School Year: **2022-23**

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
Joe Henderson Elementary School	497052416111165	3-31-2022	

Purpose and Description

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

N/A

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.

N/A

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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).

Our school uses a variety of surveys to achieve stakeholder input regarding the school experience, safety, communication, and our overall school climate. Results from these surveys are analyzed by our School Site Councils as well as our staff. These results are used in creating goals for our Single Plan for Student Achievement.

Trends from the surveys that informed this Single Plan for Student Achievement were that we needed to be responsive and flexible in utilizing particular strategies/actions after returning from a pandemic in that social-emotional needs have risen due to the pandemic, as well as hold discussions of high-leverage actions to mitigate learning loss. These findings drove conversations about actions and next steps.

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 and District Administrators are in and out of classrooms on a daily basis. These informal walkthroughs provide an ongoing glimpse into day to day instructional practices, learning, student engagement and classroom environment of classrooms. Site administrators use these informal walkthrough notes to have reflective conversations with teachers about their practice and student learning and to network teachers for peer to peer support.

In addition to informal classroom walkthroughs, formal observations are conducted in collaboration with teachers who are on the evaluation cycle. These teachers participate in planning and reflecting conferences as well. During these conferences, the administrator and teacher review the evidence collected during the observation, use rubrics and other tools that describe levels of performance and discuss areas of strength and focus areas.

As a school, areas of focus for instruction, learning and culture are alignment and fidelity of essential expectations in adopted curriculum (ELA, Math, SEL, PBIS, etc) and best, first instruction, protected SEL time and focus on D.E.I. (Diversity, Equity, and Inclusion). These areas of schoolwide focus emerged from evidence and trends seen during both informal and formal classroom visits and are supported by schoolwide data.

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)

Data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, grades, SBAC/CAASPP, surveys, benchmarks, and classroom assessments. Data is used to look at areas of success as well as data is at the center of all work done as a school site. This work is anchored in state, district, school and classroom data and includes, but is not limited to: attendance, suspension, grades, SBAC/CAASPP/NWEA, surveys, benchmarks, and classroom assessments. Data is used to look at areas of success as well as areas that need improvement. We work to determine the root causes for our performance in these areas and then utilize evidence-based practices to support our students' success.

Our District is implementing a new data management system, Aries, to support all administrators and teachers in using data to improve student outcomes. Ongoing training will be provided so that all staff have the technical skills along with the data inquiry knowledge to access and use data to drive instruction and meet students' academic needs.

In returning from the Covid-19 pandemic we are working to collect consistent, reliable data. Based on our data analysis using multiple measures, the following are areas of focus for our continued work:

ELA
NWEA Data Spring, 2022:
1st-5th Grades
Percentage of students who met growth projection - 69.8%

CAASPP Spring, 2022: Baseline to be attained

Math
NWEA Data Spring, 2022:
1st-5th Grades
Percentage of students who met growth projection - 62.4%

CAASPP Spring, 2022: Baseline data to be gathered

Attendance/Chronic Absenteeism
TBD

Suspension
TBD

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

For students “not meeting” performance goals in either ELA, Math, Attendance, or Suspension, site level teams will initiate a process to identify the cause and determine appropriate interventions and supports to facilitate students reaching their academic goals. Ongoing monitoring of student progress toward these goals occurs in a variety of ways including, but not limited to observations, interviews, assessments, and/or anecdotal notes. Progress monitoring records are reviewed routinely as a school site team to ensure that students are continuing to make progress and determine if changes need to be made to student goals.

In a typical year, in addition to our two staff development days, all teachers are provided with twoLCAP Content Collaboration Days throughout the year. The purpose of these days is to provide time for grade levels and/or departments/teams to work together on content specific topics. We will reintroduce these PD days in the 2022/23 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We meet all the requirements for employing highly qualified staff.

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

All of our credentialed teaching positions in BUSD are filled. We provide two staff development days for all BUSD credentialed staff each year. Typically these days offer some mandatory sessions along with choice sessions. The topics for the sessions vary based on site and district needs as identified by data collected or teacher needs and interests especially when new technology or curriculum is being implemented. Additionally, participation in various EPOCH equity training modules occured and voluntary additional opportunities were also offered by BUSD. These areas of focus were in response to ensuring we were meeting the needs of all students, but especially our underserved student groups. Positive Behavior Intervention and Supports (PBIS) continues to be another area of professional learning as we work toward lowering our suspension and chronic absenteeism rates across the District.

