

School Year: **2021-22**



# 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
Plainfield Elementary School	57727100000000	May 19, 2021	June 3, 2021

## Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:  
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses

necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including: a school and family engagement policy a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

## 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

Plainfield Elementary School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Plainfield Elementary including ELAC (English Learner Advisory Committee), School Site Council, staff, and and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Plainfield Elementary school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student input was gathered through a survey focused on culture and safety, of which 108 students responded. Student focus groups were created, with a balanced representation of student groups. 16 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified attendance, academic programs, enrichment and school connectedness as areas of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on May 12 and May 19 to review the School Plan for Student Achievement (SPSA), their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On February 23, 2021 a team of 7 (Site Leadership) conducted an in -depth review of Plainfield Elementary students' performance data, identified English Language Arts and Mathematics as areas of need, and proposed actions and strategies to support these needs. Areas of concern included low reading levels, vocabulary development, use of integrated English Language Development strategies, structured student discourse, limited vertical articulation, parent support, formal testing practice.

Needs assessment meetings were also held with ELAC (English Learner Advisory Committee) on February 19, 2021, and with School Site Council on February 22, 2019. ELAC identified parent involvement and communication as an underlying cause for decreased attendance and academic scores. Parents proposed more direct communication between parents and teachers while advocating for mini parent teacher conferences. In addition, ELAC recommended continuing parent information nights. School Site Council identified parent support, culturally relevant/diverse

curriculum, and students rushing through the SBAC as underlying causes for decreased academic scores. Council members proposed targeted after school interventions groups, parent workshops, school-wide small group support, additional opportunities for student academic talk, vertical articulation, incentives, and integrated/designated ELD (English Language Development) /GLAD (Guided Language Acquisition and Design) strategies.

Staff and ELAC reviewed the SPSA on April 14, 2021 and April 23, 2021, respectively and provided additional feedback. The ELAC chair signed the final draft of the SPSA on May 14, 2021. School Site Council reviewed the plan on April 21, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 19, 2021.

## 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.28%	0.28%	0.3%	1	1	1
African American	1.11%	0.28%	0.3%	4	1	1
Asian	3.33%	2.28%	3.02%	12	8	10
Filipino	0.28%	0.28%	0.3%	1	1	1
Hispanic/Latino	41.11%	41.6%	41.09%	148	146	136
Pacific Islander	%	%	0%			0
White	52.78%	53.56%	52.27%	190	188	173
Multiple/No Response	0.56%	0.85%	0.6%	2	3	7
	<b>Total Enrollment</b>			360	351	331

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	47	43	41
Grade 1	49	45	43
Grade 2	49	53	45
Grade3	54	44	54
Grade 4	56	52	40
Grade 5	55	56	51
Grade 6	50	58	57
<b>Total Enrollment</b>	360	351	331

### Conclusions based on this data:

1. Our school enrollment has recently decreased starting at 360 students in 2017-18, and 351 students in 2018-2019, and 331 students in 2019-2020. Our demographic composition primarily consists of White (52.27 %), Hispanic (41.09%), Asian (3.02%), African American, Filipino, and America Indian (.3%); with multiple/no responses at .6%. This data highlights the need for our school to continue to ensure that all students feel connected socially and a part of our school.
2. 2018-19 Grade Level enrollment ranged from 41 - 57 students. The Primary Grade Enrollment average was 22.875 students per class, putting us within Grade Span Adjustment (GSA) requirements of 26:1 (student to teacher ratio). The Intermediate Grade Enrollment average was 29.6 students per class which is lower than the 32:1 average. These small numbers provide teachers additional opportunities for student contact time and individual attention.

3. Due to low fourth grade enrollment in 2018-2019, there was a fourth-fifth combination class in 2019-2020 and a fifth-sixth combination class in 2020-2021. Our projected enrollment for 2021-2022 indicates a reduction in full time employees, and highlights the need to provide differentiated and small group instruction.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	52	38	23	14.4%	10.8%	6.9%
Fluent English Proficient (FEP)	28	33	37	7.8%	9.4%	11.2%
Reclassified Fluent English Proficient (RFEP)	11	10	16	22.4%	19.2%	42.1%

### Conclusions based on this data:

- 2019-2020 enrollment of English Learners (EL) decreased by 15 students. The number of Fluent English Proficient (FEP) increased by four to 37 students, and the number of students who have Reclassified Fluent English Proficient (RFEP) increased by six students. With comparative low enrollment of ELs, as a school percentage, we utilize the homeroom model during designated English Language Development (ELD). Teachers, by grade level, provide designated ELD to their students in small group settings or combine ELD students by grade level to provide instruction. Due to the low number of EL in the intermediate grades this year, our EL Specialist provides designated ELD instruction to seven students ranging in grades 4-6 to increase language development use and student engagement.
- The 2019-2020 percentage of RFEP students increased from 2018-19, by 22.9 percent, or six students. However, with a decrease of our ELs by 15 students, the ratio of RFEP to EL students increased. This data suggests that both designated and integrated ELD strategies/supports have become more consistent schoolwide and are having a positive impact on our EL students. However, we need to continue to refine instructional practices and monitoring of both EL and RFEP students. With such a small number of students that are EL and/or RFEP, each student's academic growth amplifies that particular student group.
- Over the course of three years, there is a positive trend in the number of students that are designated as Fluent English Proficient (FEP) and RFEP while the number of EL are trending down. As a result teachers need to be well versed in differentiate instruction using high yield integrated and designated ELD strategies.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	53	41	52	52	41	52	52	41	100	98.1	100
Grade 4	57	57	49	56	57	49	56	57	49	98.2	100	100
Grade 5	63	58	57	59	58	55	59	58	55	93.7	100	96.5
Grade 6	53	49	54	51	49	53	51	49	53	96.2	100	98.1
All	225	217	201	218	216	198	218	216	198	96.9	99.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2435.	2429.	15.38	21.15	31.71	13.46	36.54	14.63	21.15	25.00	26.83	50.00	17.31	26.83
Grade 4	2412.	2419.	2472.	14.29	14.04	26.53	19.64	17.54	30.61	10.71	15.79	10.20	55.36	52.63	32.65
Grade 5	2474.	2443.	2455.	10.17	10.34	14.55	33.90	18.97	20.00	11.86	15.52	12.73	44.07	55.17	52.73
Grade 6	2535.	2566.	2510.	19.61	34.69	11.32	35.29	32.65	30.19	21.57	20.41	28.30	23.53	12.24	30.19
All Grades	N/A	N/A	N/A	14.68	19.44	20.20	25.69	25.93	24.24	16.06	18.98	19.19	43.58	35.65	36.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	23.08	29.27	26.92	59.62	46.34	53.85	17.31	24.39
Grade 4	21.43	14.04	34.69	26.79	38.60	34.69	51.79	47.37	30.61
Grade 5	18.64	13.79	16.36	45.76	32.76	36.36	35.59	53.45	47.27
Grade 6	19.61	30.61	15.09	62.75	46.94	41.51	17.65	22.45	43.40
All Grades	19.72	19.91	23.23	40.37	43.98	39.39	39.91	36.11	37.37

