	26.49	23.98	27.11

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	33.33	44.90	47.83	33.33	30.61	23.91	33.33	24.49	28.26
Grade 4	29.23	35.38	33.33	35.38	27.69	39.22	35.38	36.92	27.45
Grade 5	34.62	20.34	22.39	30.77	38.98	35.82	34.62	40.68	41.79
Grade 6	30.65	43.84	32.79	38.71	28.77	36.07	30.65	27.40	31.15
All Grades	32.09	36.18	32.89	34.33	31.30	34.22	33.58	32.52	32.89

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	20.63	40.82	43.48	47.62	32.65	30.43	31.75	26.53	26.09
Grade 4	23.08	30.77	23.53	43.08	46.15	49.02	33.85	23.08	27.45
Grade 5	33.33	13.56	17.91	33.33	47.46	43.28	33.33	38.98	38.81
Grade 6	20.97	27.40	22.95	51.61	38.36	50.82	27.42	34.25	26.23
All Grades	25.00	27.64	25.78	43.28	41.46	44.00	31.72	30.89	30.22

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	23.81	44.90	41.30	49.21	40.82	34.78	26.98	14.29	23.91
Grade 4	29.23	29.23	25.49	43.08	36.92	50.98	27.69	33.85	23.53
Grade 5	30.77	11.86	23.88	42.31	54.24	46.27	26.92	33.90	29.85
Grade 6	27.42	35.62	21.31	40.32	38.36	49.18	32.26	26.03	29.51
All Grades	27.99	30.08	27.11	43.66	42.28	45.78	28.36	27.64	27.11

Conclusions based on this data:

1. Student participation in CAASPP assessments in consistently strong. It should be noted that there are no new scores for the 2019-2020 school year, as state assessments were not administered due to the COVID-19 pandemic.
2. Overall scaled scores continue to increase slightly overall. Approximately (~25%) of students exceed the standard and (~24%) meet the standard in overall Math achievement. Approximately (~25%) nearly meet and (~25%) 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 34% of students exceed the standard in concepts/procedures and 33% are near/meeting the standard. Another 33% are not meeting the standard. Problem solving/Data Analysis and Communicating reasoning each have about ~27% exceeding the standard, ~43% near/meeting the standard, and another ~30% 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	1454.7	1441.8	1461.5	1448.7	1438.4	1424.7	18	11
Grade 1	1476.6	1500.8	1497.7	1477.5	1454.9	1523.8	15	19
Grade 2	1520.6	1489.9	1528.2	1487.5	1512.6	1491.9	22	17
Grade 3	1505.3	1534.4	1496.3	1531.0	1514.0	1537.3	20	25
Grade 4	1521.1	1543.8	1530.1	1539.4	1511.9	1547.9	14	13
Grade 5	1511.3	1489.9	1506.8	1475.7	1515.2	1503.5	13	11
Grade 6	1536.9	*	1528.7	*	1544.7	*	11	6
All Grades							113	102

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	*	9.09	*	72.73	*	18.18		0.00	18	11
1	*	36.84	*	36.84	*	26.32		0.00	15	19
2	54.55	5.88	*	64.71	*	29.41	*	0.00	22	17
3	*	44.00	*	36.00	*	8.00	*	12.00	20	25
4	*	46.15	*	46.15	*	0.00		7.69	14	13
5	*	9.09	*	45.45	*	27.27	*	18.18	13	11
6	*	*	*	*	*	*		*	11	*
All Grades	38.05	27.45	42.48	45.10	16.81	20.59	*	6.86	113	102

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	61.11	9.09	*	72.73	*	18.18		0.00	18	11
1	80.00	26.32	*	52.63	*	21.05		0.00	15	19
2	77.27	11.76	*	70.59		17.65	*	0.00	22	17
3	*	56.00	65.00	24.00	*	8.00	*	12.00	20	25
4	*	61.54	*	30.77	*	0.00		7.69	14	13
5	*	27.27	*	45.45	*	18.18	*	9.09	13	11
6	*	*	*	*	*	*		*	11	*
All Grades	57.52	33.33	30.09	45.10	*	15.69	*	5.88	113	102