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

All staff development is based on student performance needs as well as professional goals. Teachers often have choice sessions during professional development days. The choices are culled from teacher input on previous professional learning surveys, LCAP surveys, and other feedback collected from teachers and administrators.

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

Site administrators along with our Educational Services team offer support to teachers in instructional practices, assessment and using data to guide and inform instruction. Additionally mentor teachers will be given to any teacher who qualifies based on the outcome of the evaluation process.

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

Teachers in grades TK-8 have planning time each Friday as students are released early on that day. Teachers set their own agendas for these common planning meetings. Site administrators at times may request data and feedback from grade levels through the utilization of Leadership teams. Discussions and planning for instructional practice, protocols to monitor student progress, desegregation of data, and evaluation of student work are examples of the many duties required of the site level leadership teams. Our school will assist preschool students in the successful transition from early childhood programs to the school by having 3 sneak peak sessions, consultation with early childhood staff, and progress monitoring. Principals also attend pre school IEPs to assist in transition.

Teaching and Learning

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

The use of California Common Core State Standards are at the heart of all the instructional practices. Teachers and teacher teams follow district adopted pacing guides, however, teachers are given time to collaborate and align their practices. This is done through grade level/department team time, staff meeting time, and content collaboration days. Any new curriculum adoption is thoroughly vetted through a District protocol and process to ensure that the curricula under review meets the expected standards.

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

We adhere to the recommended instructional minutes for reading/language arts and mathematics as put forth by the District and the suggested time allotments in our adopted materials.

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

Teacher grade level teams and departments, in collaboration with administrators and Educational Services, teams have created pacing guidelines to ensure that the priority/essential standards have sufficient time so students can demonstrate mastery. Students receiving supports and interventions are monitored throughout the year to ensure that students are making progress and make adjustments when desired progress is not made. Interventions and supports are built to be fluid and allow students to move in and out as needed.

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

All students have access to relevant and needed standards-based instructional materials.

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

All teachers use adopted and standards-aligned instructional materials, including intervention materials. These materials are reviewed regularly and teachers work with site and District administrators to determine if there are gaps or overlaps in the materials being used. In addition, the District purchased several supplementary materials to support key content areas through a digital platform.

Opportunity and Equal Educational Access

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

All teachers provide opportunities for differentiated instruction throughout the school day. For instance, students participate in book clubs, independent reading and small group reading instruction at their level. Levels are monitored frequently and children change levels as needed. In addition, the curriculum materials used in the classrooms have resources to support students who are struggling, learning English or who have already mastered the content.

Teachers also use supplemental materials to provide instruction, such as Imagine Learning, Imagine Math, and Lexia.

Intervention teachers pull small groups of students who need extra time and support in reading in the primary grades. Intervention aides work alongside the intervention teachers to provide additional support to students. These groups are monitored and students are exited as soon as they meet delineated criteria. Students and teachers have access to supplementary materials and online programs in the classroom that are designed to provide extra support and practice to meet each child's needs. Students also have access to online reading programs at home that targets students' instructional levels. Teachers are able to monitor student progress and adjust levels as appropriate.

Evidence-based educational practices to raise student achievement

Teachers use adopted, standards-aligned curriculum as their core instructional materials. They focus on teaching the standards, check frequently for understanding, analyze student work and data and use this information to reteach or redirect learning experiences for students. Teachers use practices such as increased student talk as a way to actively engage students in greater portions of the instructional day, students write about their learning in all content areas, use model drawing, identify what didn't work in a given problem, and participate in small group instruction. Students read a range of texts with increasing amounts of non-fiction as they advance in grades. They read and view a variety of materials on a given topic and are asked to use evidence from the texts to draw conclusions. Teachers create experiences for students to engage in rich and rigorous learning experiences that stretch them as learners.

Parental Engagement

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

Students who need extra support may receive assistance through a variety of opportunities which may include intervention during or after the school day, tutoring during or after the school day, availability of supplementary curriculum, and mentors. Student Success Teams (SSTs) and Quick Chats are held throughout the year as a way for school teams to continue to monitor student progress and use our Multi-tiered System of Support (MTSS) to provide students the level of support they need at a given time in a given area.

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)

Stakeholders provide input into and evaluation of ConApp programs by way of SSC meetings, staff meetings, and any surveys utilized. Data is gathered and evaluated.