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.62	17.31	12.20	46.15	53.85	65.85	44.23	28.85	21.95
Grade 4	14.29	12.28	20.41	28.57	43.86	55.10	57.14	43.86	24.49
Grade 5	20.34	10.34	14.55	52.54	39.66	50.91	27.12	50.00	34.55
Grade 6	25.49	42.86	16.98	50.98	40.82	58.49	23.53	16.33	24.53
All Grades	17.43	19.91	16.16	44.50	44.44	57.07	38.07	35.65	26.77

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.62	21.15	24.39	61.54	69.23	63.41	28.85	9.62	12.20
Grade 4	19.64	12.28	8.16	44.64	59.65	75.51	35.71	28.07	16.33
Grade 5	11.86	12.07	14.55	59.32	55.17	56.36	28.81	32.76	29.09
Grade 6	19.61	42.86	15.09	64.71	46.94	66.04	15.69	10.20	18.87
All Grades	15.14	21.30	15.15	57.34	57.87	65.15	27.52	20.83	19.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.38	26.92	24.39	42.31	57.69	46.34	42.31	15.38	29.27
Grade 4	14.29	15.79	22.45	37.50	43.86	51.02	48.21	40.35	26.53
Grade 5	23.73	10.34	9.09	37.29	37.93	38.18	38.98	51.72	52.73
Grade 6	37.25	44.90	22.64	37.25	42.86	49.06	25.49	12.24	28.30
All Grades	22.48	23.61	19.19	38.53	45.37	45.96	38.99	31.02	34.85

**Conclusions based on this data:**

- In 2018-2019, 44.45 percent of students Met or Exceeded Standard in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA)/Literacy. This represents a .92 percentage point decrease from the previous year (45.37 percent). More than half the students tested were below standard (Standard Nearly Met, Standard Not Met). Grades 3 and 4 had the highest percentage of students meeting or exceeding standard at 46.34 percent and 57.14 percent respectively. Grades 5 and 6 had the lowest scores at 34.55 percent and 41.51 percent respectively, however many of these students improved scores from the previous year.

Achievement Level Descriptors reveal the following percent of students scored above, at or near standard:  
 In Reading, 62.62 percent (students can comprehend stories and information they read)  
 In Writing, 72.22 percent (students can communicate effectively in writing)  
 In Listening, 80.3 percent (students can understand spoken information)  
 In Research/Inquiry, 65.15 percent (students can find and present information about a given topic)

Teacher familiarity and experience with the newly adopted ELA curriculum; additional student exposure to informational text (NewsELA and Scholastic News); small group reading instruction; continued use of computer programs such as Accelerated Reader and iReady have been contributing factors to these scores.
- Achievement Level Distribution Over Time**  
 The 2018-19 4th Grade had a .55 percentage point decrease from the previous year.  
 In 2017-2018, 57.69 percent of students in 3rd Grade Met or Exceeded Standard. In 2018-2019, 57.14 percent of these students as 4th graders Met or Exceeded Standard.

The 2018-19 5th Grade had a 2.97 percentage point increase from the previous year.  
 In 2017-2018, 31.58 percent of these students as 4th graders Met or Exceeded Standard. In 2018-2019, 34.55 percent of these students as 5th graders Met or Exceeded Standard.

The 2018-19 6th Grade had a 12.2 percentage point increase from the previous year.  
 In 2017-2018, 29.31 percent of these students as 5th graders Met or Exceeded Standard. In 2018-2019, 41.51 percent of these students as 6th graders Met or Exceeded Standard.



This data indicates that students in 6th grade have experienced significant increases in the percent that Met or Exceed Standard from the previous year as fifth graders.

3. The percentage of students tested in third through sixth grade was nearly 100 percent (98.5 %); three students did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52	53	41	52	52	41	52	52	41	100	98.1	100
Grade 4	57	57	50	56	57	50	56	57	50	98.2	100	100
Grade 5	63	58	57	62	58	56	62	58	56	98.4	100	98.2
Grade 6	53	49	54	52	49	54	52	49	54	98.1	100	100
All	225	217	202	222	216	201	222	216	201	98.7	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2429.	2437.	19.23	9.62	17.07	17.31	40.38	39.02	25.00	32.69	26.83	38.46	17.31	17.07
Grade 4	2425.	2448.	2485.	7.14	12.28	14.00	8.93	17.54	38.00	44.64	43.86	38.00	39.29	26.32	10.00
Grade 5	2500.	2454.	2485.	24.19	8.62	16.07	16.13	12.07	12.50	25.81	27.59	32.14	33.87	51.72	39.29
Grade 6	2504.	2558.	2497.	11.54	26.53	12.96	25.00	28.57	18.52	28.85	26.53	27.78	34.62	18.37	40.74
All Grades	N/A	N/A	N/A	15.77	13.89	14.93	16.67	24.07	25.87	31.08	32.87	31.34	36.49	29.17	27.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.00	19.23	24.39	28.85	61.54	43.90	46.15	19.23	31.71
Grade 4	8.93	17.54	34.00	19.64	47.37	40.00	71.43	35.09	26.00
Grade 5	32.26	10.34	26.79	32.26	29.31	21.43	35.48	60.34	51.79
Grade 6	23.08	44.90	27.78	36.54	26.53	24.07	40.38	28.57	48.15
All Grades	22.52	22.22	28.36	29.28	41.20	31.34	48.20	36.57	40.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	25.00	26.83	44.23	48.08	48.78	36.54	26.92	24.39
Grade 4	8.93	12.28	20.00	42.86	56.14	60.00	48.21	31.58	20.00
Grade 5	19.35	10.34	8.93	38.71	37.93	48.21	41.94	51.72	42.86
Grade 6	15.38	32.65	7.41	44.23	46.94	51.85	40.38	20.41	40.74
All Grades	15.77	19.44	14.93	42.34	47.22	52.24	41.89	33.33	32.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.08	21.15	29.27	42.31	50.00	53.66	34.62	28.85	17.07
Grade 4	10.71	17.54	20.00	30.36	45.61	58.00	58.93	36.84	22.00
Grade 5	19.35	6.90	12.50	38.71	43.10	46.43	41.94	50.00	41.07
Grade 6	13.46	32.65	14.81	42.31	36.73	50.00	44.23	30.61	35.19
All Grades	16.67	18.98	18.41	38.29	43.98	51.74	45.05	37.04	29.85

**Conclusions based on this data:**

- In 2018-19, 40.8 percent of students Met or Exceeded Standard in the CAASPP for Mathematics. This represents a 2.84 percentage point increase from the previous year (37.96 percent) and a two year growth of 8.36 percentage points. While this is sustained growth, more than half the students tested were below standard. Grades 3 and 4 had the highest percentage of students meeting or exceeding standard at 56.09 percent and 52 percent respectively. Grades 5 and 6 had the lowest scores at 28.57 percent and 31.48 percent respectively.

2018-19 Achievement Level Descriptors  
 Concepts and Procedures:  
 59.7 percent of students were above or near standard (students apply mathematical concepts and procedures). A decrease of 3.72 percent from 2017-2018  
 Problem Solving and Modeling/Data Analysis:  
 67.17 percent of students were above or near standard (students use appropriate tools and strategies to solve real world and mathematical problems). An increase of .51 percent from 2017-2018  
 Communicating Reasoning:  
 70.15 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). An increase of 7.19 percent from 2017-2018

This information suggests that our students are improving their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve, as well as to communicate the process and answers effectively.
- Achievement Level Distribution Over Time**  
 The 2018-2019 4th Grade had a two percentage point increase from the previous year.  
 In 2017-2018, 50 percent of these students in 3rd Grade Met or Exceeded Standard. In 2018-2019, 52 percent of these students as 4th graders Met or Exceeded Standard.

