

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
Lakeland Elementary School	19647176015051	September 24, 2020	November 16, 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.

Lakeland Elementary's School Plan for Student Achievement was developed in collaboration with teachers and parents. SSC/ELAC meets regularly to review and update the plan, including planned improvements and revisions of goals and proposed expenditures of LCAP and Title I funds. School goals are based on the annual needs assessment, state data (i.e. SBAC, CA Dashboard, ELPAC, Reclassification rates), and local assessments (i.e. district benchmarks). School goals are aligned with LCAP and include the same overarching goals and metrics. The SPSA addresses LCFF and Title I funds which are used to support improved student performance for all students as well as closing the achievement gap, through various intervention opportunities, such as RTI and before and after school intervention. The SPSA also supports the school climate and social-emotional development with action steps such as PBIS and our full time elementary counselor.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations .....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement .....	8
Resource Inequities .....	8
School and Student Performance Data .....	9
Student Enrollment.....	9
CAASPP Results.....	12
ELPAC Results .....	16
Student Population.....	18
Overall Performance .....	20
Academic Performance.....	21
Academic Engagement .....	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	39
Goal 3.....	43
Goal 4.....	48
Goal 5.....	51
Budget Summary .....	52
Budget Summary .....	52
Other Federal, State, and Local Funds .....	52
Budgeted Funds and Expenditures in this Plan .....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source .....	53
Expenditures by Budget Reference .....	53
Expenditures by Budget Reference and Funding Source .....	53
Expenditures by Goal.....	54
School Site Council Membership .....	55
Recommendations and Assurances .....	56

Instructions: Linked Table of Contents ..... 56

Purpose and Description ..... 57

Stakeholder Involvement ..... 57

Resource Inequities ..... 57

Goals, Strategies, Expenditures, & Annual Review ..... 58

    Annual Review ..... 59

    Budget Summary ..... 60

    Appendix A: Plan Requirements ..... 62

    Appendix B: ..... 65

    Appendix C: Select State and Federal Programs ..... 67

# 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).

### Surveys

Numerous district wide surveys were given at Lakeland Elementary. The purpose of each survey given is to collect input from all stakeholders. The Healthy Kids Survey is given to 5th grade students only. District created surveys are also given to all Lakeland parents. Teachers are also given a survey where they provide input on professional development needs and plans.

## Classroom Observations

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

### Classroom Observations

Classroom observations are conducted by the principal, teachers, and district office personnel. The principal conducts classroom observations on a weekly basis. Teacher focus walks are done several times throughout the year. District office walk-throughs are conducted twice or three times a school year. Teachers are given the opportunity to observe their colleagues as a form of professional development.

## 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 Analysis (See Appendix A)

On a yearly basis, CASSPP test results are shared school wide. Grade level data is disaggregated as well as language proficiency levels. Based on the state assessment data, a school wide plan is created. As well, additional data such as fluency scores, district benchmarks, and common assessments scores are analyzed during grade level data reflection sessions (DRS). The student assessments results are analyzed to create a targeted action plan for each subgroup within the grade level.

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

Student Work and School Documents

Every other week during Innovative Learning Collaborative, (ILC), grade level teachers bring student assessments and work used to assess student progress.

Analysis of Current Instructional Program

District personnel and site leadership representatives analyze current instructional programs on a regular basis.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers on site meet requirements for being 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 teachers are highly qualified and participate in district and site professional development regularly. The district offers a minimum of 3 full days of professional development; however, other additional opportunities are often available. Site professional development occurs as needed through site staff meetings and ILC. Supplemental funds are also available for teachers to attend outside conferences. Strategies learned from these conferences are then shared with other staff.

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

Each year the district sets a professional development focus based on student data and teacher needs. Teachers are trained on different platforms and district strategies. The training is provided by the TOSAs or district staff. Site professional development occurs as needed through site staff meetings and ILC. In addition, TOSAs provided ongoing professional development in math, ELA, and science. New teachers also received training in ELA strategies used in CELL and ExLL. Lastly, all schools participated in PBIS training to help improve our overall school culture. Due to the COVID-19 Pandemic, some trainings are held virtually.

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

The district utilizes coaches and TOSAs to provide assistance and support for teachers in addition to the support of the site principal. Currently, there are 2 math coach, 1 science coach, 1 technology TOSA, and 2 ELA/ELD coaches available for support. These coaches and TOSAs are available to attend staff meetings and ILC to provide professional development as well as provide individual support to teachers in the classroom with planning, lesson delivery, assessment, interventions, and enrichment activities. The coaches provide voluntary and mandatory training to all teachers.

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

Teachers collaborate in a variety of ways. Early dismissal Wednesdays provide teachers with two Wednesday afternoons a month to use for grade level team collaboration. In addition, teachers collaborate with their grade level team, with principal facilitation, bi-weekly during 90-minute Innovative Learning Collaborative (ILC). The goal of ILC is to provide grade-level teams time to review the results of assessment data, share best instructional practices, analyze student work, and to plan for future instruction. ILC allows for a high level of purposeful collaboration during the instructional day in order to continually improve instruction, maintain our supportive learning environment, and ensure student achievement.

## Teaching and Learning

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

Alignment of curriculum, instruction, and materials is done through regular grade level meetings and ILC, as described above, using district level curriculum pacing guides. In addition, the district schedules time each spring for district grade level teams to collaborate and modify grade level pacing guides and assessments as needed.

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

Instructional minutes are adhered to and monitored through lesson plans.

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

All grade levels utilize a district pacing guide for both ELA and Math. Flexibility within the pacing guide based on student need is determined by each grade level at the site.

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

All students have access to state adopted and standards aligned 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)

Only state adopted and standards aligned instructional materials are used.

## Opportunity and Equal Educational Access

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

Many intervention opportunities are available to our students who are underperforming. A structured RTI program is implemented to provide targeted support to all students. Students in grades 1-5 receive small group support, every day in ELA and Math, from one of our intervention teachers. Instruction is targeted to provide intervention or enrichment. In addition, classroom teachers may provide small group or individual group instruction during the day.