Funding

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

N/A

Fiscal support (EPC)

NA

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

Involvement Process:
Our school staff held approximately 25 based meetings or input structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2022-23 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders.

Our school also used electronic surveys or observation data to ensure that the stakeholder engagement process was inclusive. Data was gathered pertaining to student performance, actions, services and programs. School staff collected responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey.

Structure of the SPSA input meetings:
Each presentation began with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used and the current goals and actions. Local benchmark/grade data and state data was reviewed and highlights from this data discussed. Participants were then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback was collected electronically or in person.

Data collection process:
Data from all stakeholder meetings were collected. All data was documented and included the information from all stakeholder groups. The School Site Council, a group of staff, parents and administrators from across the school, and the school leadership/department chair teams met to review the data and the initial themes that emerged.

Prioritization and ranking of the data collected:
Following all the stakeholder engagement input sessions, different staff and parent groups ranked the priorities for each goal. This information was then shared with the School Site Council for review and adoption. The following is a detail of the meeting dates held with each stakeholder group:

On January 11, 2022, staff and parent stakeholders were sent videos on their role in creating SPSA.

On January 13, 2022, staff and parent stakeholders were introduced to the SPSA with opportunities to discuss the document, their roles and responsibilities, etc.
On February 17, 2022, staff and parent stakeholders discussed the SPSA document contents, its purpose, and stakeholders were sent hard copies for review, paying particular attention to the four site goals and strategies/activities for each of the four goals.
On March 20, 2022, staff and parent stakeholders discussed new proposed strategies/actions on the four site goals, progress, and next steps in planning for improvements in moving forward.
On April 1, 2022, staff and parent stakeholders discussed and approved the 2022-23 SPSA, its progress, actions, and next steps in planning for improvements in moving forward.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.18%	0.18%	0.2%	1	1	1
African American	7.3%	7.27%	7.1%	40	41	40
Asian	2.55%	3.01%	4.8%	14	17	27
Filipino	7.3%	7.62%	7.1%	40	43	40
Hispanic/Latino	13.5%	12.41%	10.9%	74	70	61
Pacific Islander	%	0.18%	0.2%		1	1
White	48.18%	45.74%	43.8%	264	258	246
Multiple/No Response	16.42%	15.6%	17.3%	90	88	97
			Total Enrollment	548	564	562

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	120	119
Grade 1	86	78	92
Grade 2	96	89	78
Grade3	77	97	91
Grade 4	94	86	95
Grade 5	96	94	87
Total Enrollment	548	564	562

Conclusions based on this data:

1. Though a bubble continues to roll through the grade levels, the total enrollment and enrollment by student group holds steady.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	23	18	17	4.2%	3.2%	3.0%
Fluent English Proficient (FEP)	22	38	29	4.0%	6.7%	5.2%
Reclassified Fluent English Proficient (RFEP)	0	10	0	0.0%	43.5%	0.0%

Conclusions based on this data:

1. The percent of students who are EL and FEP has held steady, though the amount of RFEP'd students in 2019-2020 increased dramatically to 43.5%. More focus was placed on preparing students for the assessment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	98	77	89	98	77	0	98	77	0	100	100	0.0
Grade 4	103	93	95	100	92	0	100	92	0	97.1	98.9	0.0
Grade 5	77	95	82	76	93	0	76	93	0	98.7	97.9	0.0
All Grades	278	265	266	274	262	0	274	262	0	98.6	98.9	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2440.	2433.		26.53	29.87		30.61	27.27		24.49	16.88		18.37	25.97	
Grade 4	2475.	2487.		26.00	29.35		32.00	28.26		22.00	23.91		20.00	18.48	
Grade 5	2523.	2547.		32.89	33.33		30.26	40.86		17.11	17.20		19.74	8.60	
All Grades	N/A	N/A	N/A	28.10	30.92		31.02	32.44		21.53	19.47		19.34	17.18	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.61	31.17		48.98	46.75		20.41	22.08	
Grade 4	31.00	30.43		53.00	53.26		16.00	16.30	
Grade 5	38.16	43.01		47.37	48.39		14.47	8.60	
All Grades	32.85	35.11		50.00	49.62		17.15	15.27	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.39	10.39		53.06	59.74		27.55	29.87	
Grade 4	19.00	20.65		56.00	57.61		25.00	21.74	
Grade 5	38.16	40.86		40.79	48.39		21.05	10.75	
All Grades	24.45	24.81		50.73	54.96		24.82	20.23	

