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
Studebaker Elementary School	19647176015093	September 30, 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.

Studebaker's SPSA was developed by parents, teachers, and other staff members. SSC and ELAC meet regularly to review and update the SPSA goals, and action plans were created based on data from the following data sources: CA Dashboard, SBAC, ELPAC, local district benchmarks to determine student academic strengths and needs, and parent surveys, Healthy Kids Survey, CA physical fitness results to determine goals for student social emotional success, school climate, as well as parent engagement and involvement opportunities. The SPSA effectively meets the ESSA requirements and is in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state and local programs. 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 all students and improve student performance and close the achievement gap.

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Comprehensive Needs Assessment Components

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

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

Studebaker depends on input from stakeholder surveys in order to make modifications in order to better serve our students and community. Currently our district conducts one student survey and two parent surveys. The Healthy Kids Survey (HKS), is given annually to 5th grade students in the spring as a measure for school connectedness and safety. According to the 2020-2021 HKS survey results 96% of our 5th graders have a sense of school connectedness and 94% feel safe at school. These results urge us to continue to meet with school counselors and brainstorm additional ways to ensure that 100% of our students feel connected to school. Measures will be taken to strengthen students feelings of connectedness and to maintain the high level of students feeling safe at school.

Studebaker parents receive two surveys: The Parent Satisfaction Survey and the Parent Engagement Survey. The Parent Satisfaction Survey is given to parents of 1st and 4th grade students annually in the spring. Results of the 2020-2021 survey indicate that 96% of parents are satisfied with their child's school. The Parent Engagement Survey is given to parents of 5th grade students and its goal is to measure opportunities of parent engagement. According to the results, 95% parents are aware of the opportunities provided for parent education, however only 57% state that they have participated in the parent education opportunities. We will continue to provide parents with parent engagement opportunities and continue to find creative ways to motivate and encourage parents to attend.

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

Formal observations are conducted at least three times per year for all non-tenured teachers for evaluation purposes. After a teacher's third year of teaching, tenured is granted and teachers are formally observed two times during their evaluation cycle. Tenured teachers are formally evaluated every other year. Prior to a formal observation, a pre-observation meeting is held between the teacher and site administrator for the teacher to discuss the lesson that the teacher created. The administrator may provide suggestions at this time. During the formal observation the administrator is looking for a lesson objective, checking for understanding, student engagement, opportunities for students to discuss and share their thinking with one another, etc. Soon after the observation, the administrator meets with the teacher for a post observation conference to provide the teacher with valuable feedback. Usually during this post conference, the teacher will bring in student work as evidence for the lesson's effectiveness. In addition to formal observations, site administrators conduct various informal observations to ensure that strategies shared during professional development sessions are being implemented and that district adopted research based strategies are being utilized effectively and with fidelity. The administrator serves as a coach in supporting teachers in implementing best teaching practices into their teaching.

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)

Studebaker uses Innovative Learning Collaborative (ILC) to analyze data and make necessary alterations to our instruction, if needed. Each grade level team meets every other Thursday for 90 minutes of uninterrupted time. . The goal of ILC is to provide teachers time to review the results of district benchmark assessments, disaggregate data, share best instructional practices, and to plan for future instruction. It also allows time to analyze student work and find trends and patterns in students' strengths and needs. Based on those needs, interventions are developed and students grouped accordingly into intervention groups. 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. State assessment data used are: SBAC and CAA for ELA and Math, ELPAC for English Language Learners. Local assessment data used are: Progress Monitoring Assessments for formative assessments for ELA and Math, end of unit summative assessments for ELA and Math, ELD Benchmark assessments, and the BRI and DRA to attain a student's reading level based on accuracy. fluency and comprehension. The BRI and DRA are done 3 times a year (at the end of each trimester). The frequent use of data allows students to be strategically placed in intervention groups, whether it's during the day or before/after school. It also ensures that English Learners are monitored on an on-going basis and are reclassified as soon as students meet the reclassification criteria.

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

Multiple measures are used to monitor student progress, including curriculum embedded assessments. Studebaker uses Innovative Learning Collaborative (ILC) to analyze data and make necessary alterations to our instruction, if needed. Each grade level team meets every other Thursday for 90 minutes of uninterrupted time. The goal of ILC is to provide teachers time to review the results of district benchmark assessments, disaggregate data, share best instructional practices, 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 success both academically and social-emotionally.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of Studebaker's teaching staff meet the state and federal requirements for "highly qualified" staff.

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

All of Studebaker's teachers obtain the appropriate credential needed for their current assignment. Teachers receive district wide and site based training based on student needs. Currently there are three non-student professional development days throughout the school year for teacher training. Professional development in science was the focus for the 2017-18 and the 2018-19 school years. In addition to district wide training, site based professional development is focused on student needs that are determined during data reflection sessions. Studebaker also seeks out conferences and seminars that provide support for our teachers as they find ways to meet their students' needs. The school's Student Achievement Leadership Team (SALT) provides leadership for the school and facilitates school wide professional development in order to improve student achievement.