In the regular classroom setting, all students receive directed reading instruction in small groups (TK-3 guided reading, 4/5 book clubs). The focus is to help them improve their literacy skills (accuracy, fluency, and comprehension). Students in grades K-2 participate in regular interactive writing lessons, a strategy that differentiates for individual student's needs in the area of writing. In addition, small groups and individual intervention is provided periodically throughout the day in the regular/virtual classroom setting across all content areas.

Evidence-based educational practices to raise student achievement

We use multiple research-based educational practices at Lakeland. CELL and ExLL strategies are used across the curriculum to support literacy development in all content areas. Thinking Maps and Close Reading are also implemented regularly in the area of English Language Arts and other content areas. In the area of math specifically, strategies, such as the use of manipulatives and the use of math talk and number talks are consistently implemented. All teachers have also been trained in the use of Direct Instruction. Strategies, such as Think-Write-Pair-Share and the use of sentence frames, are implemented regularly with our English Learners' needs in mind. Lastly, we also incorporate cooperative learning and the use of technology across all content areas.

## Parental Engagement

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

All students in grades 1-5 will receive small group support in the areas of ELA and math.. Instruction will be focused on review and preview of current concepts. This district family liaisons and school counselors also provide assistance to families that need additional support outside of school.

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)

The school has a School Site Council and English Learners Advisory Committee consisting of parents, teachers, and staff that meets regularly (minimum of 5 times per school year) to plan, implement, and evaluate ConApp programs. To encourage parent involvement supplies will be provided for attendees.

## Funding

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

Supplemental/Concentration Funds enable the school to provide many opportunities to underperforming students. LCAP 2 funds allow us to purchase supplemental materials to support classroom instruction. Title 1 allows us to provide small group support to all 1st-5th grade students. LCAP 33 funds allow us to fund programs and initiatives that promote a positive school culture and increase student engagement, such as PBIS incentives, attendance incentives, and extracurricular activities.

Fiscal support (EPC)

See budget pages

## **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**

Lakeland's SPSA was developed in collaboration with teachers and parents. SSC/ELAC meets regularly to review and update the plan, including planned improvements and revisions of goals and proposed expenditures of LCAP and Title I funds. School goals are based on the annual needs assessment, state data (i.e. SBAC, CA Dashboard, ELPAC, Reclassification rates), and local assessments (i.e. district benchmarks). School goals are aligned with LCAP and include the same overarching goals and metrics. The SPSA addresses LCFF and Title I funds which are used to support improved student performance for all students as well as closing the achievement gap, through various intervention opportunities, such as RtI, Tier 3 intervention, and before and after school tutoring. The SPSA also supports the school climate and social-emotional development of students with action steps such as PBIS and our elementary counselor. SSC/ELAC dates for the 2021/2022 school year are as follows: 9/30/21, 12/09/21, 2/10/22, 3/31/22, 6/2/22.

## **Resource Inequities**

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



# 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	0.58%	0.3%	0.3%	2	1	1
African American	1.73%	3.63%	3.9%	6	12	13
Asian	2.6%	3.32%	5.0%	9	11	17
Filipino	0.87%	0.91%	1.2%	3	3	4
Hispanic/Latino	89.88%	84.59%	84.3%	311	280	284
Pacific Islander	0.29%	0.91%	0.3%	1	3	1
White	2.6%	3.93%	3.0%	9	13	10
Multiple/No Response	0.58%	1.21%	1.2%	2	4	4
<b>Total Enrollment</b>				346	331	337

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	73	79
Grade 1	68	56	47
Grade 2	50	64	55
Grade 3	51	49	60
Grade 4	42	47	47
Grade 5	66	42	49
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	346	331	337

### Conclusions based on this data:

1. There has been a slight decline in Hispanic/Latino student enrollment and a slight increase in Asian student and African American student enrollment.

2. Enrollment in Kindergarten enrollment has increased over the past 3 years. .
3. Total enrollment has remained steady for the past three years.

# 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	67	35	23	19.4%	10.6%	6.8%
Fluent English Proficient (FEP)	37	53	50	10.7%	16.0%	14.8%
Reclassified Fluent English Proficient (RFEP)	10	27	7	15.9%	40.3%	20.0%

### Conclusions based on this data:

1. The percent of English Learners at Lakeland has decreased from 19.4 to 6.8%
2. We continue to reclassify from 15-20% of our English Learners annually.
3. Our FEP numbers has increased from 10% to 14% over the past three years.

# 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	60	43	51	59	43	50	59	43	50	98.3	100	98
Grade 4	47	61	44	47	60	44	47	60	44	100	98.4	100
Grade 5	58	45	64	58	45	64	58	45	64	100	100	100
All Grades	165	149	159	164	148	158	164	148	158	99.4	99.3	99.4

\* 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	2420.	2419.	2418.	22.03	16.28	14.00	18.64	34.88	26.00	37.29	34.88	36.00	22.03	13.95	24.00
Grade 4	2460.	2483.	2474.	10.64	23.33	27.27	34.04	31.67	31.82	31.91	26.67	15.91	23.40	18.33	25.00
Grade 5	2500.	2480.	2527.	13.79	0.00	21.88	39.66	42.22	43.75	18.97	35.56	18.75	27.59	22.22	15.63
All Grades	N/A	N/A	N/A	15.85	14.19	20.89	30.49	35.81	34.81	29.27	31.76	23.42	24.39	18.24	20.89

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	22.41	16.28	18.00	44.83	62.79	52.00	32.76	20.93	30.00		
Grade 4	14.89	20.00	27.27	74.47	61.67	54.55	10.64	18.33	18.18		
Grade 5	27.59	8.89	23.44	55.17	62.22	60.94	17.24	28.89	15.63		
All Grades	22.09	15.54	22.78	57.06	62.16	56.33	20.86	22.30	20.89		

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	19.30	16.28	16.00	52.63	53.49	68.00	28.07	30.23	16.00
Grade 4	14.89	16.67	18.18	70.21	71.67	59.09	14.89	11.67	22.73
Grade 5	18.97	6.67	29.69	60.34	64.44	56.25	20.69	28.89	14.06
All Grades	17.90	13.51	22.15	60.49	64.19	60.76	21.60	22.30	17.09