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	24.49	20.78		71.43	66.23		4.08	12.99	
Grade 4	19.00	20.65		72.00	68.48		9.00	10.87	
Grade 5	21.05	27.96		61.84	64.52		17.11	7.53	
All Grades	21.53	23.28		68.98	66.41		9.49	10.31	

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.57	31.17		52.04	45.45		19.39	23.38	
Grade 4	17.00	28.26		64.00	54.35		19.00	17.39	
Grade 5	34.21	39.78		43.42	53.76		22.37	6.45	
All Grades	25.91	33.21		54.01	51.53		20.07	15.27	

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

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	98	77	89	98	77	0	98	77	0	100	100	0.0
Grade 4	103	93	95	100	93	0	100	93	0	97.1	100	0.0
Grade 5	77	95	82	76	93	0	76	93	0	98.7	97.9	0.0
All Grades	278	265	266	274	263	0	274	263	0	98.6	99.2	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2460.		28.57	35.06		37.76	36.36		20.41	11.69		13.27	16.88	
Grade 4	2505.	2508.		20.00	25.81		51.00	37.63		20.00	30.11		9.00	6.45	
Grade 5	2543.	2544.		34.21	36.56		27.63	25.81		23.68	24.73		14.47	12.90	
All Grades	N/A	N/A	N/A	27.01	32.32		39.78	33.08		21.17	22.81		12.04	11.79	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.94	51.95		29.59	25.97		23.47	22.08	
Grade 4	46.00	46.24		38.00	37.63		16.00	16.13	
Grade 5	47.37	41.94		30.26	36.56		22.37	21.51	
All Grades	46.72	46.39		32.85	33.84		20.44	19.77	

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

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.78	44.16		46.94	37.66		14.29	18.18	
Grade 4	33.00	33.33		48.00	49.46		19.00	17.20	
Grade 5	28.95	36.56		52.63	47.31		18.42	16.13	
All Grades	33.94	37.64		48.91	45.25		17.15	17.11	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.80	51.95		40.82	29.87		19.39	18.18	
Grade 4	28.00	30.11		60.00	56.99		12.00	12.90	
Grade 5	28.95	31.18		55.26	54.84		15.79	13.98	
All Grades	32.48	36.88		51.82	48.29		15.69	14.83	

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

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	4	6
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	*	7	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										20	19	18

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	55.00	15.79	22.22	*	52.63	44.44	*	21.05	22.22		10.53	11.11	20	19	18

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	65.00	47.37	50.00	*	31.58	22.22	*	10.53	16.67		10.53	11.11	20	19	18

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	5.26	5.56	60.00	21.05	44.44	*	57.89	33.33		15.79	16.67	20	19	18

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	70.00	26.32	33.33	*	57.89	66.67		15.79	0.00	20	19	18

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
2		*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	70.00	63.16	50.00	*	26.32	33.33	*	10.53	16.67	20	19	18

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	5.26	5.56	70.00	73.68	72.22	*	21.05	22.22	20	19	18

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	0.00	5.88	60.00	84.21	88.24		15.79	5.88	20	19	17

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

Conclusions based on this data:

1. Students are stronger in listening and speaking versus reading and writing.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
562	**20.5**	**3.0**	**0.4**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	3.0
Foster Youth	2	0.4
Homeless	3	0.5
Socioeconomically Disadvantaged	115	20.5
Students with Disabilities	60	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	7.1
American Indian or Alaska Native	1	0.2
Asian	27	4.8
Filipino	40	7.1
Hispanic	61	10.9
Two or More Races	97	17.3
Native Hawaiian or Pacific Islander	1	0.2
White	246	43.8

Conclusions based on this data:

1. The number of students who are socioeconomically disadvantaged continues to increase.

School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
21.8 points above standard	17.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.9 points	Declined -13.1 points	1
263	17	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	19.5 points below standard	41.7 points below standard
	Increased Significantly ++18.8 points	Increased ++8.1 points
	61	32

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
51.5 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	11.8 points above standard
Maintained -2.8 points		7	Increased ++8.2 points
18			21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
0.1 points above standard	24 points above standard	0 Students	40.3 points above standard
Increased ++3.7 points	Increased Significantly ++24.6 points		Increased ++13.4 points
41	43		131

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**
Less than 11 Students - Data Not Displayed for Privacy	15 points above standard	23.6 points above standard
6	11	Increased ++14.1 points
		240