The 2018-2019 5th Grade had a 7.97 percentage point decrease over a three year period.  
 In 2016-2017, 36.54 percent of these students in 3rd Grade Met or Exceeded Standard. In 2017-2018, 29.82 percent of these students as 4th graders Met or Exceeded Standard. In 2018-2019, 28.57 percent of these students as 5th graders Met or Exceeded Standard.

In 2018-2019 6th Grade had an 16.07 percentage point increase over a three year period.  
 In 2016-2017, 16.07 percent of these students as 4th graders Met or Exceeded Standard. In 2017-2018, 20.69 percent of these students as 5th graders Met or Exceeded Standard. In 2018-2019, 31.48 percent of these students as 6th graders Met or Exceeded Standard.
- In 2018-2019, the percentage of students tested in third through sixth grade was nearly 100 percent (99.5 percent); one fifth grader did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	7
Grade 6		*		*		*		5
All Grades							36	33

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	24.24	52.78	51.52	*	18.18	*	6.06	36	33

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	47.22	33.33	33.33	45.45	*	18.18	*	3.03	36	33

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	50.00	33.33	41.67	51.52	*	15.15	36	33

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	58.33	57.58	33.33	39.39	*	3.03	36	33

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	6.06	69.44	72.73	*	21.21	36	33

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	30.56	27.27	66.67	66.67	*	6.06	36	33

**Conclusions based on this data:**

- 33 students participated in the 2018-2019 English Language Proficiency Assessments for California (ELPAC) - Summative Assessment. Of those 33 English Learners, 24.24 percent achieved an Overall Language score of Level 4 and 51.52 percent scored a Level 3 on the 2018-2019 Summative ELPAC. Oral Language scores revealed that 33.33 percent scored a Level 4 and 45.45 percent scored a Level 3.  
  
This data indicates that the majority of our English Learners (EL) are making substantial strides in English Language Development (ELD). Use of engagement strategies which focus on oral language along with intentional writing supports in designated and integrated ELD continue to benefit our English Learners.
- Language Domains:  
Listening - 33.33 percent scored in the Well Developed range while 51.2 scored Somewhat/Moderately Developed.  
Speaking - 57.58 percent scored in the Well Developed range while 39.39 scored Somewhat/Moderately Developed  
Reading - 6.06 percent scored in the Well Developed range while 72.79 percent scored in the Somewhat/Moderately Developed range  
Writing - 27.27 percent scored in the Well Developed range while 66.67 scored Somewhat/Moderately Developed

This data indicates overall growth among our ELs, 24.24 percent of English Learners achieved a Level 4, whereas this category the year prior was zero. The Reading domain increased the most notably while the writing domain maintained in general.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
351	39.6	10.8	0.3

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	10.8
Foster Youth	1	0.3
Homeless	3	0.9
Socioeconomically Disadvantaged	139	39.6
Students with Disabilities	38	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	1	0.3
Asian	8	2.3
Filipino	1	0.3
Hispanic	146	41.6
Two or More Races	3	0.9
White	188	53.6

### Conclusions based on this data:

1. The largest Student Group for All Students/Student Group are our Socioeconomically Disadvantaged students representing 39.6 percent of our student body. English Learners comprise 10.8 percent, followed by Students with Disabilities at 10.8 percent. While Homeless and Foster Youth combined are 1.2 percent, historically they represent a student group that has a high need of intensive social-emotional and academic supports.
2. The majority of our Enrollment by Race/Ethnicity is White (53.6 percent), followed by Hispanic (41.6 percent), Asian (2.3 percent), African American (0.3 percent), Two or More Races (.9 percent), Filipino (.3 percent) and American Indian (.3 percent) Student Groups. Whenever there are significant numeric differences between Student Groups, it is very important that our school culture emphasizes universal acceptance/inclusion and celebrates cultural diversity in order to foster school connectedness and home to school partnerships.





3. This aggregated data indicates a significant need to provide multi-tiered systems of support beyond quality first instruction to ensure all of our students become proficient in literacy, numeracy and 21st Century skills; and are able to graduate high school and be competitively college and career ready. To achieve this we need to continually refine our efforts to build relationships with students and provide targeted instructional and social emotional supports to those most in need.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		

#### Conclusions based on this data:

1. Student academic performance was in the Orange for both ELA and Mathematics. Overall, students scored in the Low Status Levels in both ELA and Math, with the average distance from standard of 20.3 points in ELA and 25.4 points in Mathematics. The average distance from standard in ELA decreased by 3.2 points while in Mathematics the average score increased by .7 points from the previous year.  
  
As a school percentage, 44 percent of students in grades three through six, met or exceeded standard in ELA; a decrease of 1 percentage point. 41 percent of students in grades three through six met or exceeded standard in Math; an increase of 3 percentage points. Deeper analysis indicated that our ELs declined as a student group on both the ELA and Math CAASPP. In ELA the average distance from standard was 67.3 points which was a 13.7 point decrease from the previous year. In Math the average distance from standard was 77.9 points which was a 15 point decrease from the previous year.  
  
While our focus on quality first instruction, student engagement, consistent use of iReady and supplemental curriculum such as Accelerated Reader, NewsELA and Scholastic News supported many student groups, additional language supports and scaffolds are needed for our English Learners.
2. Overall Chronic Absenteeism was in the Orange. 10.1 percent of all students were identified as chronically absent. This is an overall increase of 2.6 percent. Students with Disabilities were rated Yellow while White, Hispanic, and EL student groups were rated Orange. This indicates a need to reach out to all parents early on about the impact absences have on student learning, followed by a detailed explanation of the Independent Study process, as well as ensuring students feel connected to school, their peers and adults on campus.

3. Overall Suspension Rates were also in the Orange with 2.8 percent of the student population suspended at least once which was an increase of .7 percent. This equates to 10 students being suspended. Hispanic were rated Red; while Socioeconomically Disadvantaged, Students with Disabilities and English Learners were rated Orange. The White student group rated Green. Overall, this indicates that our PBIS initiatives and alternate means of correction have played a role in reducing student infractions but nonetheless there was an increase in suspensions. A detailed breakdown is below:

All Students - Orange

- increased (10 students suspended, increased by 2)

White - Green

- declined (3 students suspended, declined by 2)

Socioeconomically Disadvantaged - Orange

- increased (5 students suspended, increased by 1)

Hispanic - Red

- increased significantly (6 students suspended, increased by 4)

English Learners - Orange

- increased (2 students suspended, no increase, less students in this group)

Students with Disabilities - Orange

- declined (4 students suspended, no increase, more students in this group)

The vast majority of these suspensions were due to mutual fighting during a lunchtime or recess disagreement. This information increased the presence of teachers and noon duty supervisors in the locations where these incidents occurred and spurred the creation of a conflict management group run by our school counselors. Counseling services have increased as well as tier I interventions such as restorative practices and class meetings. We need to continue these throughout the years and continue to refine our preventative and restorative practices as a school site.