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	15.52	20.93	12.00	72.41	67.44	82.00	12.07	11.63	6.00
Grade 4	8.51	20.00	11.36	70.21	70.00	77.27	21.28	10.00	11.36
Grade 5	10.34	4.44	20.31	74.14	77.78	67.19	15.52	17.78	12.50
All Grades	11.66	15.54	15.19	72.39	71.62	74.68	15.95	12.84	10.13

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	24.14	25.58	14.00	51.72	55.81	62.00	24.14	18.60	24.00
Grade 4	14.89	26.67	22.73	68.09	60.00	56.82	17.02	13.33	20.45
Grade 5	22.41	17.78	34.38	51.72	64.44	50.00	25.86	17.78	15.63
All Grades	20.86	23.65	24.68	56.44	60.14	55.70	22.70	16.22	19.62

**Conclusions based on this data:**

1. Based on the data, overall we have consistently increased the percentage of that are have Met and Exceeded in the area of English Language Arts. Continued work will be done to continue the increase.
2. Based on the Data, an emphasis needs to be placed in the area of Reading and demonstrating understanding of literary and informational text.
3. Based on subgroup data, an achievement gap still exists for our EL learners. We will continue to focus on effective research based strategies to support EL students.

# 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	60	43	51	59	43	50	59	43	50	98.3	100	98
Grade 4	47	61	44	47	60	44	47	60	44	100	98.4	100
Grade 5	58	45	64	58	45	64	58	45	64	100	100	100
All Grades	165	149	159	164	148	158	164	148	158	99.4	99.3	99.4

\* 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	2421.	2442.	2414.	6.78	13.95	10.00	32.20	48.84	22.00	37.29	18.60	44.00	23.73	18.60	24.00
Grade 4	2474.	2487.	2498.	8.51	13.33	18.18	29.79	41.67	43.18	53.19	36.67	25.00	8.51	8.33	13.64
Grade 5	2513.	2500.	2520.	15.52	8.89	20.31	24.14	17.78	28.13	41.38	46.67	32.81	18.97	26.67	18.75
All Grades	N/A	N/A	N/A	10.37	12.16	16.46	28.66	36.49	30.38	43.29	34.46	34.18	17.68	16.89	18.99

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	18.64	32.56	16.00	50.85	44.19	50.00	30.51	23.26	34.00	
Grade 4	27.66	30.00	54.55	44.68	45.00	29.55	27.66	25.00	15.91	
Grade 5	27.59	11.11	28.13	39.66	48.89	48.44	32.76	40.00	23.44	
All Grades	24.39	25.00	31.65	45.12	45.95	43.67	30.49	29.05	24.68	

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	23.73	30.23	14.00	49.15	53.49	62.00	27.12	16.28	24.00
Grade 4	8.51	16.67	22.73	63.83	60.00	54.55	27.66	23.33	22.73
Grade 5	13.79	8.89	17.19	72.41	68.89	56.25	13.79	22.22	26.56
All Grades	15.85	18.24	17.72	61.59	60.81	57.59	22.56	20.95	24.68

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	18.64	37.21	10.00	62.71	44.19	66.00	18.64	18.60	24.00
Grade 4	12.77	28.33	31.82	61.70	56.67	47.73	25.53	15.00	20.45
Grade 5	20.69	11.11	12.50	46.55	62.22	67.19	32.76	26.67	20.31
All Grades	17.68	25.68	17.09	56.71	54.73	61.39	25.61	19.59	21.52

**Conclusions based on this data:**

1. Based on the data, we need to analyze specific student results to increase the student s scoring at met and exceeded and reevaluate our Math program ensuring that we are using research based strategies with fidelity in order to increase student achievement.
2. Overall the percentage of students coring at Exceeded or Met has increased over the three years.
3. Based on subgroup data, an achievement gap still exists for our EL learners. We will continue to focus on effective research based strategies to support EL students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1452.9	1450.3	1455.4	1450.0	1447.0	1450.8	18	12
Grade 1	1488.6	*	1491.3	*	1485.4	*	11	5
Grade 2	1529.8	*	1528.7	*	1530.6	*	12	8
Grade 3	*	*	*	*	*	*	*	4
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	4
All Grades							57	38

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	*	33.33	*	41.67		25.00	*	0.00	18	12
1	*	*	*	*	*	*		*	11	*
2	91.67	*		*	*	*		*	12	*
3		*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	63.16	21.05	29.82	50.00	*	23.68	*	5.26	57	38

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	*	33.33	*	50.00		16.67	*	0.00	18	12
1	*	*	*	*		*		*	11	*
2	*	*	*	*	*	*		*	12	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	66.67	26.32	28.07	50.00	*	18.42	*	5.26	57	38



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	*	25.00	*	66.67	*	8.33	18	12
1	*	*	*	*		*	11	*
2	91.67	*	*	*		*	12	*
All Grades	66.67	26.32	31.58	60.53	*	13.16	57	38

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	66.67	8.33	*	91.67	*	0.00	18	12
1	*	*	*	*		*	11	*
2	*	*	*	*		*	12	*
All Grades	73.68	23.68	24.56	71.05	*	5.26	57	38

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	8.33	*	91.67	*	0.00	18	12
1	*	*	*	*	*	*	11	*
2	91.67	*	*	*		*	12	*
All Grades	49.12	13.16	43.86	78.95	*	7.89	57	38

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.22	83.33	*	16.67	*	0.00	18	12
1	*	*	*	*		*	11	*
2	*	*	*	*		*	12	*
All Grades	66.67	34.21	31.58	63.16	*	2.63	57	38

**Conclusions based on this data:**

1. Based on data, the number of students taking the ELPAC has reduced from 57 to 38.
2. Based on data, 71% of students scored at a level 3 or 4. This data indicates that our instruction during our designated EL instruction has been effective.
3. Based on subtest data, scores indicate that our English Learners demonstrate a strength in writing.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2020-21 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>331</b>	<b>74.6</b>	<b>10.6</b>	<b>1.5</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	10.6
Foster Youth	5	1.5
Homeless	15	4.5
Socioeconomically Disadvantaged	247	74.6
Students with Disabilities	28	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.6
American Indian	1	0.3
Asian	11	3.3
Filipino	3	0.9
Hispanic	280	84.6
Two or More Races	4	1.2
Pacific Islander	3	0.9
White	13	3.9

### Conclusions based on this data:





- Based on data, 78% of our students are Socioeconomically Disadvantaged and 89.9% are Hispanic.
- Based on data, 19.4 % of our students are English Learners. This data indicated that we need to pay particular attention to the needs of students in this subgroup.