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
21.8 points above standard	14.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.6 points	Increased ++11.5 points	1
263	17	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	No Performance Color
	10 points below standard	33.7 points below standard
	Increased Significantly ++16.3 points	Increased Significantly ++27.8 points
	61	32

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
49.2 points below standard		Less than 11 Students - Data Not Displayed for Privacy	13 points above standard
Increased ++3.8 points		7	Declined Significantly -16.9 points
18			21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue		Blue
5.6 points below standard	37.2 points above standard		37 points above standard
Declined -9.6 points	Increased Significantly ++22.1 points		Maintained -0.2 points
41	43		131

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**
Less than 11 Students - Data Not Displayed for Privacy	43.7 points above standard	22 points above standard
6	11	Maintained ++1.5 points
		240

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
46.2 making progress towards English language proficiency
Number of EL Students: 13
Performance Level: Medium

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
15.3	38.4	15.3	30.7

Conclusions based on this data:

1. Students did not take the CAASPP test in Spring, 2021 due to Covid-19.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

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	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
5.3	7.4	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.5	Increased +3.1	4
562	27	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.5	9.4
2	Increased +2.5	Increased +1.3
	122	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	Blue
9.5	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -1.3	1	Maintained 0	Maintained 0
42		14	40
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
7.6	6.1	Less than 11 Students - Data Not Displayed for Privacy	4.8
Increased +1	Maintained +0.4	0	Maintained +0.4
79	115		271

Conclusions based on this data:

1. No data is available for Spring, 2021

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
0.9	0	Less than 11 Students - Data Not
Increased +0.4	Maintained 0	4
567	28	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not	1.6	1.6
2	Increased +0.8	Maintained -0.1
	122	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	Blue
0	Less than 11 Students - Data	0	0
Declined -2.7	1	Maintained 0	Maintained 0
42		14	42
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange		Orange
0	1.7		1.1
Maintained 0	Increased +0.8		Increased +0.8
79	116		273

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.9

Conclusions based on this data:

1. There were no suspensions in the 2021/22 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LITERACY & HUMANITIES

LEA/LCAP Goal

All students in Benicia Unified School District will demonstrate mastery on and be supported in grade-level literacy and humanities standards in all content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 1

Literacy ELA Goal: Using baseline data from approved state and local assessments from Spring, 2022, all students will show progress towards mastery of standards by May, 2023. This goal will be baseline plus 5% across all groups and subgroups.

Identified Need

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed that resulted in the creation of this goal was analysis of data from the 2021/22 school year. This goal addresses the overall needs of the school. Upon acquiring baseline data for the upcoming school year, subgroup targets will be identified to implement targeted interventions and supports, as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State and local ELA assessments, such as CAASPP or NWEA.	NWEA Data Winter, 2022: 2nd-5th Grades Percentage of students who met growth projection - 44% CAASPP Spring, 2022: Baseline to be attained Target subgroups: Spring, 2022 CAASPP data to determine targeted student groups	NWEA Data Winter, 2023: 2nd - 5th Grades Percent of students who met growth projection - 69.8% CAASPP Spring, 2023: Baseline + 5% Target subgroups: Percent of students overall and in student groups meeting or exceeding standard on CAASPP will be baseline plus 5%

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, plus the following subgroups:
* Student groups will be identified by Spring, 2022 CAASPP data

Strategy/Activity

Curriculum/Instruction - Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom.
High-priority actions:
* Alignment and fidelity of essential expectations in adopted curriculum and best, first instruction
* Fidelity to TCRWP Units of Study and Phonics, guided reading, Literacy Footprints
* Alignment of SBAC structures with current practices
* Consistent spiral review of concepts

Progress Monitoring - Analyze student data to determine tiered levels of support.
High-priority actions:
* Trimesterly calendar and analyze local assessments for TK - 5th grades
* Monitor monthly progress of above actions
* Site teams drive progress monitoring

Intervention - Provide targeted classroom interventions as determined through progress monitoring.
High-priority actions:
* Tier 2 or 3 classroom instruction (small groups, guided reading groups, daily conferring, possible What I Need [W.I.N] Time)
* Consistent use of intervention supports (Lexia, Imagine Learning)