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	61.11	18.18	*	45.45	*	36.36	*	0.00	18	11
1	*	36.84	*	31.58	*	31.58	*	0.00	15	19
2	*	5.88	*	70.59	*	11.76	*	11.76	22	17
3	*	44.00	*	28.00	*	12.00	*	16.00	20	25
4		23.08	*	53.85	*	15.38	*	7.69	14	13
5	*	0.00	*	36.36	*	45.45	*	18.18	13	11
6	*	*		*	*	*	*	*	11	*
All Grades	26.55	24.51	33.63	40.20	29.20	24.51	10.62	10.78	113	102

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	88.89	18.18	*	81.82		0.00	18	11	
1	86.67	73.68	*	26.32		0.00	15	19	
2	68.18	23.53	*	70.59		5.88	22	17	
3	*	52.00	75.00	36.00	*	12.00	20	25	
4	*	61.54	*	38.46	*	0.00	14	13	
5	*	9.09	*	81.82	*	9.09	13	11	
6	*	*	*	*		*	11	*	
All Grades	51.33	41.18	43.36	52.94	*	5.88	113	102	

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	*	9.09	61.11	81.82		9.09	18	11
1	80.00	5.26	*	89.47		5.26	15	19
2	77.27	11.76	*	88.24	*	0.00	22	17
3	70.00	48.00	*	40.00		12.00	20	25
4	78.57	61.54	*	30.77		7.69	14	13
5	*	54.55	*	27.27	*	18.18	13	11
6	*	*	*	*		*	11	*
All Grades	69.03	30.39	28.32	60.78	*	8.82	113	102

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	61.11	100.00	*	0.00	18	11
1	*	52.63	*	47.37	*	0.00	15	19
2	54.55	5.88	*	82.35	*	11.76	22	17
3		32.00	75.00	48.00	*	20.00	20	25
4	*	15.38	*	76.92	*	7.69	14	13
5	*	18.18	*	63.64	*	18.18	13	11
6	*	*	*	*	*	*	11	*
All Grades	24.78	23.53	50.44	62.75	24.78	13.73	113	102

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	66.67	63.64	*	36.36	*	0.00	18	11
1	*	31.58	*	68.42	*	0.00	15	19
2	*	11.76	59.09	76.47		11.76	22	17
3	*	44.00	70.00	48.00	*	8.00	20	25
4	*	38.46	*	61.54	*	0.00	14	13
5	*	0.00	*	72.73	*	27.27	13	11
6	*	*	*	*		*	11	*
All Grades	36.28	31.37	58.41	61.76	*	6.86	113	102

Conclusions based on this data:

1. It should be noted that there are no new scores for the 2019-2020 school year, as ELPAC assessments were not administered to all English learners due to the COVID-19 pandemic. Conclusions are based on 2018-2019 data.
2. Approximately 38% of English learner students achieved an overall score of Level 4, one criteria for reclassification. Approximately 42% of English learners assessed achieved an overall score of Level 3 and 17% received an overall score of Level 2. No students received a Level 1.
3. Oral language, Listening, and Speaking are areas of strength, with ~58% achieving a Level 4 in these areas. Reading and Writing were areas of challenge, with ~30% 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
384	41.7	29.9	1.0

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	115	29.9
Foster Youth	4	1.0
Homeless	2	0.5
Socioeconomically Disadvantaged	160	41.7
Students with Disabilities	38	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.8
American Indian	2	0.5
Asian	22	5.7
Filipino	4	1.0
Hispanic	211	54.9
Two or More Races	19	4.9
Pacific Islander	1	0.3
White	122	31.8





Conclusions based on this data:

1. Approximately 42% of students are socioeconomically disadvantaged.
2. Approximately 30% of students are identified as English learners.
3. About 10% enrolled are students with disabilities. Although there is an intensive program for students needing our center for therapeutic education, the total percentage of special education is not above average.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 506 846 533">Yellow</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Green</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 368 730">Yellow</p>		

Conclusions based on this data:

1. English Language Arts overall performance is strong (green).
2. Mathematics progress is adequate. (yellow)
3. Chronic absenteeism is an area for focus. (yellow)

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>16.1 points above standard</p> <p>Increased ++3.4 points</p> <p>214</p>	<p>English Learners</p>  <p>Yellow</p> <p>6.3 points below standard</p> <p>Increased ++9.4 points</p> <p>89</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>16.6 points below standard</p> <p>Maintained -0.9 points</p> <p>98</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>77.5 points below standard</p> <p>Increased ++4.5 points</p> <p>31</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 83.8 points above standard Increased ++12.7 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 14 points below standard Maintained ++2.3 points 121	 No Performance Color 64.3 points above standard 11	 No Performance Color 0 Students	 Blue 55.6 points above standard Maintained -1.6 points 65

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
50.3 points below standard Increased Significantly ++21.6 points 47	42.9 points above standard Increased ++5.8 points 42	31.4 points above standard Maintained -1.8 points 123

Conclusions based on this data:

- English learners increased their English language arts/literacy performance with a 9.4% increase.
- Students identified as socioeconomically disadvantaged are scoring 16.6 points below the standard and will require focus.
- Students with disabilities increased their language arts/literacy performance slightly, although there is still more progress to be made to reduce the gap between SWD and all students.

School and Student Performance Data

Academic Performance Mathematics

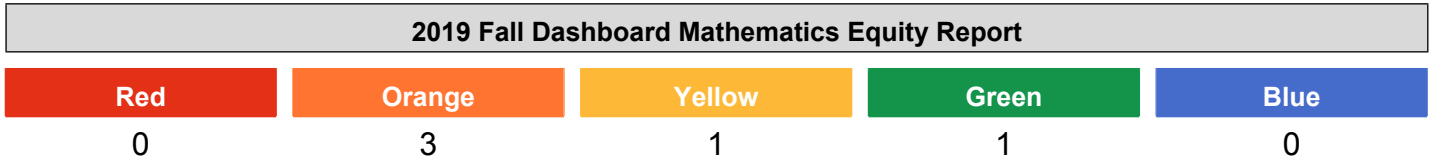
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.8 points below standard</p> <p>Maintained -2.7 points</p> <p>214</p>	<p>English Learners</p> <p>Orange</p> <p>26.5 points below standard</p> <p>Maintained ++1.9 points</p> <p>89</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.7 points below standard</p> <p>Maintained -2.9 points</p> <p>98</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>92.6 points below standard</p> <p>Increased Significantly ++28.7 points</p> <p>31</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 86.2 points above standard Increased ++11.4 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.1 points below standard Maintained ++0.4 points 121	 No Performance Color 52.4 points above standard 11	(Empty cell)	 Green 23.8 points above standard Declined -10.1 points 65

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
55.5 points below standard Increased Significantly ++22.5 points 47	5.9 points above standard Declined -12.4 points 42	4.7 points above standard Declined -6.2 points 123

Conclusions based on this data:

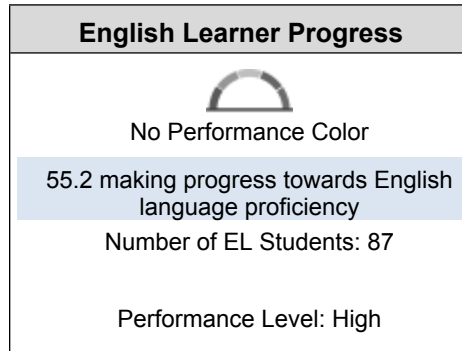
1. English learners increased their Math performance, although there is still more progress to be made to close the gap between all students.
2. Students identified as socioeconomically disadvantaged maintained their Math performance. There is still more progress to be made to close the gap between all students.
3. Students with disabilities maintained 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
21.8	22.9	19.5	35.6