3. Based on data, almost 7.5% of our students are considered SWD. This data indicated that we need to pay particular attention to the needs of students in this subgroup.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow		

### Conclusions based on this data:

1. Based on data, mathematics continues to be an area of focus as we are in the Yellow range on the dashboard.
2. Based on Data, Chronic absenteeism is in the green range. This indicated that our effort to reduce chronic absenteeism have been effective.
3. Based on data, English Language arts has been in continuous growth as we are in the green range.

# School and Student Performance Data

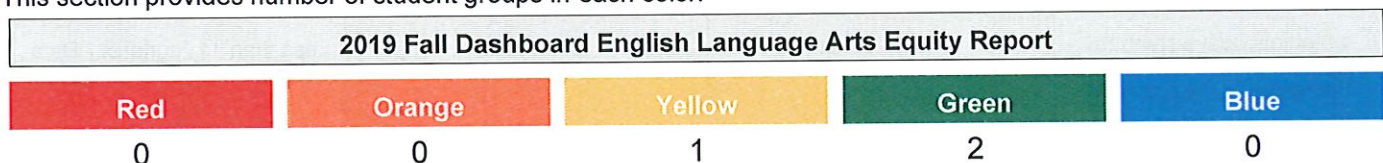
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>7.1 points above standard Increased ++14.2 points</p> <p>153</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>4 points above standard Maintained -0.7 points</p> <p>49</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.9 points above standard Increased ++11.1 points</p> <p>119</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>71.5 points below standard Maintained 0 points</p> <p>17</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 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 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.6 points above standard Increased ++14.5 points 138	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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
85.3 points below standard Declined Significantly -46.1 points 12	32.9 points above standard Maintained ++2.3 points 37	4.8 points above standard Increased Significantly ++19 points 94

**Conclusions based on this data:**

1. Based on data, current English Learners declined significantly in the area of English Language Arts. This data indicates that there is a need for improvement and we need to focus on the needs of this subgroup.
2. Based on data, all students increased by 14.2 point in the Area of Language Arts.
3. Based on data, students that are Socioeconomically Disadvantaged increased in the area of English Language Arts by 11.1 points.

# School and Student Performance Data

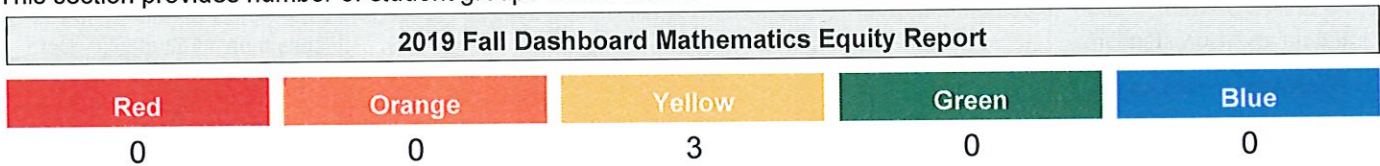
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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> Yellow 5.6 points below standard Maintained ++0.6 points 153	<p><b>English Learners</b></p> Yellow 8.9 points below standard Maintained -1.6 points 49	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 10 points below standard Declined -4.1 points 119	<p><b>Students with Disabilities</b></p> No Performance Color 63.5 points below standard Declined Significantly -24.1 points 17

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

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p align="center"><b>Asian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>	<p align="center"><b>Filipino</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p align="center"><b>Hispanic</b></p>  <p align="center">Yellow 8.8 points below standard Maintained ++0.1 points 138</p>	<p align="center"><b>Two or More Races</b></p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6</p>

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**

<p align="center"><b>Current English Learner</b></p> <p align="center">92.2 points below standard Declined Significantly -49.6 points 12</p>	<p align="center"><b>Reclassified English Learners</b></p> <p align="center">18.1 points above standard Increased ++4.5 points 37</p>	<p align="center"><b>English Only</b></p> <p align="center">6.6 points below standard Maintained ++0.6 points 94</p>
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**Conclusions based on this data:**

- Overall, mathematics continues to be a focus as we scored 5.6 points below standard.
- Based on data, current English Learners declined significantly in the area of Mathematics.
- Based on data, reclassified students increased by 4.5 points and outscored English learners and English Only students in the area of Mathematics.



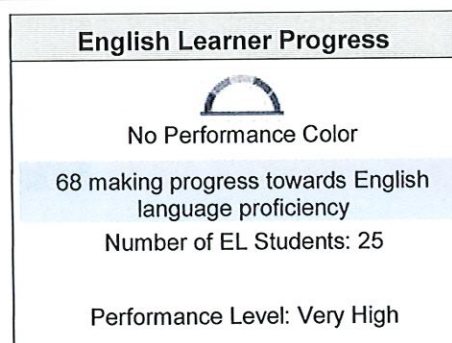
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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
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#### Conclusions based on this data:

1. Based on data, the majority of EL students are making progress towards proficiency. This data indicates that our EL instruction has been effective
2. Based on data, the majority of EL students progressed at least one ELPI level. This data indicates that our ELs are making adequate progress.
3. Based on Data, 5 students decreased one ELPI Level. This indicates that these students need to be identified and their specific needs must be addressed.

# School and Student Performance Data

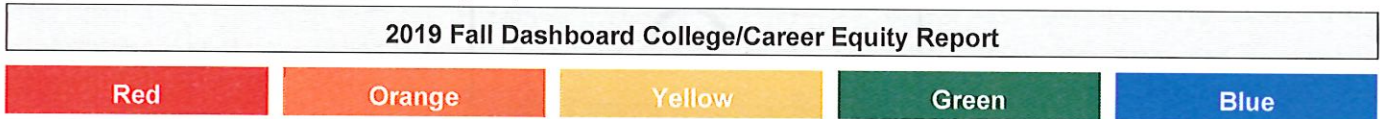
## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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:

- 1.