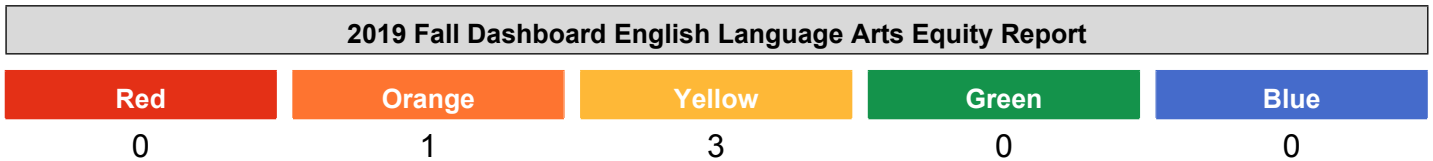
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 19.2 points below standard Maintained -2.1 points 196	<p><b>English Learners</b></p>  Orange 65.6 points below standard Declined -12 points 35	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 53.5 points below standard Increased ++14.5 points 81	<p><b>Students with Disabilities</b></p>  No Performance Color 106.2 points below standard Increased Significantly ++17.3 points 26

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.3 points below standard Increased ++5.9 points 88	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Yellow 5.4 points above standard Maintained -1.8 points 98

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
106.9 points below standard Increased ++9.6 points 15	34.6 points below standard Declined Significantly -21.2 points 20	13.5 points below standard Declined -6.5 points 151

**Conclusions based on this data:**

- Overall, All Students were rated Orange in ELA with average score of 20.3 points below standard, a decline of 3.2 points from the previous year.
  - English Learners (EL) were rated Orange with an average score of 67.3 points below standard, a decline of 13.7 points from the previous year.
  - Students identified as Socioeconomically Disadvantaged were rated Yellow with an average score of 54.9 points below standard, an increase of 13 points from the previous year.
  - Students identified as White were rated Yellow with an average score of 4.6 points above standard, a decline of 2.6 points from the previous year.
  - Students identified as Hispanic were rated Yellow with an average score of 50.8 points below standard, an increase of 4.4 points from the previous year.
  - Students with Disabilities experienced a significant increase (17.3 points) but are still performing at a very low level. This indicates that additional scaffolds and supports per classroom instruction and IEP (Individual Education Plan) services have improved students ability to perform on the CAASPP. However, continued supports for both EL and Reclassified English Learners (RFEP) students need to increase in intentionality and frequency during Integrated English Language Development (ELD).

2. Reclassified Fluent English Proficient (RFEP) typically perform closely to the English Only (EO) student group, however both demonstrated decreases in CAASPP scores. Different this past year is that the performance gap became wider among RFEP students. EO students had an average distance of 14.3 points away from the standard, a decline of 7.3 points; while RFEP students had an average distance of 36.8 points away from the standard, a decline of 23.5 points. This suggests that additional language supports are needed and a heightened level of monitoring of RFEP students must occur frequently throughout the year.

Current English Learners continue to make increases which is a great success; 8.6 point increase in 2018-2019 and 18 points in 2017-2018. However, ELs continue to score over 100 points below standard. As a result we need to continue to monitor EL progress and provide small group instruction whenever possible.

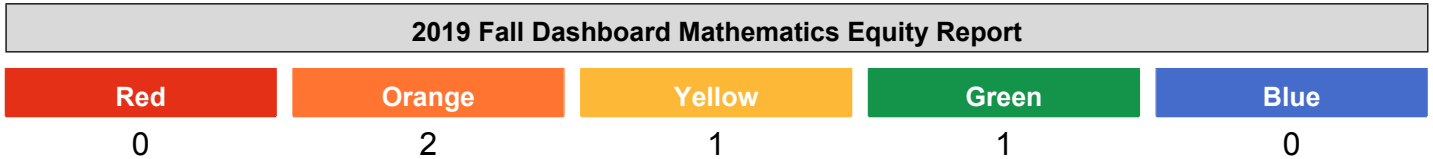
# School and Student Performance Data

## Academic Performance Mathematics






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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 25.4 points below standard Maintained ++0.7 points 198	<p><b>English Learners</b></p>  Orange 77.9 points below standard Declined -15 points 35	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 56.4 points below standard Increased ++12.8 points 83	<p><b>Students with Disabilities</b></p>  No Performance Color 115 points below standard Increased ++6.1 points 26

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.5 points below standard Maintained ++1.3 points 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Green 4.3 points below standard Increased ++5.6 points 98

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
123.5 points below standard Maintained ++1.9 points 15	43.7 points below standard Declined Significantly -20.8 points 20	17 points below standard Maintained -0.5 points 153

#### Conclusions based on this data:

- All Students and English Learners were rated Orange for Mathematics. All Students were at a low status level with an average score of 25.4 points below standard. This was represented a small increase from last year's distance away from standard (.7 point increase). Socioeconomically Disadvantaged students increased the average distance from standard by 12.8 points from the previous year. Students with Disabilities also increased the average distance from standard by 6.1 points, along with White and Hispanic students by 5.6 and 1.3 points respectively. Upon further exploration, EL students were the only student group that experienced a decrease, and 15 points is on the edge of a significant decrease. They scored an average distance of 77.9 points away from standard indicating that integrated ELD must be intentional for our English learners throughout the grades. We are hopeful that the work we have done in target time will pay dividends in the coming years, however students in the intermediate grades need continued supports and a targeted focus.
- As stated previously, Reclassified English Learners (RFEP) typically perform closely to the English Only (EO) student group especially in math, however on the 2018-2019 CAASPP math assessment there was a performance gap between these language designations. Our RFEP students declined significantly by 20.8 points, decreasing the average distance away from standard to 43.7 points. EO students had a modest decline of .5 points, dropping the average distance to 17 points below standard. Current English Learners maintained achievement from the past year, increasing by 1.9 points, but are still well over 100 points below standard and significantly behind both RFEP and EO student groups.

This reveals that additional language supports and word problem strategies are needed to help close the gap. Our implementation of the 3-Reads Math Strategy, Number Talks, and Multiple Representations set forth by the district, should increase scores for all students in grades 3-6, and be a point of emphasis on what we are doing to help all students, but notably our ELs and RFEP students.

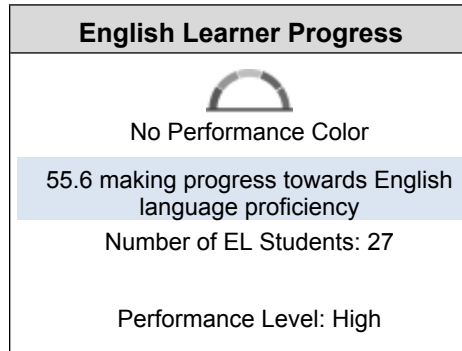


# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.7	40.7		55.5

#### Conclusions based on this data:

- 15 of our 27 English learners (55.6 percent) made progress towards English language proficiency, progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. This earned our school a High level of performance rating. 11 English learners maintained an ELPI level of 1, 2L, 2H, 3L or 3H while only one English learner decreased an ELPI level from the previous ELPAC assessment. The majority (51.52 percent) of our English Learners (EL) are in the Moderately Developed (Level 3) designation and are on the cusp of being Reclassified. To help ensure this outcome, consistent alignment of the ELD and ELA programs need to continue and classroom supports/interventions need to occur on a regular basis.
- Most of our Well Developed (Level 4) ELs will be Reclassified this year and will receive on-going monitoring to help ensure achievement parity with English Only students.
- Approximately one-fourth (24.24 percent) of our ELs are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue to differentiate instruction during ELD and ELA in order to ensure adequate language development with students most in need.