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

Little Lake makes all decisions regarding staff development through careful analysis of data. This data is used to plan for future staff development that is researched based and aligned to content standards. During the 2016-17 and 2017-18 school years, professional development focused on research-based math strategies. All teachers were provided professional development in mathematics, with a particular emphasis on Math Talks, Number Talks, Claims and Targets, rigor, and the Standards of Mathematical Practices. To ensure consistent implementation of the latter, math coaches are available to all teachers for additional training, lesson observations, or demonstrations. During the 2017-18 and 2018-19 school years, two non-student days were devoted to professional development on the Next Generation Science Standards for all TK through 5th grade teachers and all Middle School Science teachers. This was done to support our teachers with the implementation of NGSS in their classrooms. In addition, there is a Science Specialist at the district to support teachers with the implementation of NGSS. She is available to teachers for lesson planning, demonstration lessons and lesson observations. During the 2019-2020 school year, all professional development is based around distance learning and the various online platforms being used as this time.

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

There are two district math coaches available to support teachers in a variety of ways, depending on need. The coaches can demonstrate math instruction, observe math instruction and provide feedback, provide professional development for a teacher, or group of teacher, facilitate the analysis of math assessment results, and assist in lesson planning for mathematics. In addition to the math coaches, there are also two ELA/ELD TOSAs and a Science Specialist available to support teachers with instructional strategies. Teachers have the on-going support of their site administrator and their grade level team. Innovative Learning Collaborative allows teachers with a time to share best instructional practices and learn from one another.

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 provides 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, biweekly during the 90 minute data reflection sessions (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.

- ILC takes places during the instructional day and is a ninety minute block of uninterrupted time for grade level focused collaboration that occurs biweekly
- Students participate in Arts for All (physical education, music, and art) during the 90 minute ILC block
- Principal, grade level teachers, interventionists, after-school program (THINK Together) coordinators, and additional support staff (as needed) such as counselor, EL coordinator, RSP teacher, math coaches, etc.
- Assessment results, disaggregated data for subgroups - English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SwD), student work, and be prepared to share best teaching practices

The practice of ILC within the Little Lake City School District has become part of our culture. It is used not only as an accountability tool to help us determine the level of student mastery that has occurred; it also allows us to use assessment as an instructional tool while learning is occurring.

Teaching and Learning

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

A team of teachers, per grade level, was created with teachers representing school across the district. These teams convene at least once a year to review and modify teacher created pacing plans for language arts and mathematics. These pacing plans identify focus California State Standards by trimester and coincide with an assessment calendar. In addition, each grade level has identified recommended materials to use and a list of suggested research based strategies to use to teach the standards.

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

The district has recommended 1 - 1.5 hours of daily language arts and math instruction. This is monitored though site administrator observation and lesson plans.

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

Studebaker integrates intervention for all students within the instructional day. Interventions take place on a daily basis for our students, depending on their need. The time allotments are as follows: TK- 3 hours to support classroom social/emotional/ behavior and academic needs, Kinder - 30 minute intervention block; 1st - 5th - 40 minute intervention block. Students are grouped homogeneously in one of the following groups: Enrichment, Benchmark, or Intensive. In order to maintain no more that a 1:7 ratio for our most neediest students, those in intensive, Studebaker has hired 6 interventionists to assist the school in providing daily interventions for all. Interventionists teach the enrichment and benchmark groups, while the classroom teachers teach intervention courses for our intensive groups. The instructional focus during intervention varies according to the grade level need. During DRS, when assessment data is analyzed and reviewed, the team, comprised of the grade level team, principal and interventionists, make informed decisions regarding intervention focus. If the greatest need is in math then instruction during intervention will focus on targeted math skills for a period of time. This cyclical process of analyzing data to determine intervention needs takes place on a consistent basis throughout the school year. In addition to intervention during the instructional day, Studebaker also offers after school interventions. This past school year, after school interventions were offered in math for various grade levels and in English Language Arts for all grade levels.

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

In accordance with Williams, every Studebaker student has access to district adopted textbooks, as well as any additional supplemental materials identified by the grade level team.

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

Students use district adopted textbooks, and supplementary materials, for daily instruction.

Opportunity and Equal Educational Access

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

Our practice of Response to Intervention ensures that our under-performing students get the additional support needed to meet grade level standards. Interventions are provided to them in small groups and one-on-one instruction when needed. Students are grouped homogeneously (Intensive, Strategic, Benchmark, and Enrichment) and are given intervention to fill in the gaps or to front load students with upcoming instruction. Our enrichment students are provided with opportunities to be challenged by delving deeper into their grade level standards. In addition, the intensive groups are kept at a small ratio, average of 1:7, while the other levels growth in size depending on need.