Conclusions based on this data:

1. Approximately 20% of students achieved a Level of 4 on the ELPAC, one of the criteria for reclassification.
2. Approximately 22% of students decreased one level on the ELPAC. This is worthy of further investigation.
3. Approximately 55% of students progressed one level or maintained a 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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	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		
<p>All Students</p>  Yellow 7.3 Maintained +0.2 399	<p>English Learners</p>  Orange 8.3 Increased +2.7 120	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 25 16	<p>Socioeconomically Disadvantaged</p>  Green 6.2 Declined -2.7 177	<p>Students with Disabilities</p>  Orange 11.9 Maintained -0.1 42

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 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.5 Maintained +0.1 215	 No Performance Color 16 Increased +1.7 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 8 Increased +1 125

Conclusions based on this data:

- Overall, chronic absenteeism is maintaining with approximately 7% of students chronically absent.
- Students identified as socioeconomically disadvantaged have seen an improvement in chronic absenteeism, reducing by 2.7%.
- Students identified with a disability have a higher proportion of students with chronic absenteeism at 11.3%

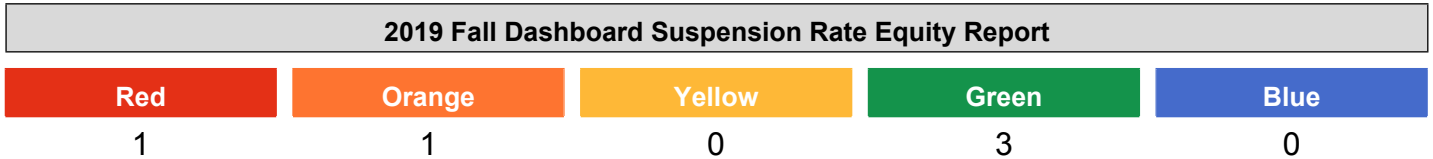
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1</p> <p>Maintained -0.2</p> <p>402</p>	<p>English Learners</p>  <p>Green</p> <p>0.8</p> <p>Maintained 0</p> <p>120</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>5</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>16</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>2.2</p> <p>Increased +0.8</p> <p>178</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>7.1</p> <p>Increased +5.2</p> <p>42</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.4 Declined -0.3 216	 No Performance Color 0 Maintained 0 25	 No Performance Color Less than 11 Students - Data 1	 Green 0.8 Maintained -0.1 126

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	1

Conclusions based on this data:

1. Overall, the conditions and climate contributing to a positive learning experience are strong with a small level of suspensions. (green)
2. Students identified as socioeconomically disadvantaged are suspended at a higher rate than the overall group.
3. Students identified as having a disability are suspended at a higher rate than the overall group. This may be due to the nature of the needs of the students in our District intensive program on our campus.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

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 and STAR 360 Reading assessments.

Identified Need

Not all students are making benchmark proficiency and/or one years growth as measured by Ren Star and local assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 - Spring Data Early Literacy – Proficiency	<p>Spring 2019 Data</p> <p>Kindergarten 17% Exceeded 11% Met 23% Nearly Met 47% Not Met 2% no data</p> <p>First Grade 68% Exceeded 8% Met 10% Nearly Met 8% Not Met 6% no data</p> <p>March 2020</p> <p>Kindergarten 47% Exceeded 27% Met 9% Nearly Met 9% Not Met 7% no data</p> <p>First Grade</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 15%. Minimize the number of students without data.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0% Exceeded 2% Met 0% Nearly Met 6% Not Met 92% no data	
STAR 360 - Spring Data Early Literacy – Growth	Spring 2019 Data Kindergarten 53% Exceeded 26% Met 19% Not Met 2% no data First Grade 68% Exceeded 14% Met 10% Not Met 8% no data March 2020 78% Kindergarten 4% Exceeded 11% Met 7% Not Met 0% no data First Grade 8% Exceeded 0% Met 0% Not Met 92% 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 40% Exceeded 21% Met 17% Nearly Met 19% Not Met 3% no data Third Grade 35% Exceeded 15% Met 19% Nearly Met 27% Not 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