Professional Learning: - Focused and targeted professional learning will occur to promote ongoing growth.
High-priority actions:
* Attend trainings in support of increased pedagogical practice as outlined above.
* TCRWP Units of Study (focus on reading groups and conferring) and Phonics, guided reading, Literacy Footprints, Lexia, Imagine Learning, assessment systems

Embedded or ongoing supports:
Tech integration (1:1 devices)
Additional, supplemental support curriculum and materials as available
Quick Chats
RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)
Intervention support staff (Ie - Intervention teachers, reading tutors/IAs, TK/K teachers)
Needs-based leveled student groupings
Online intervention programs
Additional programs beyond the school day
Increase family engagement
Leverage site teams to support above actions/strategies (grade levels (vertical and horizontal), COST, PLCs, staff meetings, leadership, etc.

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

Amount(s)	Source(s)
0	All budgeted expenditures are explained in our District LCAP.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goal area 1:Actions and services for this goal were implemented as planned with a few exceptions due to educational restrictions due to Covid, such as exploring SBAC blueprints, due to the canceled 2021 state testing.

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

Goal area 1: The implementation of the support of the reading intervention teacher and reading tutor has been especially effective as evidenced by local data collected in that students successfully exited our reading intervention program. We were also able to utilize more online reading intervention support.

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.

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 1 with the following adjustments to actions, services, and expenditures. We will continue the amount of intervention provided to students, ie - we added more reading tutors to support reading intervention. School wide teams focused on identifying Tier 1, 2, and 3 students to provide a prescriptive plan to support them. We will continue to use

supplemental programs and increase focus on small group instruction and conferring as intervention strategies. Stakeholders have identified "High-priority Actions" to focus on for the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

MATHEMATICS & STEAM

LEA/LCAP Goal

All students in Benicia Unified School District, will demonstrate mastery on and be supported in math standards with the support of all STEAM (science, technology, engineering, art, math) content areas so that there is comparable performance for all student groups, and achievement and performance gaps are virtually non-existent.

Goal 2

Math Goal: Using baseline data from approved state and local assessments from Spring, 2022, all students will show progress towards mastery of standards by May, 2023. This goal will be baseline plus 5% across all groups and subgroups.

Identified Need

This goal was based upon the analysis of state and local data available at the time. Specific data analyzed that resulted in the creation of this goal was analysis of data from the 2021/22 school year. This goal addresses the overall needs of the school. Upon acquiring baseline data for the upcoming school year, subgroup targets will be identified to implement targeted interventions and supports as needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State and local assessments, such as CAASPP or NWEA.	NWEA Data Winter, 2022: 2nd-5th Grades Percentage of students who met growth projection - 66% CAASPP Spring, 2022: Baseline data to be gathered Target subgroups: Spring, 2022 CAASPP data to determine targeted subgroups	NWEA Data Winter, 2023: Percent of students who met growth projection - 62.4% CAASPP Spring, 2023: Baseline + 5% Target subgroups: Percent of students overall and in subgroups meeting or exceeding standard on CAASPP will be baseline plus 5%

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, plus the identified subgroups:

* Student groups will be identified by Spring, 2022 CAASPP data

Strategy/Activity

Curriculum/Instruction - Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom.
High-priority actions:
* Alignment and fidelity of essential expectations in adopted curriculum and best, first instruction
* Fidelity to EveryDay Math curriculum
* Alignment of SBAC structures with current practices
* Consistent spiral review of concepts

Progress Monitoring - Analyze student data to determine tiered levels of support.
High-priority actions:
* Trimesterly calendar and analyze local assessments for TK - 5th grades
* Monitor monthly progress of above actions
* Site teams drive progress monitoring

Intervention - Provide targeted classroom interventions as determined through progress monitoring.
High-priority actions:
* Tier 2 or 3 classroom instruction (guided reading groups, daily conferring in writing, ie - walk to learn)
* Consistent use of intervention supports (Imagine Math, EM games, E-tools kit)

Professional Learning: - Focused and targeted professional learning will occur to promote ongoing growth.
High-priority actions:
* Attend trainings in support of increased pedagogical practice as outlined above.
* Every Day Math, including EM games, E-tools kit, Imagine Math, assessment systems

Embedded or ongoing supports:
Tech integration (1:1 devices)
Additional, supplemental support curriculum and materials as available
Quick Chats
RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)
Intervention support staff (Ie - Intervention teachers, intervention aides, SPAs, TK/K teachers)
Needs-based leveled student groupings
Online intervention programs
Additional programs beyond the school day
Increase family engagement
Leverage site teams to support above actions/strategies (grade levels (vertical and horizontal), COST, PLCs, staff meetings, leadership, etc.