Evidence-based educational practices to raise student achievement

A variety of research based strategies are used with our students in order to raise student achievement. Depending on the need strategies such as guided reading, close reading, interactive writing, Math Talks, use of manipulatives, etc. are used.

Parental Engagement

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

Studebaker and the Little Lake City School District has a variety of resources for our families. For academic support, each grade level team created a parent training on math instruction. The focus was on math strategies. This training was specifically designed to help in supporting their child at home during homework. Teachers also provide support to parents during Back to School Night as they clearly present the year ahead and outline how parents can help their child. In addition, during parent conferences teachers share assessment data with parents and give strategies to support their child. In addition, Studebaker's counselor provides parent training and open discussions on topics such as, how to connect with your child, how to help my child with homework at home, how to provide structure at home, etc. The counselor is also available to work with parents one-on-one if situations are more serious and require strict confidentiality. The counselor can refer parents to an number of outside agencies to provide additional support. The district has a family liaison that assists parents in a variety of way.

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)

Studebaker has a strong partnership with parents and as a result work collaboratively to help our school succeed. Aside from having a multitude of social gatherings (Moms and Muffins, Dads and Donuts, Family Game Night, Spooky Story Night, Jog A Thon, and Talent Show.) for our community, Studebaker also offers parent training opportunities by grade level teams in ELA and math. Our SSC and ELAC meet consistently to plan, develop, implement, and monitor Studebaker's SPSA/. This cyclical process takes place on an annual basis.

Funding

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

Title I funds are used to hire interventionists to provide support to 1st through 5th grade students. Studebaker utilizes interventionists for small group support which enable us to keep our intensive and strategic intervention groups at small sizes.

Fiscal support (EPC)

See Budget Report

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development and monitoring of the Studebaker's School Plan for Student Achievement (SPSA) and budget is an ongoing and annual process achieved collaboratively through the meaningful involvement of parents and staff members on School Site Council (SSC). SSC nominations and elections are done annually and ensure that members are on SSC for a two year term. SSC composition is as follows: principal, three classroom teachers, one other school staff, and five

parents or community members. SSC and English Learner Advisory Committee (ELAC) meetings are held at least five times per school year at which time input is gathered from these stakeholders for SPSA. ELAC contributes as an advisory group and ensures that needs of English Learner students are met in all decisions made. The SPSA is shared with ELAC, SSC, and to all staff during regularly scheduled meetings. In addition, the SPSAs are posted on each school's website once Board approved.

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%	%		0	
African American	1.07%	1.44%	1.3%	5	7	6
Asian	1.92%	2.47%	3.5%	9	12	16
Filipino	1.49%	1.86%	2.0%	7	9	9
Hispanic/Latino	88.91%	87.22%	87.8%	417	423	402
Pacific Islander	%	0%	%		0	
White	5.33%	5.36%	4.4%	25	26	20
Multiple/No Response	1.07%	1.44%	0.9%	5	7	4
			Total Enrollment	469	485	458

Student Enrollment
Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	106	83
Grade 1	68	70	75
Grade 2	74	69	72
Grade3	83	75	66
Grade 4	74	86	75
Grade 5	77	79	87
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	469	485	458

Conclusions based on this data:

1. Over the past three years, Studebaker has experienced a decline of enrollment from 507 students in 16-17, 488 in 17-18, to 469 in 18-19, showing a decline of 38 students.

2. Our student population includes the following student groups: Hispanic/Latino at 89%, White at 5%, Asian at 2%, Filipino at 1.5%, and African American at 2%.

3. Over the course of three years, our population by grade level has shown a slight decrease in Kindergarten, Grade 1, Grade 2, Grade 4, and Grade 5. Grade 3 is the only grade that shows in increase from 2016-17 to 2018-19.

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	87	92	72	18.6%	19.0%	15.7%
Fluent English Proficient (FEP)	42	38	40	9.0%	7.8%	8.7%
Reclassified Fluent English Proficient (RFEP)	9	5	0	9.4%	5.7%	0.0%

Conclusions based on this data:

1. The amount of English Language Learners has decreased in the last 3 years.

2. More students were reclassified in 2017-2018.

3. 18.6% of students in 2018-19 English Learners.

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	76	68	82	76	67	81	76	67	81	100	98.5	98.8
Grade 4	75	74	68	73	74	67	73	74	67	97.3	100	98.5
Grade 5	89	76	75	89	74	75	89	74	75	100	97.4	100
All Grades	240	218	225	238	215	223	238	215	223	99.2	98.6	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2447.	2464.	30.26	29.85	43.21	34.21	34.33	23.46	25.00	23.88	16.05	10.53	11.94	17.28
Grade 4	2474.	2494.	2481.	20.55	37.84	26.87	35.62	24.32	28.36	23.29	21.62	26.87	20.55	16.22	17.91
Grade 5	2486.	2513.	2529.	16.85	22.97	32.00	30.34	27.03	32.00	20.22	35.14	20.00	32.58	14.86	16.00
All Grades	N/A	N/A	N/A	22.27	30.23	34.53	33.19	28.37	27.80	22.69	26.98	20.63	21.85	14.42	17.04