# School and Student Performance Data

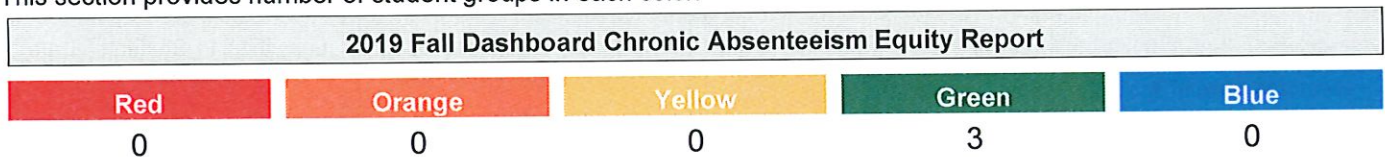
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>4.7</p> <p>Declined -1.4</p> <p>358</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.5</p> <p>Declined -2.5</p> <p>66</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>4.3</p> <p>Declined -13.8</p> <p>23</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.6</p> <p>Declined -2.8</p> <p>281</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>2.6</p> <p>Declined -5.1</p> <p>39</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Declined -1.4 319	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

**Conclusions based on this data:**

1. Based on data, chronic absenteeism declined overall. This indicates that our efforts to increase attendance is working.
2. Based on data, the largest decline in chronic absenteeism was in our homeless population, although this subgroup did not give a performance level because there were 23 students.
3. Based on data, our largest subgroup decline was our students that are Socioeconomically Disadvantaged.

# School and Student Performance Data

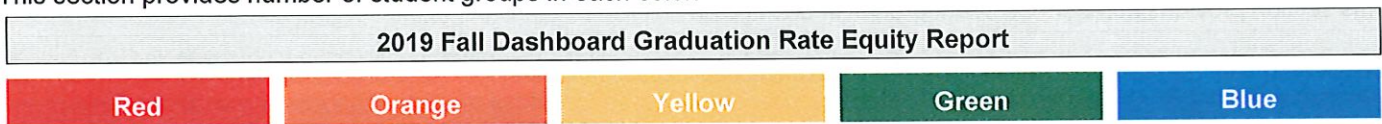
## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

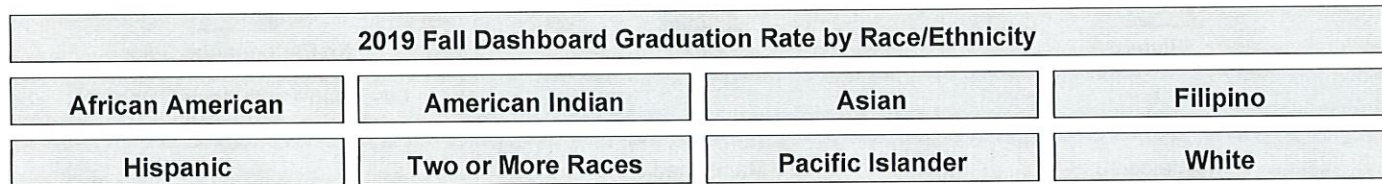
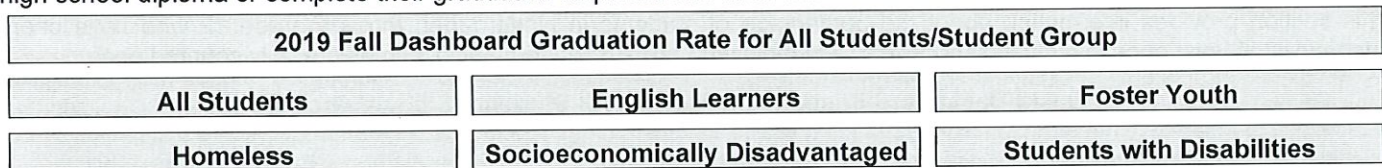
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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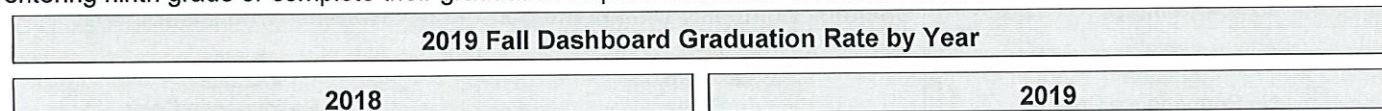
This section provides number of student groups in each color.



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.

# School and Student Performance Data

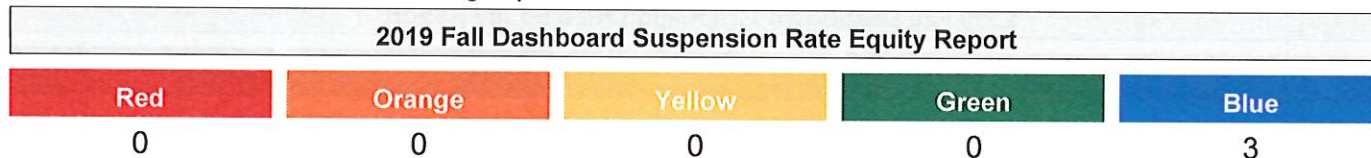
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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		
All Students	English Learners	Foster Youth
Blue 0 Maintained 0 366	Blue 0 Maintained 0 69	No Performance Color Less than 11 Students - Data Not 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 0 Maintained 0 26	Blue 0 Maintained 0 287	No Performance Color 0 Maintained 0 39

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 326	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 11

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

1. Based on data, we maintained in all areas with 0 suspensions for 2018-2019 school year.
2. Based on data, we will continue alternatives to suspension.
3. Based on data, our largest subgroup, our student who are Socioeconomically Disadvantaged, maintained with 0 suspensions.