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

Amount(s)	Source(s)
	All budgeted expenditures are explained in our District LCAP.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Actions and services for this goal were implemented as planned with a few exceptions due to educational restrictions due to Covid, such as exploring SBAC blueprints, due to the canceled 2021 state testing.

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

The implementation in the supplemental intervention program, Imagine Math, has been especially effective as evidenced by local data collected. We were also able to provide in-person Math intervention by our intervention assistant.

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.

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 2 with the following adjustments to actions, services, and expenditures. We will continue to use the Imagine Math supplemental program and increase focus on small group instruction as an intervention strategy. Stakeholders have identified "High-priority Actions" to focus on for the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

SOCIAL-EMOTIONAL WELLNESS

LEA/LCAP Goal

All students in Benicia Unified School District, with a focus on our Black students, will feel a sense of belonging and connection to their school community so that they feel challenged and invested in a learning environment that values individuals and is accepting, respectful, safe and supportive.

Goal 3

22/23 SEL Goal: Using baseline data from district approved assessments, all students will show progress towards meeting goals to instill a sense of belonging by May, 2023.

Identified Need

This goal was based upon the analysis of state and local data including the California Dashboard. Specific data analyzed that resulted in the creation of this goal was CAASPP proficiency percentages and the CA Dashboard analysis. This goal addresses the needs of all students, specifically those exhibiting a need for more support in behavior and social-emotional regulation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Locally approved surveys and/or screeners.	Baseline score obtained in Fall, 2022	Baseline + 25%

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, plus the following student groups:
* Students exhibiting emotional/behavioral concerns who qualify for Tier II or Tier III supports

Strategy/Activity

Curriculum/Instruction - Promote best, first instruction and provide additional supports using scaffolding and differentiation in the classroom.
High-priority actions:
* Alignment and fidelity of essential expectations in adopted curriculum and best, first instruction:
* Protected SEL time and fidelity of 2nd Step Curriculum/SEL instruction (ie - brain breaks, mindfulness, calming corner, community circle, SPOT SEL) and implementation
* Fidelity of PBIS implementation
* Forum/Structure to resolve conflicts/repair the harm (ie - STEP Language, restorative practices, conflict managers)

Progress Monitoring - Analyze student data to determine tiered levels of support. Consistently use data to monitor.
High-priority actions:
* Trimesterly calendar and analyze local assessments for TK - 5th grades (Climate survey, SWIS data, TFI, etc)
* Monitor monthly progress of above actions
* Site teams drive progress monitoring

Intervention - To support tiered leveled SEL and behavior needs, provide targeted classroom interventions.
High-priority actions:
* Tier 2 or 3 classroom strategies (sticker charts, home/school communication plan, buddy room)

Professional Learning - Focused and targeted professional learning will occur to promote ongoing growth.
High-priority actions:
* Increased family engagement
* Attend trainings in support of increased pedagogical practice as outlined above for pertinent staff.
* Second Step, STEP language, RJ, Conflict Management, Mindfulness, Tier II/III supports
* Leverage site teams to support the work

Embedded or ongoing supports:
All staff involved in SEL support
SEL TIER II and III staff support (ie - Care Solace, CICO, Special Friends, 2nd Step, ABW, Care clinic, School Pysch, Psych Inter, School Counselor, Wellness Ctr Techs)
Buddy Classrooms
Wellness Center
SEL section in library
District support (Behaviorist, Mental Health Coordinator)
Additional, supplemental support curriculum and materials as available
Quick Chats/SSTs
RTI (Response to Intervention) - Analyze student progress to determine tiered supports (Tier 1, 2, 3)
Additional programs beyond the school day
Increased family engagement (Initial Survey, feedback from younger learners, Family Nights, Welcome Family Program, Representation)
Grade level collaboration, vertical and horizontal/ COST/PLCs/staff meetings/ leadership aligned with site/district goals

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)
0	

	All budgeted expenditures are explained in our District LCAP.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Actions and services for this goal were implemented as planned with a few exceptions due to educational restrictions due to Covid, such as analysis of particular data, as we did not implement the REACH survey nor a SEL/behavioral screen, and SWIS data was not able to utilized/analyzed until Winter, 2022.