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	27.63	29.85	40.74	53.95	56.72	37.04	18.42	13.43	22.22
Grade 4	19.18	20.27	23.88	58.90	64.86	59.70	21.92	14.86	16.42
Grade 5	15.73	22.97	33.33	47.19	51.35	46.67	37.08	25.68	20.00
All Grades	20.59	24.19	33.18	52.94	57.67	47.09	26.47	18.14	19.73

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	38.16	26.87	35.80	52.63	58.21	44.44	9.21	14.93	19.75
Grade 4	21.92	29.73	25.37	54.79	54.05	53.73	23.29	16.22	20.90
Grade 5	17.98	20.27	29.33	60.67	63.51	53.33	21.35	16.22	17.33
All Grades	25.63	25.58	30.49	56.30	58.60	50.22	18.07	15.81	19.28

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	26.32	20.90	37.04	64.47	70.15	49.38	9.21	8.96	13.58
Grade 4	20.55	35.14	17.91	64.38	56.76	74.63	15.07	8.11	7.46
Grade 5	12.36	18.92	21.33	69.66	70.27	66.67	17.98	10.81	12.00
All Grades	19.33	25.12	26.01	66.39	65.58	62.78	14.29	9.30	11.21

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	32.89	29.85	40.74	57.89	62.69	44.44	9.21	7.46	14.81
Grade 4	28.77	33.78	22.39	57.53	51.35	61.19	13.70	14.86	16.42
Grade 5	28.09	31.08	37.33	43.82	54.05	49.33	28.09	14.86	13.33
All Grades	29.83	31.63	34.08	52.52	55.81	51.12	17.65	12.56	14.80

Conclusions based on this data:

1. Overall, Studebaker increased in the percentage of students that scored in the Met and Exceeded levels in Language Arts from 50% in 2016 to 55% in 2017 to 62% in 2018.

2. 3rd grade went down from 74% to 63%, 4th grade grew from 57% to 61% and 5th grade grew from 47% to 50%. This indicates that a focus must continued to be focused on Language Arts.

3. In regards to the Language Arts claims, the focus needs to be on Listening. Out of the four claims, listening tends to have the largest group "At or Near Standard".

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	76	68	82	76	67	81	76	67	81	100	98.5	98.8
Grade 4	75	74	68	73	74	67	73	74	67	97.3	100	98.5
Grade 5	89	76	75	89	74	75	89	74	75	100	97.4	100
All Grades	240	218	225	238	215	223	238	215	223	99.2	98.6	99.1

* 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	2465.	2449.	2460.	30.26	20.90	33.33	40.79	37.31	34.57	19.74	29.85	17.28	9.21	11.94	14.81
Grade 4	2472.	2491.	2482.	9.59	22.97	14.93	30.14	33.78	31.34	45.21	31.08	40.30	15.07	12.16	13.43
Grade 5	2476.	2490.	2509.	11.24	12.16	22.67	13.48	14.86	21.33	35.96	43.24	34.67	39.33	29.73	21.33
All Grades	N/A	N/A	N/A	16.81	18.60	24.22	27.31	28.37	29.15	33.61	34.88	30.04	22.27	18.14	16.59

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	44.74	37.31	43.21	43.42	37.31	39.51	11.84	25.37	17.28
Grade 4	20.55	31.08	23.88	47.95	50.00	50.75	31.51	18.92	25.37
Grade 5	14.61	17.57	32.00	30.34	40.54	33.33	55.06	41.89	34.67
All Grades	26.05	28.37	33.63	39.92	42.79	40.81	34.03	28.84	25.56

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	32.89	31.34	33.33	52.63	49.25	50.62	14.47	19.40	16.05
Grade 4	13.70	27.03	17.91	56.16	50.00	53.73	30.14	22.97	28.36
Grade 5	14.61	8.11	17.33	44.94	56.76	58.67	40.45	35.14	24.00
All Grades	20.17	21.86	23.32	50.84	52.09	54.26	28.99	26.05	22.42

	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	43.42	37.31	44.44	46.05	50.75	38.27	10.53	11.94	17.28
Grade 4	15.07	32.43	22.39	68.49	48.65	61.19	16.44	18.92	16.42
Grade 5	7.87	12.16	17.33	46.07	58.11	54.67	46.07	29.73	28.00
All Grades	21.43	26.98	28.70	52.94	52.56	50.67	25.63	20.47	20.63

Conclusions based on this data:

1. Overall, Studebaker increased in the percentage of students that scored in the Met and Exceeded levels in Mathematics from 38% in 2016, 44% in 2017, and 58% in 2018. This 20% increase over the past 2 years is attributed to less reliance on the math text book and more focus on research based strategies and building conceptual understanding of math concepts including Math Talks and Number Talks.