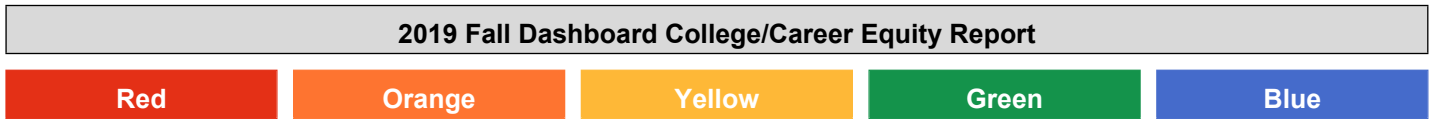
# School and Student Performance Data

## Academic Performance College/Career

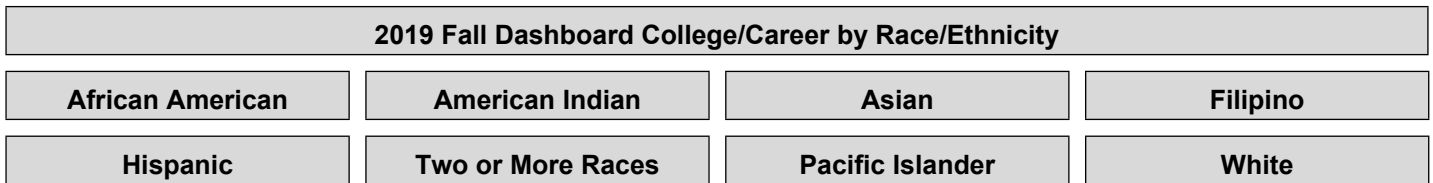
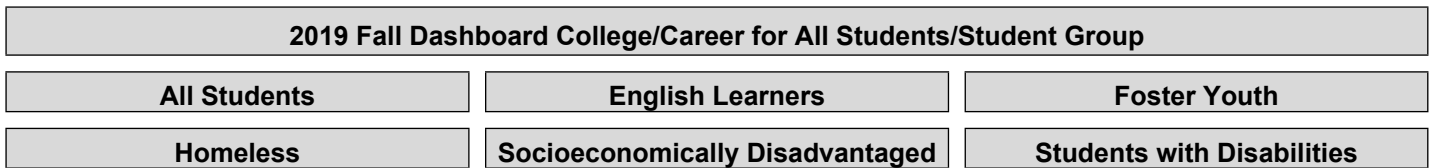
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- While there is no data for this section, the strength of our school's academic programs, enrichment activities, student's connectedness to school and our multi-tiered system of supports will impact the trajectory of our students educational and career path.

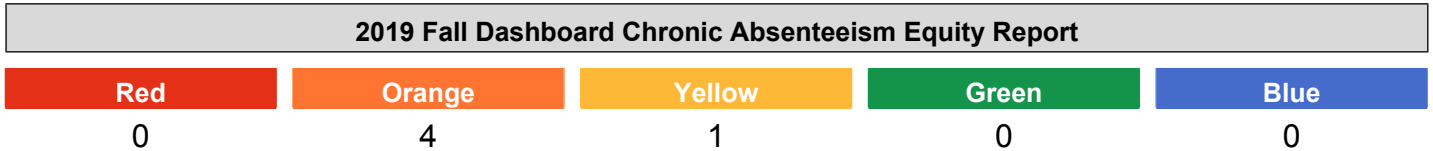
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 10.1 Increased +2.6 356	<p><b>English Learners</b></p>  Orange 12.2 Increased +2.6 41	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 15.2 Increased +4.1 145	<p><b>Students with Disabilities</b></p>  Yellow 10.6 Declined -5.2 47

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #e6f2ff; padding: 2px;">10.7</div> Increased +2.1 150	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange <div style="background-color: #e6f2ff; padding: 2px;">10.1</div> Increased +2.9 189

### Conclusions based on this data:

- Overall our school rated Orange for this indicator with 10.1 percent of students delineated as chronically absent, a 2.5 percent increase from the previous year. Students with Disabilities rated Yellow, and declined by 5.2 percentage points indicating a reduction in the number that is chronically absent. All other student and race/ethnicity groups had an increased number that were chronically absent.

Socioeconomically Disadvantaged were rated Orange with high status level and a 4.1 percent increase from the previous year (15.2% identified as chronically absent).

English learners were rated Orange with high status level and a 2.6 percent increase from the previous year (12.2% identified as chronically absent).

The Hispanic student group was rated Orange with high status level and a 2.1 percent increase from the previous year (10.7% identified as chronically absent).

The White student group was rated Orange with high status level and a 2.9 percent increase from the previous year (10.1% identified as chronically absent).
- This data indicates that we still have work to do to ensure all students attend school at a high rate. We will continue to promote student attendance through general and targeted outreach to parents on attendance policies, community supports, Independent Study options, and the emphasis of the strong correlation between attendance and academic achievement. Each month we acknowledge classes with the highest percentage with a trophy and a raffle drawing for a free prize. We plan to expand this recognition to include the top intermediate and primary grade levels as well as the class with the best improvement from the previous month. Our PBIS team will continue to look at trends and identify students that are nearing the 10 percent threshold each month and make action plans. Each month's plans will be reviewed and analyzed to measure the impact and adjusted as needed. In addition, we must continue to promote student connectedness efforts by having frequent adult check ins with our students that are have a history of chronic absenteeism or at-risk for chronic absenteeism to provide appropriate interventions. Students that do not improve after interventions and supports have been provided will be referred to SARB (School Attendance Review Board).

# School and Student Performance Data

## Academic Engagement Graduation Rate

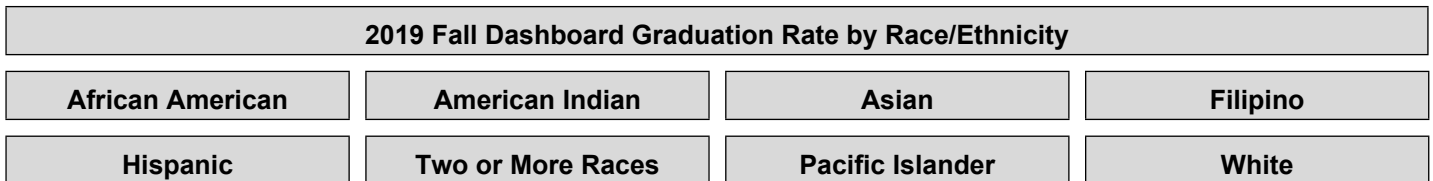
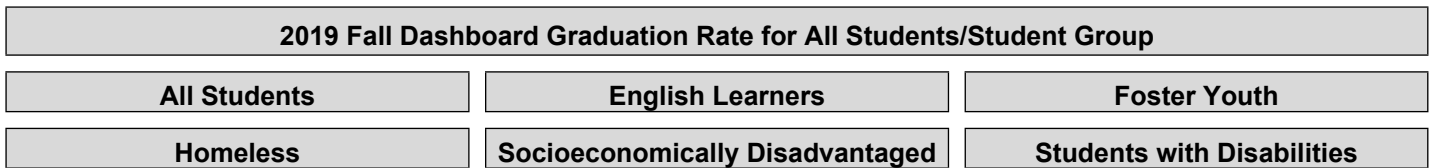
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