4% no data

Fourth Grade
30% Exceeded
28% Met
11% Nearly Met
22% Not Met
9% no data

Fifth Grade
25% Exceeded
17% Met
20% Nearly Met
21% Not Met
17% no data

Sixth Grade
9% Exceeded
20% Met
36% Nearly Met
30% Not Met
5% no data

March 2020 Data

Second Grade
58% Exceeded
15% Met
8% Nearly Met
17% Not Met
2%no data

Third Grade
40% Exceeded
29% Met
13% Nearly Met
15% Not Met
2%no data

Fourth Grade
38% Exceeded
21% Met
19% Nearly Met
15% Not Met
6% no data

Fifth Grade
35% Exceeded
18% Met
18% Nearly Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>23% Not Met 7% no data</p> <p>Sixth Grade 25% Exceeded 18% Met 22% Nearly Met 22% Not Met 4% no data</p>	
<p>STAR 360 - Spring Data Reading - Growth</p>	<p>Spring 2019 Data</p> <p>Second Grade 68% Exceeded 6% Met 22% Not Met 3% no data</p> <p>Third Grade 35% Exceeded 13% Met 48% Not Met 4% no data</p> <p>Fourth Grade 19% Exceeded 24% Met 48% Not Met 9% no data</p> <p>Fifth Grade 23% Exceeded 11% Met 49% Not Met 17% no data</p> <p>Sixth Grade 30% Exceeded 19% Met 47% Not Met 5% no data</p> <p>March 2020 Data</p> <p>Second Grade 63% Exceeded 17% Met 21% Not Met 0% no data</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
	Third Grade 54% Exceeded 13% Met 31% Not Met 2% no data Fourth Grade 62% Exceeded 4% Met 29% Not Met 6% no data Fifth Grade 54% Exceeded 9% Met 30% Not Met 7% no data Sixth Grade 43% Exceeded 8% Met 37% Not Met 4% no data	

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 sub groups.

Strategy/Activity

Grade level Professional Learning Communities (PLCs) will meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation within the class environment. Teachers will participate in professional development to support their skills in data analysis and knowledge of effective PLC teams.

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

Grade level PLC teams will develop essential standards in English Language Arts. They will utilize data/discussion outcomes from PLC collaborations to support development of rosters, instructional strategies, curriculum development and progress monitoring for targeted intervention/extension time (Learning Teams time.)

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

In addition to the district provided subscription software Freckle and MyOn, software programs Lexia and Starfall will be purchased to help students attain proficiency in ELA.

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)

7,000

General Fund

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

PLC guiding coalition will attend year 3 of the Principal's Support Network in Simi Valley.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000

Source(s)

General Fund

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 development of team collaboration and professional learning community work (PLCs). Grade level PLCs collaborate 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 than in past years, which supports uniform access to learning for all students. While we did not see 100% of our students make a year's growth on Ren Star as hoped, we did see increases in percentages of students making a year's growth in every grade in comparison to the previous school year. We expect continued improvement on State and local assessments as an outcome of these efforts.

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, although the pandemic adjusted some implementation at the end of the 2019-20 school year.

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

Our next steps will be to 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 based on how it can be implemented in a pandemic. 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 their growth to measure adequate progress.