2. 3rd grade from 57% in 2016 to 71% in 2017 and to 58% in 2018, 4th grade grew from 31% in 2016 to 40% in 2017, and 56% in 2018 and 5th grade remained consistent from 27% in 2016 to 24% in 2017, and 27% in 2018. This indicates that a focus must be placed on Mathematics in 5th Grade.

3. Data demonstrate that the emphasis needs to be in all 3 areas.

School and Student Performance Data

ELPAC Results

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	1442.9	1420.3	1457.2	1426.2	1409.4	1406.3	14	18
Grade 1	1474.3	*	1470.8	*	1477.3	*	16	6
Grade 2	1466.5	1493.9	1459.9	1503.1	1472.6	1484.3	17	16
Grade 3	1511.3	1497.8	1503.3	1498.2	1518.9	1497.1	13	17
Grade 4	1514.3	1499.8	1495.3	1507.8	1532.8	1491.5	12	12
Grade 5	1512.5	1524.6	1505.2	1513.3	1519.1	1535.3	12	12
All Grades							84	81

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores 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	*	11.11	*	50.00	*	27.78		11.11	14	18
1	*	*	*	*	*	*	*	*	16	*
2	*	12.50	*	56.25	*	25.00	*	6.25	17	16
3	*	29.41	*	47.06	*	17.65	*	5.88	13	17
4	*	41.67	*	33.33		8.33	*	16.67	12	12
5	*	16.67	*	66.67		8.33	*	8.33	12	12
All Grades	41.67	23.46	41.67	49.38	*	17.28	*	9.88	84	81

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	*	11.11	*	55.56	*	22.22		11.11	14	18
1	*	*	*	*	*	*	*	*	16	*
2	*	43.75	*	37.50	*	12.50	*	6.25	17	16
3	*	58.82	*	11.76		23.53	*	5.88	13	17
4	*	58.33	*	16.67		8.33	*	16.67	12	12
5	*	41.67	*	50.00		0.00	*	8.33	12	12
All Grades	60.71	40.74	23.81	35.80	*	13.58	*	9.88	84	81

Oral Language
Percentage of Students at Each Performance Level for All Students

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	*	16.67	*	72.22		11.11	14	18
1	*	*	*	*	*	*	16	*
2	*	25.00	*	68.75	*	6.25	17	16
3	*	23.53	*	52.94	*	23.53	13	17
4	*	50.00	*	33.33	*	16.67	12	12
5	*	0.00	*	83.33	*	16.67	12	12
All Grades	52.38	25.93	38.10	59.26	*	14.81	84	81

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	*	16.67	*	72.22		11.11	14	18
1	*	*	*	*	*	*	16	*
2	*	50.00	*	43.75	*	6.25	17	16
3	*	76.47	*	17.65	*	5.88	13	17
4	*	66.67	*	16.67	*	16.67	12	12
5	*	83.33	*	8.33	*	8.33	12	12
All Grades	64.29	54.32	27.38	35.80	*	9.88	84	81

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	*	5.56	85.71	77.78		16.67	14	18
1	*	*	*	*	*	*	16	*
2	*	6.25	*	75.00	*	18.75	17	16
3	*	11.76	*	70.59	*	17.65	13	17
4	*	8.33	*	66.67	*	25.00	12	12
5	*	33.33	*	50.00	*	16.67	12	12
All Grades	32.14	14.81	53.57	66.67	14.29	18.52	84	81

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	50.00	*	16.67		33.33	14	18
1	*	*	*	*	*	*	16	*
2	*	12.50	*	68.75	*	18.75	17	16
3	*	41.18	*	52.94	*	5.88	13	17
4	*	25.00	*	50.00	*	25.00	12	12
5	*	0.00	*	91.67	*	8.33	12	12
All Grades	44.05	28.40	46.43	53.09	*	18.52	84	81

Conclusions based on this data:

1. 2nd grade made improvements in all areas.

2. 5th grade has made improvements in all areas.

3. 3rd and 4th grade decreased in written language in two years.

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			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
485	**67.6**	**19.0**	**1.0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	92	19.0
Foster Youth	5	1.0
Homeless	38	7.8
Socioeconomically Disadvantaged	328	67.6
Students with Disabilities	59	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.4
Asian	12	2.5
Filipino	9	1.9
Hispanic	423	87.2
Two or More Races	7	1.4
White	26	5.4

Conclusions based on this data:

1. 18.6 percent of all students are English Language Learners.

2. 65.5% of all students are Socioeconomically Disadvantaged

3. 11.9% of all students are Students with Disabilities.

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
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. English Language Arts Dashboard color is green.