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

The implementation in the supplemental Tier II/III services, as well as the opening of the Wellness Center, have been especially effective as evidenced by local data collected. Additionally, the protected daily SEL time increased positive behavior as evidenced by observations and local data.

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.

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 3 with the following adjustments to actions, services, and expenditures: Collect and analyze regular data and implement 2nd Step curriculum with fidelity. Stakeholders have identified "High-priority Actions" to focus on for the next school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

EQUITY

LEA/LCAP Goal

Historically underserved and underrepresented students will have access to and inclusion in all learning and activities in school. BUSD will advance equity practices by ensuring that the voices of our students are represented, they feel seen and their cultures and stories are valued with a particular focus on students who are Black, socio-economically disadvantaged, English learners, LBGTQ, and students in special education.

Goal 4

2022/23 Equity Goal: To intentionally cultivate equity, diversity, and inclusion by strengthening cultural competence within BUSD schools that results in equity for ALL students. Ensure voices, perspectives, and experiences of our students are represented with a focus on students who are Black, socioeconomically disadvantaged, English learners, Hispanic/Latinx, LGBTQ, and students in special education.

Identified Need

All students, plus the following subgroups:
* Target subgroups include students who have been historically underserved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Stakeholder surveys, etc.	Establish a baseline in Fall, 2022	Baseline + 25% increase

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, and students who have been historically underserved.

Strategy/Activity

Curriculum/Instruction - Address inequities in anti-racist/anti-biased practices and increase cultural competency and responsiveness.
High-priority actions:
* Alignment and fidelity of essential expectations in best, first instruction
* Student representation in all classrooms and opportunities (ie - class balancing)
* Access to all communication and align systems for parental ease of use
* Diversity in curriculum and all school areas and opportunities

Progress Monitoring - Analyze and monitor school-wide data and input from stakeholders to identify needs.
High-priority actions:
* Trimesterly calendar and analyze data (Climate survey, SWIS data, TFI, DRS, etc)
* Leverage site teams to drive progress monitoring

Intervention/Inclusionary practices - Based on gathered data (surveys, observations), our site will explore ways to provide systematic classroom and school-wide interventions based on Progress Monitoring (see above).

Professional Learning - Focused and targeted professional learning will occur to promote ongoing growth
High-leverage actions:
* Attend trainings in support of increased pedagogical practice as outlined above for pertinent staff.
* Diversity-Equity-Inclusions (D.E.I.), discipline practices, identity, biases (including discipline practices), alignment of site goals and district goals
* Leverage site Equity teams to support the work

Embedded or ongoing supports:
All staff involved in Equity work
Access internal professional experts/leads (ie - school psychologists, mentors, behaviorists, etc)
Explore access to external professional developers (ie - parent/community experts, presenters and staff developers)
Additional, supplemental support curriculum and materials as available
Additional programs beyond the school day
Grade level collaboration, vertical and horizontal/ COST/PLCs/staff meetings/ leadership aligned with site/district goals
Wellness Center
D.E.I. represented in library
Increased family engagement (Initial Survey, feedback from younger learners, Family Nights, Welcome Family Program, Representation)

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)
	All budgeted expenditures are explained in our District LCAP.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Actions and services for this goal were implemented as planned with a few exceptions, such as consistency of equity team meetings, analyzing diversity in curriculum, and gathering REACH 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.

The implementation of using LCAP funds to diversity classroom libraries has been effective as evidenced by observations. Additionally, professional development in Epoch education has increased reflection in diversity, equity, and inclusion, and therefore has increased pedagogy.

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.

As goals, actions, services, and expenditures (as listed in the LCAP) were analyzed, staff and parents determined to continue SPSA Goal 4 with the following adjustments to actions, services, and expenditures: Collect and analyze regular data to drive action items. Stakeholders have identified "High-priority Actions" to focus on for the next school year.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $0.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 3	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melanie Buck	Principal
Tiffany Anderson	Classroom Teacher
Julie Malte	Classroom Teacher
Julie Rosenthal	Classroom Teacher
Jarrod Slate	Parent or Community Member
Joanna Altman	Parent or Community Member
Colleen Macadam	Parent or Community Member
Colleen MacAdam	Parent or Community Member
Kaitlyn DeMers	Parent or Community Member
Karin Mendiola	Other School Staff

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 February 6, 2020.

Attested:

Principal, Mrs. Melanie Buck on 04/23/2021

SSC Chairperson, Jarrod Slate on 04/23/201

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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