# 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

Student Achievement

## LEA/LCAP Goal

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

## Goal 1

Student Achievement

K-8 students will demonstrate growth and/or maintain growth as measured by the following:

- Smarter Balanced Assessments/CA Dashboard in ELA and Mathematics in grades 3-8
- District Assessments in ELA (DRA) and Math in grades K-2
- ELPAC
- Reclassification rates for English Learners
- District Assessments in history/social science in grades 7-8
- District Assessments in science in grades 6, 7, and 8
- CAST in grades 5 and 8
- Physical Fitness Tests in grades 5 and 7

## Identified Need

CA Dashboard Data, SBAC results, and local assessment data indicate that there is a need to increase academic achievement for all students in the areas of ELA and mathematics. In addition, data indicates a need to close the achievement gap among subgroups, particularly English learners and students with disabilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
18/19 SBAC Data- ELA grades 3-8	Percent Met or Exceeded Grade 3 - 40% Grade 4 - 59% Grade 5 - 66%	Increase or maintain



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
20/21 DRA grades K-2	Percent Proficient K- 68% 1 - 67% 2 - 42%	Increase or maintain
18/19 SBAC Data 18/19 - Math grades 3-8	Percent Met or Exceeded Grade 3 - 32% Grade 4 - 61% Grade 5 - 48%	Increase or maintain
20/21 District Assessments Math grades K-2	Percent Proficient K- 83% 1 - 56% 2 - 23%	Increase or maintain
18/19 EL Proficiency on SBAC	Percent Met or Exceeded Grade 3 - 0% Grade 4 - 0% Grade 5 - 0%	Increase or maintain
18/19 CAST grade 5	Percent Met or Exceeded Grade 5 - 34.38%	Increase or maintain
18/19 Physical Fitness Test grades 5	Percent of students in HFZ Grade 5 - 34.9%	Increase or maintain

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**

1.1 Pacing Guide/ Collaboration - All teachers will adhere to District pacing guides that reflect the California Standards and work collaboratively to plan and modify instructional units in the areas of ELA, Math, Science, and Social Science/ History.

**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)

	District Funded 5000-5999: Services And Other Operating Expenditures Data Reflection Sessions
	District Funded 1000-1999: Certificated Personnel Salaries All students participate in the Arts for all program
21162	District Funded 2000-2999: Classified Personnel Salaries Library Media Specialist
12938	LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials <ul style="list-style-type: none"> <li>• Scholastic News</li> <li>• Ca Studies Weekly</li> <li>• Other Materials</li> </ul>

## 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

1.2 Researched Based Strategies / Professional Development - All teachers will utilize research-based strategies with a focus on CELL/ExLL and Close/Critical Reading in ELA, including daily directed reading (Guided Reading and/or Book Clubs) and independent writing, Math Talks/Number Talks in mathematics, and the implementation of the Crosscutting Concepts in science. Professional Development will be provided as needed in ELA, math and science.

### 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)

	District Funded 1000-1999: Certificated Personnel Salaries Math Coaches
10144	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Professional Development <ul style="list-style-type: none"> <li>• Vertical Articulation</li> <li>• Learning Rounds</li> <li>• Teacher Planning Time</li> <li>• PD Resources</li> <li>• District Coaches</li> <li>• Site TOSA</li> </ul>

District Funded  
 1000-1999: Certificated Personnel Salaries  
 ELA Coaches

District Funded  
 5800: Professional/Consulting Services And  
 Operating Expenditures  
 Professional Development
 

- SALT

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

1.3 Intervention - All students will receive intervention/enrichment at their instructional level.

**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)
33,784	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Small group instruction is provided for all students in grades 1-5 by interventionists.
4500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extended Day Enrichment
8625	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Before and after school tutoring

**Strategy/Activity 4**

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

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

English Language Learners

**Strategy/Activity**

1.4 English Language Development- We will continue to strengthen our instructional practices for English Learners through implementation of daily systematic integrated and designated ELD. Research based strategies (i.e. sentence frames and think-write-pair-share) will be utilized throughout the day to assist ELs in their language development.

**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)
	District Funded 1000-1999: Certificated Personnel Salaries Professional development Site training by EL Coordinators as needed
	District Funded 1000-1999: Certificated Personnel Salaries Summer school will be offered to EL students.
3500	Title III 1000-1999: Certificated Personnel Salaries Site EL Coordinator will attend district meetings and provide additional support for English Learners.

**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

1.5 Technology - We will increase student achievement and engagement in all content areas through the integration of technology.

**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)
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA will provide support to teachers on an as needed basis.
	District Funded 2000-2999: Classified Personnel Salaries Ongoing support and repair for technology, software, network, and supplies will be provided to support instruction.

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

1.6 Physical Education - Staff will address the students' proficiency in the area of physical education.

**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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Itinerant PE teacher will provide standards-based instruction to students.

## 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 actions and services for Goal 1 were partially or fully implemented as planned due to COVID-19 school closures. The partially implemented action included providing before and after-school tutoring for at-risk students. The virtual learning and hybrid schedule provided designated time for extra small group support and teachers were able to meet with individual or small groups during designated office hours.

In regards to Title I funding specifically, these funds were used to hire interventionists to provide support to students during the school day. During the 2020-2021 school year all students in grades 1-5 received small group instruction twice a week. In grades K-2, the focus is on reinforcing literacy skills and in grades 3-5 the focus is on both ELA and Math skills. In addition, interventionists/ support teachers provided Tier 2 support for students in grades 1-5 based on student needs. These services were provided as 6-8 week small group sessions during the school day focusing on reading, writing, and math skills, depending on the particular session. Based on 2020/2021 district formative assessments, the actions and services proved effective in improving student achievement. Moving forward next year, the recommendation would be to continue small group instruction for students in grades 1st through 5th. In addition, it is recommended to reinstate after and before school tutoring.

In regards to English Learners, the actions and services called for research-based instructional strategies being used throughout the day in both integrated and designated ELD. Title III funds were used to provide additional supports to our EL program. Based on 2018 SBAC scores, the actions and services proved effective in improving student achievement for our EL students. ELs

scored green in both ELA and Math on the California State Dashboard. 2021 ELPAC data is as follows: 20% scoring at level 4, 44% scoring at level 3, 32% scoring at level 2, and 4% scoring at level 1. This data indicates that the majority of our EL population are moderately to well developed in English proficiency.