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

Spring 2019 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 52% Exceeded 19% Met 11% Nearly Met 14% Not Met 3% no data</p> <p>Third Grade 27% Exceeded 8% Met 2% Nearly Met 58% Not Met 4% no data</p> <p>Fourth Grade</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

41% Exceeded
19% Met
11% Nearly Met
26% Not Met
4% no data

Fifth Grade
25% Exceeded
15% Met
14% Nearly Met
27% Not Met
18% no data

Sixth Grade
36% Exceeded
22% Met
16% Nearly Met
19% Not Met
8% no data

March 2020 Data

Second Grade
67% Exceeded
13% Met
10% Nearly Met
8% Not Met
2% no data

Third Grade
63% Exceeded
19% Met
4% Nearly Met
13% Not Met
0% no data

Fourth Grade
56% Exceeded
8% Met
19% Nearly Met
8% Not Met
10% no data

Fifth Grade
54% Exceeded
14% Met
11% Nearly Met
16% Not Met
5% no data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Sixth Grade 7% Exceeded 59% Met 24% Nearly Met 1% Not Met 1% no data</p>	
<p>STAR 360 - Spring Scaled Score Math, Growth</p>	<p>Spring 2019 Data Second Grade 38% Exceeded 41% Met 17% Not Met 3% no data</p> <p>Third Grade 10% Exceeded 2% Met 83% Not Met 4% no data</p> <p>Fourth Grade 13% Exceeded 15% Met 69% Not Met 4% no data</p> <p>Fifth Grade 10% Exceeded 10% Met 62% Not Met 18% no data</p> <p>Sixth Grade 13% Exceeded 16% Met 64% Not Met 8% no data</p> <p>March 2020 Data Second Grade 46% Exceeded 15% Met 38% Not Met 2% no data</p> <p>Third Grade 23% Exceeded 29% Met</p>	<p>100% of students will demonstrate adequate growth (at least 100 points) as measured by the STAR 360 Math assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	48% Not Met 0% no data Fourth Grade 37% Exceeded 15% Met 38% Not Met 10% no data Fifth Grade 37% Exceeded 21% Met 37% Not Met 5% no data Sixth Grade 39% Exceeded 11% Met 41% Not Met 1% no data	

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 refine essential standards in math. They will 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 and use of Schoolzilla as a data tool. 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 at Ellwood School, 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

General Fund

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 has been implemented.

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) were established and regularly met to discuss student outcomes and collaboratively determine an instructional response to support student learning. Teacher teams collaborated and developed greater alignment amongst each other and in using District adopted materials. STAR 360 proficiency outcomes indicate all grade levels are demonstrating increases in overall outcomes in comparison to the previous school year.

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

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 2020-21 school year, PLC teams will be utilizing common formative assessments in math to more specifically guide their instruction and interventions/extensions. They will continue progress monitor student performance with the STAR 360 math assessment, also.

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, student performance data, and 2019-2020 instructional rounds 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 self-assess two times/year the level of oral language frequency and complexity during an integrated lesson (ELA, Math, or Science)	This will occur in February 2021.	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 two times/year the number of times they contribute to a conversation during a lesson (ELA, Math, or Science)	This will occur in February 2021.	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 English Language Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), 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, taught at their language level range, with lower than average student to teacher class size utilizing Wonders Designated ELD curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learning Students at Ellwood School, including students reclassified as Fluent English Proficient (RFEP), 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. This is more difficult during Zoom lessons where more focus will be put on language production by English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) 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.

We made good progress on oral language development with our English Learners before the COVID pandemic moved schools to online learning. Students still participated in Designated English Language Development at their instructional level. Additional supplemental material was made available to students with more intensive language needs. When the school moved to remote instruction due to the COVID pandemic, the ELD instruction continued via Zoom, but the amount of student oral discourse decreased.

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
- 3 Parent or Community Members

Name of Members	Role
Ned Schoenwetter	Principal
Amy Revilla	Classroom Teacher
Jeanette Mendoza-Torres	Other School Staff
Ignacio Gallardo	Parent or Community Member
Michael Taylor	Parent or Community Member
Shithi Kamal-Heikman	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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 11/16/2020.

Attested:



Principal, Ned Schoenwetter on 11/16/2020



SSC Chairperson, Shithi Kamal-Heikman on 12/11/2020