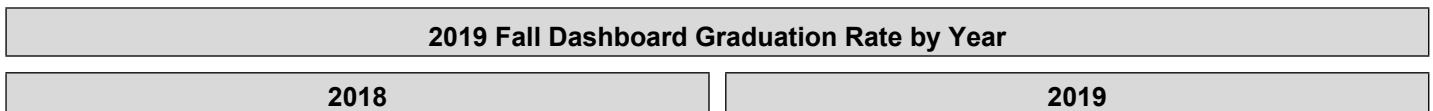
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. While we have no data for this section, our instructional programs and school plan call for intervention efforts to increase the percentage of students that are at grade level standard at the end of each academic year. These efforts include our first best instruction, after school math interventions, EL and RFEP monitoring, collaboration between RSP (Resource Specialist Program) and general education teachers, bi-annual academic conferences and more. It is our goal that by the time students move to the next grade, they are either at/above grade level or have made stretch growth in all academic areas.
2. N/A
3. N/A

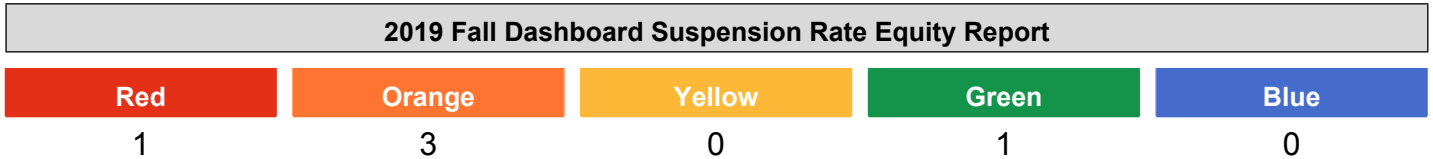
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 2.8 Increased +0.7 360	<p><b>English Learners</b></p>  Orange 4.8 Increased +1 42	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students Data not displayed for privacy
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data not displayed for privacy	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 3.4 Increased +0.9 148	<p><b>Students with Disabilities</b></p>  Orange 8.5 Declined -2 47

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students -Data not displayed for privacy	 No Performance Color Less than 11 Students - Data not displayed for privacy	 No Performance Color- Data not displayed for privacy	 No Performance Color Less than 11 Students - Data not displayed for privacy
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">3.9</div> Increased Significantly +2.6 153	 No Performance Color Less than 11 Students - Data not displayed for privacy	<div style="background-color: #e0e0e0; padding: 5px; text-align: center;">1.6</div> Declined -0.9 190	 Green <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">1.6</div> Declined -0.9 190

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	2.8

#### Conclusions based on this data:

- In 2018-2019 suspensions increased overall to 2.8 percent; increasing by .7 percent from the previous year. This equated to an additional two students being suspended from the previous year. While this number is not overwhelming by itself, there was a disproportionate amount of suspensions among the Hispanic students. Six Hispanic students were suspended, an increase of four from the previous year. This represented a 2.6 percent increase, bringing the total percentage to 3.9 percent.

Below is a breakdown of the data for each group:

All Students - Orange

- increased (10 students suspended, increased by 2)

White - Green

- declined (3 students suspended, declined by 2)

Socioeconomically Disadvantaged - Orange

- increased (5 students suspended, increased by 1)

Hispanic - Red

- increased significantly (6 students suspended, increased by 4)

English Learners - Orange

- increased (2 students suspended, no increase, less students in this group)

Students with Disabilities - Orange

- declined (4 students suspended, no increase, more students in this group)

The vast majority of these suspensions were due to fighting at lunch recess or other less/unstructured times of supervision. This has informed the locations where our noon duty and support staff consistently monitor during lunch recess. In addition, PBIS (Positive Behavior Intervention and Support) interventions such as positive incentives, teaching and re-teaching of expectations (BEST lessons), consistent expectations and consequences, class meetings, Victor Services, Second Step and many other restorative practices have currently made a positive impact

on the number and nature of suspending offenses this academic year (2019-2020).

2. To support the behavioral norms and expectations of our school and ultimately have a positive impact on the suspension rate among all student groups, we have included the following activities for the 2019-2020 school year: Roving substitute provides classroom coverage to the Teacher in Charge; Life Skill tickets that can be entered into a Lunch with the Principal drawing or for prizes at our Life Skill student store each Friday; monthly recognition for academic achievements, Life Skills attainment and Principals award; Adopt a Student initiative; and our new Conflict Management program using students in grades 4-6 to be conflict managers to our K-3 students. It is our belief that such activities and mentorship promote good behavior of all students and demonstrates another way we are building capacity from within.
3. Suspensions among the Hispanic, English Learners and Socioeconomically Disadvantaged student groups are rated as Red and Orange respectively and continue to be a focus for our school. This highlights the need to be intentional with school connectedness, opportunities for leadership roles, and peer supports for all students but notably these student groups.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

## Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

## Identified Need

To improve student achievement and school connectedness through extracurricular and support activities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	<p>Maintained Art Instruction = In 2020-2021 all grades (K-6), received Visual Art lessons.</p> <p>Declined in Music Instruction = 19 fifth (6) and sixth (13) grade students participate in band instruction; six fifth (3), and sixth (3) grade students participate in strings instruction.</p> <p>155 students in grades K-4 received virtual music and strings by 3 students per section: In 2021-2022, 15 fifth grade students will participate in concert band (9) and strings (6) students.</p>	<p>Maintain the percentage of all students receiving Visual Art lessons (100 percent).</p> <p>Maintain the number of students in 5th grade that continue concert band (6) and strings instruction (3) as sixth graders. In 2021-2022, nine sixth grade students will participate concert band (6) and strings (3). Increase the number of incoming fifth grade students that participate in concert band instruction throughout the year with Band Teacher.</p>

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

### Strategy/Activity

#### Goal 1.1

School wide focus for students to participate in a variety of extracurricular and extended learning activities as well as incentives to improve school readiness, and connectedness.

- Provide extra duty pay for staff to lead lunch clubs for students to experience extracurricular activities in the area of STEAM (Science, Technology, Engineering, Art, and Math) & debate
- Provide opportunities for students to participate in Visual and Performing Arts (e.g. art lessons with June Woods and/or after school sessions)
- Provide supplemental materials and technology opportunities for student participation (e.g. Project Lead The Way)
- Provide an organization system for family communication and homework recording (e.g. Parent Square, K-6 School to Home Communication Folders, 3-6 Student Planners)
- Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development
- Provide Life Skills, classroom incentives and reward systems
- Provide regular attendance analysis/data share with staff followed by parent/guardian phone contact for "at promise" students
- Provide college & career related field trips and learning activities
- Provide teacher led visual arts lessons and materials to students
- Provide goal-setting and/or data chat opportunities with students
- Implement an "adopt a student" program, in which teachers will seek out two to three students that have been identified as being at risk for absenteeism or in need of social-emotional support

### **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)
1400	Supplemental/Concentration
1130	Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The majority of our student body feels connected and successful in our school. An internal survey in December of 2020 indicated that 85% of students always or often like school. The following SPSA strategies were implemented to increase student achievement and school connectedness: All students received virtual art lessons from June Wood. All requested supplemental materials and technologies for student participation were provided to teachers and students. School to home communication folders (K-6), planners (grades 3-6) were provided to students and scheduled material distribution days ensured materials were provided to students. Virtual assemblies and field trips were provided to students to promote college and career interests. Teachers met with students in breakout rooms to set and review academic goals using Accelerated Reader/STAR Assessments, MyOn, and/or iReady. Teachers implemented daily Social Emotional Learning to build student resiliency and school connectedness throughout, and identified students to build and maintain caring adult relationships per the "adopt a student" program. Academic certificates and community sponsored incentives were sent home to 3 students each month per class to recognize outstanding academic achievement or growth, and classroom teachers provided classroom incentives/reward systems.