2. Math Dashboard color is green.

3. Chronic Absenteeism is a problem at Studebaker.
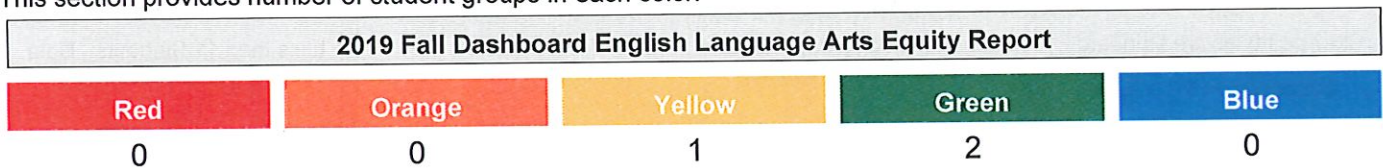
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
24.2 points above standard	1.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.5 points	Increased ++4.9 points	2
228	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.1 points above standard	26 points below standard
10	Maintained ++0.2 points	Declined -10.7 points
	162	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3		5	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
23.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.6 points			
206	3		9

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**
22.5 points below standard	57.7 points above standard	24.1 points above standard
Increased ++9.3 points	Increased Significantly ++19.1 points	Increased ++3.9 points
40	17	150

Conclusions based on this data:

1. Current English Learners are increased 9.3%

2. All students are 24.2% above the standard.

3. R-FEP students have increased 19.1%
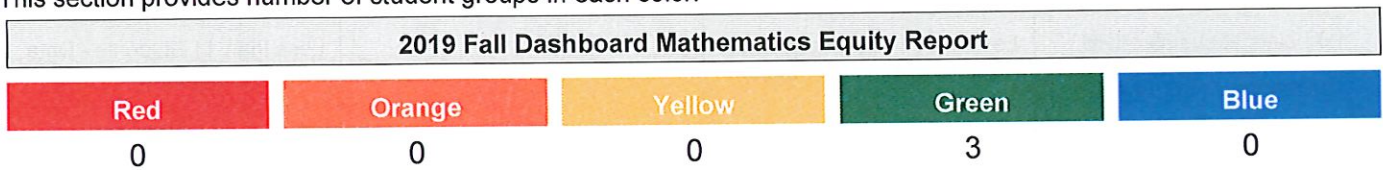
School and Student Performance Data

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
3 points above standard	4.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.1 points	Increased ++6.7 points	
		2
228	57	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8.6 points below standard	33.2 points below standard
	Increased ++4.9 points	Maintained -0.5 points
10		
	162	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3		5	2

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color		No Performance Color
1.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.9 points	3		9
206			

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
23.1 points below standard	40.5 points above standard	0.6 points below standard
Increased ++8 points	Increased Significantly ++21.4 points	Increased ++7.7 points
40	17	150

Conclusions based on this data:

1. All students have increased 9.1%.

2. HIspanic students have increased 7.9%.

3. English Language Learners have increased 6.7%.

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

English Learner Progress
No Performance Color
57.9 making progress towards English language proficiency
Number of EL Students: 57
Performance Level: High

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
19.2	22.8	10.5	47.3

Conclusions based on this data:

1. There are 57 EL students at Studebaker.

2. 57.9% are making progress toward proficiency.
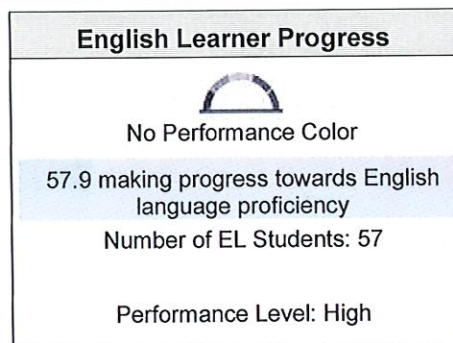
3. 11 students decreased one ELPI level.

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.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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:
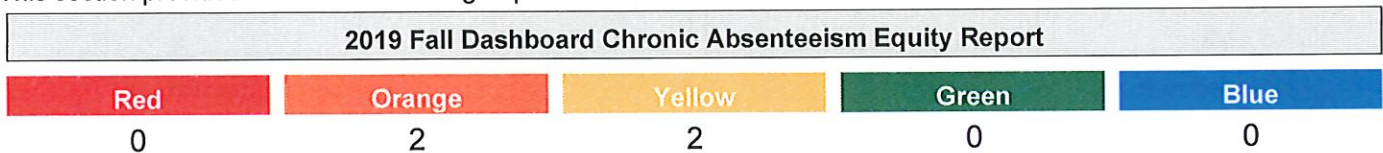
1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
6	7.5	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Increased +4.8	7
484	93	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
20.8	5.7	14.3
Increased +20.8	Maintained +0.3	Declined -1.9
24	331	70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
5	0	10	7

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
5.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8
Increased +0.7			Declined -0.7
429	8	0	25

Conclusions based on this data:

1. English Learners have increased 4.8%.

2. Hispanic students have increased 0.7%.

3. Students with Disabilities has decreased.

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
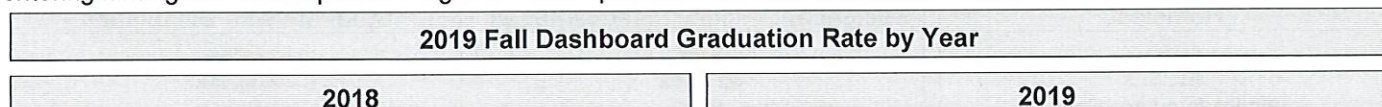
School and Student Performance Data

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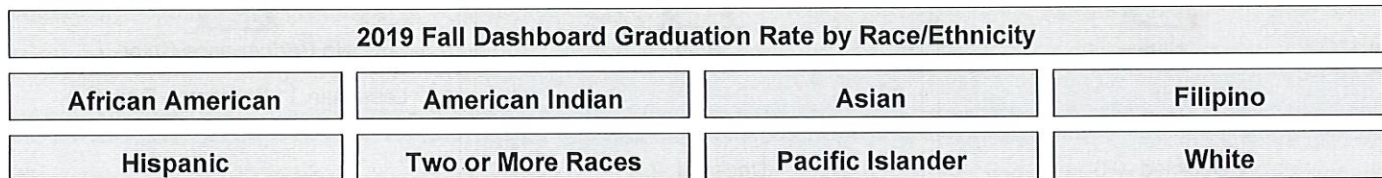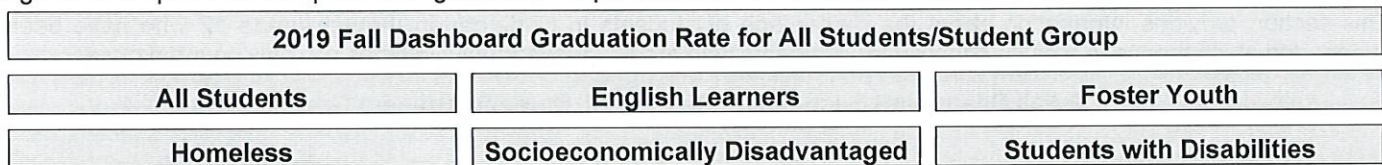
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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	Blue	No Performance Color
0	0	Less than 11 Students - Data Not
		7
Declined -0.6	Declined -2.7	
497	96	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
Maintained 0	Declined -0.3	Maintained 0
27	340	70

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data		0	Less than 11 Students - Data
5		11	7

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		No Performance Color
0	Less than 11 Students - Data		0
Declined -0.7	8		Maintained 0
441			25

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

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0.6	0

Conclusions based on this data:

1. All students has declined 0.6%.

2. English Learners has declined 2.7%.

3. Hispanics has declined 0.7%.

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
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
8. Physical Fitness Tests in grades 5 and 7

Goal 1
Student Achievement
All K-8 students will demonstrate growth toward proficiency in core content areas (e.g.,California State Standards, ELD), as measured by:
1. Smarter Balanced Assessments in ELA and Mathematics in grades 3-8
2. District assessments in ELA and Math in grades K-2
3. CST in science: grade 5. Science District Benchmarks: grades 6,7and 8
4. District assessments in history/social science in grades 6-8
5. Percentage of ELs Making Progress in Learning English Based on the CELDT (AMAO1) and Percentage of ELs Attaining the English Proficiency Level on the CELDT (AMAO2)
6. Redesignation rates for ELs
7. Academic Performance Index-API (as developed by the CDE)
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. Due to school closure 2020-2021SBAC was not administered.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBAC Data - ELA grades 3-5	Percent Met or Exceeded Grade 3 - 67% Grade 4 - 55% Grade 5 - 64%	Increase or maintain
2020-2021 DRA grades K-2	Percent Proficient K- 35.8% 1 - 49.2% 2 - 62.3%	Increase or maintain
2018-2019 SBAC Data - Math grades 3-5	Percent Met or Exceeded Grade 3 - 68% Grade 4 - 46% Grade 5 - 44%	Increase or maintain
2020-2021 District Assessments Math grades K-2	Percent Proficient K- 84.9% 1 - 50% 2 - 29.5%	Increase or maintain
2018-2019 EL Proficiency on SBAC	Percent Met or Exceeded Grade 3 - 31% Grade 4 - N/A Grade 5 - 18%	Increase or maintain
2018-2019 CAST grades 5	Percent Met or Exceeded Grade 5 - 34.67%	Increase or maintain
2018-2019 Physical Fitness Test grades 5	Percent of students in HFZ Grade 5 - 47%	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 All teachers will adhere to the district pacing plan and work collaboratively to plan for instruction in all subject areas. Teachers will identify and CCSS-aligned supplemental materials for

all students, underperforming students, and students with special needs (ELs, foster youth, low income, SwD, and other numerically significant subgroups), as measured by approved purchase orders.