Due to the COVID-19 pandemic and school closures we do not have 19/20 student achievement 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.

Action 1.1.4 - Due to virtual learning and materials purchased by the district, the funds were only partially spent.

Action 1.2.2 - Due to virtual learning teachers were allotted time in their schedule for collaboration, therefore these funds were not completely spent.

Action 1.3.2 - Due to virtual learning, the plan for the extended day enrichment program was not executed.

Action 1.3.3 - Due to virtual learning, the teachers were allotted time to provide extra support for at-risk students, therefore these funds were not completely spent.

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.

With the return of full-time in-person instruction, all previous plans will be fully implemented, including RTI, Arts for all, before and after school tutoring, and extended day enrichment.

Action 1.1.4 - Supplemental materials will be purchased for instruction

Action 1.2.2- Professional development funds will be set aside in order to refine teaching instruction to meet the needs of all students

Action 1.3.2 - Extended day enrichment will be offered to students.

Action 1.3.3 - Before and After school tutoring will resume with a focus on EL and at-risk students.

# 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

Conditions for Learning

## LEA/LCAP Goal

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

## Goal 2

Conditions for Learning

Conditions for learning will support growth toward proficiency in content areas (e.g., new California State Standards) standards, as measured by:

1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIT)
2. Rates of appropriately qualified, credentialed and assigned certificated, classified and administrative and instructional staff.
3. Sufficiency of standards-aligned textbooks and /or instructional materials (board resolution)
4. Student transportation, as required by IEPs and safety criteria (allocated funds)
5. Basic supplies and services

## Identified Need

Students learn best in an environment that is clean, safe, and secure under the supervision of a highly qualified staff. In addition, they need access to standards-aligned textbooks and instructional and basic supplies to support their growth and learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FIT - Facilities inspection tool	100% of facilities with a good/excellent rating	Maintain
Qualified staff	100% of staff members are highly qualified	Maintain
Sufficiency of standards-aligned instructional materials	100% sufficiency based on Williams board resolution	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain
Basic supplies and services	100% of sites have basic supplies and services based on allocated base funds	Maintain

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

2.1 Basic Supplies and Services

**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)
15526	General Fund 0000: Unrestricted Purchase Basic Supplies

**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

2.2 \*Monitoring Facilities

**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)
	District Funded 5000-5999: Services And Other Operating Expenditures *Administrator facility walk-through



### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

2.3 Students will be instructed by a highly-qualified teacher.

#### 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Hire and retain highly qualified teachers.

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

2.4 Students will have access to district-adopted California State Standards aligned textbooks and/or instructional materials.

#### 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)

District Funded  
4000-4999: Books And Supplies  
Purchase adopted books and materials, and any supplemental materials

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

2.5 Transportation will be provided to students who have an IEP that specifies this service.

#### 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)

District Funded

None Specified

Provide transportation for students in Special Education whose IEP's specify this service.

## 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 actions and services for Goal 2 were fully implemented as planned. Work orders were initiated as needed and basic supplies and services were provided to staff as requested. The effectiveness of this goal continues to be measured using the FIT assessment. In 2018, Lakeland's overall rating using this tool was good. According to our 2020-2021 Parent Satisfaction Survey given to parents, 91% of parents felt the school buildings and grounds are clean.

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 no differences between the intended implementation or expenditures to report.

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.

Based on the current level of effectiveness, no changes will be 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.

## Goal Subject

Stakeholder Engagement

## LEA/LCAP Goal

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Survey Response Rate
2. Parent Satisfaction Survey Rate
3. Parent Engagement Results (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle school drop out rate

## Goal 3

Stakeholder Engagement

Stakeholder Engagement will be inclusive, strategic and purposeful, as measured by (metrics):

1. Parent Satisfaction Survey Response Rate
2. Parent Satisfaction Survey Results
3. Parent Engagement Results (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate
7. Middle school drop out rate

## Identified Need

Attendance rates indicate that there is a need to focus on strategies to improve student attendance. Student school connectedness rates, which survey students' perception of belonging to their school community, show that there is a continued need to strengthen students' connection to school. Parent survey response rates indicate the importance of continuing to build relationships with families and keeping home - school communication strong.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
20/21 Parent Satisfaction Survey Response Rate (District Wide)	43%	Maintain at or above 80%
18/19 Parent Satisfaction Survey Results	98%	Maintain at or above 95%
Parent Engagement Survey Response Rate (LCAP Survey-District Wide)	43%	Maintain or increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
20/21 Student School Connectedness Results	92%	+1 until 90% or greater
18/19 Attendance Rates	96.57%	Maintain at 97%
18/19 Chronic Absenteeism Rate	6.1%	Decrease by 1%

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

3.1 Parent Engagement - Parents will be encouraged to participate in school activities/ events. Parents will be provided with information to support student achievement. Informational material will be translated into Spanish to support school/ parent communication. Parents will be invited to participate and attend parent leadership groups (i.e. SSC, ELAC, PTA).

#### 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)
	None Specified None Specified Analysis of parent satisfaction and engagement surveys
1725.00	LCFF - Supplemental 4000-4999: Books And Supplies Site based virtual event/activities-Family Events (Spooky Story night, etc.) will provide parents involvement opportunities.  Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Parent information folders will be purchased to maintain parent communication.  None Specified None Specified Provide opportunities for parent leadership through PTO, SSC, ELAC.  None Specified None Specified

	Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.
600	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Planning for Parent events (i.e. Stem day)
	None Specified None Specified Maintain website with current information.

**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**

3.2 Supports will be put in place to increase "student connectedness" to school.

**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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Support
1,500.00	LCFF - Supplemental 4000-4999: Books And Supplies PBIS- Materials and Incentives
2000	LCFF - Supplemental 4000-4999: Books And Supplies The PBIS team will plan and facilitate school-wide expectations, events, and training to support positive adult and student relationships and foster student connectedness and safety.
	None Specified None Specified Monthly dress days and spirit days facilitated by Student Leadership Team

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

3.3 Supports will be put in place to promote student attendance.

**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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ACT
1000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Incentives will be purchased to support responsible attendance.