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

Due to COVID-19 related closures, we were unable to continue our conflict manager program during recess times led by our school counselor and hold in-person assemblies. Aside from this, there were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal - these activities did not incur a cost.

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

The 2021-2022 SPSA will include school funded lunch time or after school clubs. No other changes were made to this goal.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

## Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

## Identified Need

To increase all students' proficiency in Math and English Language Arts (ELA) with an emphasis on English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Show growth on the ELA and math indicator.</p>	<p>Plainfield is Orange on ELA and Orange on Math on the CA School Dashboard.</p> <p>The percentage of students meeting proficiency in ELA decreased by 1% from 2018 to 2019 (45% to 44%, 2018-2019 Smarter Balanced Performance Summary-Illuminate).</p> <p>ELA status level was Low at 20.3 points below standard, decreased 3.2 points from the previous year (CA School Dashboard).</p> <p>The percentage of students meeting proficiency in Math increased by 3% from 2018 to 2019 (38% to 41%, 2018-2019 SBAC Smarter Balanced Performance Summary-Illuminate).</p> <p>Math status level was Low at 25.4 points below standard, increased 0.7 points from</p>	<p>Improve to Yellow status on ELA and Math (CA School Dashboard)</p> <p>Increase on ELA academic indicator in category of "Distance From Standard" by three or more points for all students from previous year.</p> <p>Increase the percentage of students meeting proficiency in ELA and Math from previous year by three percent (3%) or more.</p> <p>Continue to progress towards yellow on the dashboard, in both ELA and math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	previous year (CA School Dashboard).	
Performance level on English Learner Progress Indicator (ELPI)	2018-2019 ELPI = High 55.6% made progress towards English language proficiency	Increase the ELPI by 3 percentage of students making progress.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	44.44% of students in grades 3 - 6 met or exceeded Standards level on SBAC English Language Arts in 2018-2018: 3rd grade = 46.34% 4th grade = 57.14% 5th grade = 34.55% 6th grade = 41.51%	Increase the percentage of students meeting proficiency in ELA from previous year by three percent (3%) or more.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	40.8% of students in grades 3 - 6 met or exceeded Standards level on SBAC Math in 2018-2019: 3rd grade = 56.09% 4th grade = 52% 5th grade = 28.57% 6th grade = 31.48%	Increase the percentage of students meeting proficiency in Math from previous year by three percent (3%) or more.
Number of students who are chronically absent	In 2018-2019, 36 students were identified as chronically absent (10.1%). In March 2021, the chronic attendance rate was 5.1% with 15 students having chronic attendance to date.	Decrease the total percentage by at least 1 percentage, and decrease the overall number of chronically absent students to less than 27.
Student sense of safety and school connectedness	The Woodland Joint Unified 2018-19 Elementary CHKS (California Healthy Kids Survey), the percentage of 5th grade responses on safety and school connectedness: 70% had School Connectedness 83% had Academic Motivation 70% had a Caring Adult at School 74% Feel Safe at School	Increase the 5th grade student sense of safety and school connectedness by three percent (3%).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate	2020-2021 suspension rate is 0% as of April 12, 2021. 2019-2020 suspension rate was 1.6%	Decrease overall suspension rate from the 2018-2019 school year (2.8) by one percentage points.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Plainfield Elementary 2018-19 CHKS (California Healthy Kids Survey), the percentage of parents responded to the following key indicators - indicating strongly agree: Parental Involvement = 46.25 % Academic Orientation and Participation = 44% Respect and Cultural Sensitivity = 41% Student Risk Behavior = N/A Discipline = 45.5% Facilities = 18%	Increase the overall percentage of strongly agree by 5% on all key indicators
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2020-2021 percentage of students in grades 1 - 6 that reached growth targets: Reading - 33% 1st grade = 9% 2nd grade = 28% 3rd grade = 40% 4th grade = 36% 5th grade = 34% 6th grade = 55%  Math - 22% 1st grade = 15% 2nd grade = 12% 3rd grade = 9% 4th grade = 16% 5th grade = 31% 6th grade = 57%	Increase the percentages of students who reach growth targets on iReady Reading and Math by 3 percentage points.

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 with a focus on English Learners

## Strategy/Activity

### Goal 2.1

a) School wide English Language Arts focus to support quality first instruction, increase reading comprehension and student support in the writing process

- Provide opportunities for teacher professional development, collaboration and planning to support all students
- Provide academic conferences at least twice a year to support all students
- Provide online resources and general materials for student use
- Provide supplemental grade level complex text for all students
- Provide staff with equipment and supplies needed to be more effective in their teaching
- Provide copies and paper for instructional use and family communication
- Provide technology programs to support standardized instruction in ELA and cross curriculum subjects
- Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students

b) School wide Math focus to support quality first instruction, improve number sense, as well as computation and reasoning skills among students

- Provide opportunities for teacher professional development, collaboration and planning to support all students
- Provide academic conferences at least twice a year to support all students
- Provide online resources and general materials for student use
- Provide supplemental grade level material for all students (e.g. manipulatives, visual supports and learning tools)
- Provide staff with equipment and supplies needed to be more effective in their teaching
- Provide copies and paper for instructional use and family communication
- Provide technology programs to support standardized instruction in mathematics
- Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16931

12175

Source(s)

Supplemental/Concentration

Title I Part A: Basic Grants Low-Income and Neglected

## Strategy/Activity 2

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

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

All Students

Strategy/Activity



## Goal 2.2

School wide focus to support student safety, academic success and social-emotional well being through a system of support and intervention

- Provide a roving substitute to support the Teacher in Charge when the site administrator is off site at a district required training or leadership academy
- Provide interventions to underperforming students (e.g. small group/afterschool when appropriate)
- Provide supplemental intervention materials as needed to support underperforming students
- Provide roving substitutes to teachers so they may participate in Student Study Teams (SSTs), section 504, or Individual Education Program (IEP) meetings or Academic Conferences (RSP)
- Provide PBIS (Positive Behavior Implementation and Support) implementation and monitoring, including BEST lessons, Life Skills and Growth Mindset strategies

### 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)

2230

747

Source(s)

Supplemental/Concentration

Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

We were able to implement nearly all of the planned strategies/activities for Goals 2.1 and 2.2. To support quality first instruction in ELA and Math with a focus on English learners, our site dedicated non-instructional time in the afternoons for staff to collaborate and plan with their grade level teams. Staff requested supplies, technology and technology programs were fulfilled to meet both virtual and in-person instructional needs. As planned, we provided virtual after school math interventions as well as small group support, during the day, for underperforming students. We held Academic Conferences which allowed staff to identify student strengths, needs and develop intervention plans accordingly. Copy costs and supplemental complex text supported reading comprehension and access to more culturally relevant topics. We continued to provide PBIS and SEL supports for students both virtually and in-person. We also provided family art nights to our school community to support social emotional well being and connectedness to school.