## 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 actions and services for Goal 3 were implemented as planned. All areas of this goal, including students having access to an elementary counselor, purchasing incentives to promote student achievement, positive behavior (i.e. PBIS events, tangibles, and incentives), and funding parent education (i.e. STEM Day) and community events (i.e. Spooky Story Night), were fully implemented.

The effectiveness of this goal is measured by our parent surveys, the Healthy Kids Survey given to 5th-grade students, and our attendance rate. Based on the 2020-2021 Parent Satisfaction Survey, 98% agree that they are overall satisfied with Lakeland Elementary. 96% of parents believe their child is provided with strong academic instruction. 92% there is good school-parent communication. 94% of parents believe that Lakeland provides a safe in-person and/or virtual environment for students. 2020-2021 Healthy Kids Survey results show that 91% of students feel connected to an adult at school and 97% of students feel safe at school. Lakeland's Actual Daily Attendance (ADA) rate was not available at the time of the annual review; however, the 2018 CA Dashboard data indicates that Lakeland was green in this area. Based on the above measures, most of the actions and services were effective. More progress needs to be made in the area of attendance and school connectedness with students.

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

Action 3.3 - Due to virtual instruction, attendance was a continuous challenge. Attendance was regularly monitored and addressed with emails, phone calls, virtual parent conferences, and home visits. Supports were put in place to address attendance concerns. No incentives were purchase for attendance.

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.

Action 3.3 - With the focus on students' health and safety, attendance incentives will not be purchase for the 2020-2021 school year. Attendance will be continuously monitored in order to ensure that supports are put in place. Short-term independent study will be used for students absent to due COVID-19 quarantine or health protocols.

# 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

School Climate

## LEA/LCAP Goal

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grades 5 and 7)
4. Parent Safety Survey Results

## Goal 4

School Climate

School Climate will be conducive to effective teaching and learning, as measured by (metrics):

1. Suspension Rate
2. Expulsion Rate
3. Student School Safety Survey Results (Grades 5 and 7)
4. Parent Safety Survey Results

## Identified Need

Student and Parent Safety Survey results indicate a need to continue building multi-tiered systems of supports such as Positive Behavior, Interventions, and Support (PBIS), access to school counselors, and social-emotional learning. In addition, students thrive in a positive school climate where positive reinforcements and motivational activities consistently engage students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020/2021 Suspension Rate	0%	Maintain or decrease
2020/2021 Expulsion Rate	0%	Maintain or decrease
2020/ 2021 Student School Safety Survey Results	97%	Maintain at or above 90%
2020/2021 Parent Safety Survey Results	94%	Maintain at of above 95%

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 Student.

**Strategy/Activity**

4.1 Student Safety - Counselors and the school-wide PBIS will promote a positive and safe learning environment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,500.00	None Specified None Specified Analysis of Healthy Kids Survey LCFF - Supplemental 4000-4999: Books And Supplies PBIS - Incentives
	None Specified None Specified Alternatives to suspension
	District Funded 1000-1999: Certificated Personnel Salaries Counselors (LLCSD/Turning Point)
	None Specified None Specified ROARS tickets will be used to promote and reinforce schoolwide behavior expectations. Daily and monthly drawings will be held for prizes.

## 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 actions and services for Goal 4 were fully implemented as planned. PBIS continues to be implemented to support student behavior and maintain a positive school climate and support student safety.

This goal is measured through surveys and our suspension rate. Lakeland had 0 suspensions and 0 expulsions in 2020-2021. Healthy Kids Survey results show that 97% of students feel safe at

school. The 2020/2021 Parent Safety Survey indicated that 94% of parents felt the school provided a safe environment for students. The findings of the data analysis conclude that Lakeland is providing a safe environment for students to learn.

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 differences between intended implementation and expenditures.

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

Based on the current level of effectiveness, no changes will be made to this goal.

# 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	\$118,504.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$33,784.00
Title I Part A: Parent Involvement	\$600.00
Title III	\$3,500.00

Subtotal of additional federal funds included for this school: \$37,884.00

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 (\$)
District Funded	\$21,162.00
General Fund	\$15,526.00
LCFF - Supplemental	\$43,932.00

Subtotal of state or local funds included for this school: \$80,620.00

Total of federal, state, and/or local funds for this school: \$118,504.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
District Funded	21,162.00
General Fund	15,526.00
LCFF - Supplemental	43,932.00
Title I Part A: Allocation	33,784.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

### Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	15,526.00
1000-1999: Certificated Personnel Salaries	60,553.00
2000-2999: Classified Personnel Salaries	22,162.00
4000-4999: Books And Supplies	20,263.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	21,162.00
0000: Unrestricted	General Fund	15,526.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	23,269.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,000.00

4000-4999: Books And Supplies	LCFF - Supplemental	19,663.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	33,784.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	600.00
1000-1999: Certificated Personnel Salaries	Title III	3,500.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	94,653.00
Goal 2	15,526.00
Goal 3	6,825.00
Goal 4	1,500.00



# 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
Georgette Baltierrez	Principal
Laurey Garcia	Classroom Teacher
Maricela Nilo	Classroom Teacher
Alexis Peralta	Classroom Teacher
Teresa Fonseca	Parent or Community Member
Nancy Naranjo	Parent or Community Member
Crystal Sampson	Parent or Community Member
Maria Olaque	Other School Staff
Kristi Lopez	Parent or Community Member
Elaine Garcia	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**

DocuSigned by:  
*Claira Garcia*

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 9/30/21.

Attested:

DocuSigned by:  
*Georgette Baltierrez*

Principal, Georgette Baltierrez on 9/30/21

DocuSigned by:  
*Teresa Fonseca*

SSC Chairperson, Teresa Fonseca on 9/30/21



FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	46.12	20.5	45.12	30.5	45.35	32.5
3	41.71					
4	52.26					
5	45.45					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	40.72	33.3	39.57	26.25	40.34	23.63
3	35.91					
4	47.45					
5	39.86					