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

Due to COVID19 related school closures we did not have the need to utilize roving substitutes to cover for the Teacher In Charge while the administrator was attending district related leadership academies or trainings. In addition, we did not require roving substitutes to cover teachers to participate in SST, 504, and IEPs during the day due to Phase 1 and 2 schedules - which allowed for the 2 to 3 pm time to be used in lieu of the need for coverage. Extra duty pay for assessment data was also unneeded due to teachers using the 2 - 3 pm time period.

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.

Aside from extra duty pay increasing to two hours per teacher to gather data and conduct virtual articulation/collaboration (per staff input) no other changes were needed - Goal 2.1.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

## Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

## Identified Need

To improve the reading, written, and oral language skills of our English Learners.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	In 2018-2019, 10 English Learners were reclassified. The Reclassification rate was 19.2% (Dataquest). Met - In 2019-2020, 16 English Learners were reclassified. The Reclassification rate was 42.1% (Dataquest). Not Met - In 2020-2021, five English Learners were reclassified. The Reclassification rate was 21.7% (Dataquest).	Increase the Reclassification rate by two percent (2%) or more.
English Learner Progress Indicator	In 2018-2019, the English Learner Progress metric indicated that 55.6% of our English learners made progress towards English language proficiency (CA School Dashboard).	Increase the ELPI by three percent (3%) or more.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	The following was the baseline established during our 20/21 needs assessment review:	Improve to an average score of a 3 in each of the five areas of Principle 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Principle 1: Assets-Oriented and Needs Responsive Schools 2.5 = Language and cultures are assets 3.0 = No single EL profile 3.0 = School climate is affirming, inclusive, safe 2.5 = Strong family and school partnership 2.0 = Supporting English Learners with disabilities	

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

### Strategy/Activity 1

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

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

English Learners

#### Strategy/Activity

Goal 3.1 - Schoolwide focus to utilize integrated ELD (English Language Development) instructional strategies and supports across the curriculum, including sentence frames, small group reading groups and vocabulary development.

- Provide targeted language rich instructional materials to supplement the core curriculum
- Provide teacher collaboration and planning time to develop common strategies and supports for English Learners
- Provide opportunities (extra duty pay) for teachers and parents of ELs to meet after school
- Provide teacher professional development opportunities for EL instruction
- Provide EL Specialist support and professional development during staff meetings
- Provide priority enrollment for EL participation in the ASES program to increase academic support and enrichment exposure
- Provide ongoing monitoring of English Learner progress, implementation, achievement outcomes, and ELD curriculum between teachers and EL Specialist
- Provide information nights to increase knowledge and the level of understanding of school programs and resources to parents
- Provide interpreters for families during conferences, meetings and information nights
- Provide communication supports for our Spanish speaking families via our bilingual Administrative Clerk and EL Specialist

#### 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)
1709	Title I Part A: Basic Grants Low-Income and Neglected
458	Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The following planned strategies were implemented and assisted in the overall improvement of the reading, writing and oral language skills of our English Learners:

Intervention and supplemental materials were purchased to support ELA and math skills

Four parent information nights were provided to our EL families this year on the following topics: Improving Reading Comprehension and Tracking Progress with MyOn and Accelerated Reader; ELPAC Information and Preparation; Social Emotional Learning (Counselor Introduction, Role, and Resources); Phase 3 Presentation

Two teachers attended GLAD (Guided Language Acquisition Design) and EL related professional development trainings

One parent from our ELAC attended the annual CABE (California Association for Bilingual Education) Conference virtually

An after school EL intervention series was provided to clusters of EL students virtually

Several teachers collaborated with the EL Specialist, outside of the regular school day to plan for virtual designated and integrated EL instruction

EL students were prioritized for ASES (After School Education and Safety) enrollment

Interpreters were provided for Spanish speaking families during parent teacher conferences, meetings and information nights

Academic Conferences allowed teachers and EL Specialist time to analyze student data for proficiency and need, followed by action plans

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

There were no major differences between the intended implementation or budget expenditures to implement the strategies/activities listed to meet the articulated goal.

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.

There were no changes.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

## Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

## Identified Need

To increase opportunities for student voice and participation in the development of extra curricular, support, and leadership activities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	GREAT Program (Woodland Police Department), Lego Club-Playwell Technologies, Yolo County Courthouse Debate Club, Citizen Science UC Davis/Solano County Office of Education - Peggy Hart, Yolo Farm to Fork, ArtsBridge, Victor Services, Boy Scouts, and Girl Scouts.	Increase the number of partnerships with the community by one or more.
Number of extracurricular programs offered	Lego Club, ASES, and Art	Increase the number of extracurricular programs offered by two or more.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	108 students (or 36% of the student body) in grades 3-6 provided input to the SPSA through a survey	Increase the percentage of students (percentage of the student body) providing input to the SPSA through surveys by 4% or 40% of the student body.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Three focus groups totaling 16 students (nine females, seven males - 3 Reclassified as Fluent English Proficient (RFEP), 3 students with disabilities (SWD), 3 English learners (EL), 6 low income (SES), 2 student council representatives) representing 141 students in grades 4 - 6; or 8.8%.	Increase the number of students providing input to the SPSA through focus groups by six while maintaining the number of representative demographic groups (3 RFEP, 3 SWD, 3 EL, 6 SES, 2 Student Council) and balancing female to male ratio.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	10 students Hispanic/Latino 6 students White	

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 with a focus on English learners

### Strategy/Activity

- 4.1  
Schoolwide focus to promote student voice and participation in the development of extra curricular, support, and leadership activities
- Provide students in grades 3 - 6 surveys to be completed at the end of each trimester on academic engagement, academic programs, enrichment and extra curricular activities.
  - Provide students in grades 3 - 6 the opportunity to be a part of student council
  - Provide extra duty pay for teachers to lead Student Council
  - Provide a conflict manager program so students can develop leadership and problem solving skills
  - Provide students opportunities to determine and participate in lunch time or after school clubs
  - Provide student-led conferences for grades 6
  - Target Student Voice as one of the two ASES Continuous Quality Improvement Plan goals
  - Provide focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement (comprehensive needs assessment and SPSA review/input)

### 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)
1294	Supplemental/Concentration

# 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	\$16,219
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$38,074.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$15,761.00
Title I Part A: Parent Involvement	\$458.00

Subtotal of additional federal funds included for this school: \$16,219.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$21,855.00

Subtotal of state or local funds included for this school: \$21,855.00

Total of federal, state, and/or local funds for this school: \$38,074.00



# 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
Phillip Pinegar	Principal
Brandon Killion	Classroom Teacher
Frank Ramirez	Classroom Teacher
Clara Skaug	Classroom Teacher
Vicki Allen	Other School Staff
Allyson Bleile	Parent or Community Member
Alex Fricke	Parent or Community Member
Lori Moncur	Parent or Community Member
Janna Tolla	Parent or Community Member
Sarah Yob	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 5/19/2020.

Attested:



Principal, Phillip Pinegar on 5/19/2021



SSC Chairperson, Janna Tolla on 5/19/2021