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)
16,592	LCFF - Supplemental 4000-4999: Books And Supplies Order common core supplemental materials: - Scholastic News subscription - Science Weekly - Social Studies Weekly - NGSS Materials - Additional materials, as needed
	District Funded None Specified Teachers will be released to attend data reflection sessions. These sessions allow teachers to analyze data, review student work, and share best teaching practices in order to make informed decisions about instruction.
19,650	District Funded 1000-1999: Certificated Personnel Salaries A 3.5 hour library media specialist will be hired to open the library during the instructional day allowing students to check out books.

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 All teachers will be be supported in the use of research based strategies through the integration of focused professional development in the following areas: continued support of math strategies through the assistance of math coaches, CELL/ExLL research based strategies, integrated and designated ELD support from EL Coordinators, and professional development of NGSS (Next Generation Science Standards) through the training from the UCLA Science Project.

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 Teachers will have access to TOSA's for professional development for Math. ELA, Science, and ELD.
14,046	District Funded 1000-1999: Certificated Personnel Salaries Teachers will be provided with professional development and release time for Student Achievement Leadership Team (SALT) to implement school plan to increase student achievement.

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 All students will be provided with appropriate intervention at their proficiency level in language arts and mathematics.

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)
42,242	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Interventionists will be hired to allow for small group support in grades 1-5.
9,061	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Tutoring opportunities will be provided to students throughout the year.
5,100	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries GATE and enrichment courses will be offered to students.
2,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide TK/1 teachers with release time to assess TK-1 students to plan for targeted interventions based on their needs.

Strategy/Activity 4

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

Strategy/Activity

1.4 All teachers will integrate integrated English Language Development in their classrooms to support English Learners throughout the day across all content areas. In addition, English Learners will receive daily designated English Language Development and follow the language function guide that was developed per trimester. Teachers will be supported through their first year of integrated and designated ELD through the EL Coordiantor and ELD/ELA Framework training.

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 Teachers will receive support in ELD by: • EL Coordinator • ELD/ELA Framework training • Grade level collaboration
	None Specified None Specified Teachers will ensure that students receive support to meet the redesignation criteria by providing interventions, as needed.
3500	Title III 1000-1999: Certificated Personnel Salaries EL Coordinator will attend monthly meetings and provide additional support for English Language learners.
	None Specified None Specified Teachers will be provided with time to plan for ELD instruction and collaborate.

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 Teachers will continue to integrate technology into their instruction to support learning in all content areas.

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 teachers with support and professional development.
	District Funded 2000-2999: Classified Personnel Salaries Technology Services will trouble shoot and make repairs, as needs, on an on-going basis to ensure that technology is operating successfully at all times.

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 Students will be provided with physical education on a weekly basis.

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 PE teacher will provide physical education instruction.

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 were fully implemented as planned to achieve the articulated goal. All teachers followed the district pacing guides to address the California State Standards across all content areas and collaborated to plan instructional units and monitor student progress, including during ILC, grade level planning times, and during scheduled release days. All teachers used district-adopted, research-based instructional strategies, with a focus on CELL/ExLL and Close Reading strategies in ELA, Math Talks and Number Talks in mathematics, the use of Crosscutting Concepts in science, Thinking Maps, and Depth of Knowledge levels. Professional development related to these specific areas was provided as needed. A multi-tiered system of intervention was implemented to ensure that the specific learning needs of every student is met. This system included rigorous classroom instruction, RtI for all students in ELA (K-2) and ELA and Math (3-5) to provide intervention or enrichment as indicated by data (Title 1 funds were used to hire Interventionists for RtI), before and after school tutoring to targeted students, extended day enrichment targeted students, STEM class for targeted students, Student Study Team support to monitor student progress and provide additional support as needed, and an Interventionist assigned specifically to support TK. All Studebaker instructional staff engaged in rigorous, research-based instructional practices to address the new ELD standards and support our English Learners in the development of English proficiency through designated and integrated ELD. The focus of instruction for both ELD and ALD was on the district-identified target Language Functions, which were addressed across grade levels and content areas. Our EL coordinator attended monthly meetings, assisted in monitoring data, provided instructional support, and oversaw the site ELD program. District and site professional development was provided to all teachers to support this effort. Technology was used to support and enhance student learning in all content areas through district TOSA support for professional development and instructional modeling, student participation in technology-based instruction, and the ongoing support of the instructional technology, software, network, and supplies. Physical education instruction was implemented for 200 minutes every ten days across all grade levels to support student physical fitness and health. Itinerant PE teachers provided standards-based instruction to all students on a biweekly basis. Arts for All personnel provided standards-based PE instruction to students while their teachers participated in ILC.

The overall effectiveness of the planned actions/services to achieve the articulated goal as measured by a variety of data resources indicate that the actions and services proved effective in contributing to overall positive growth. Due to school closure there was no SBAC data available to evaluate the overall effectiveness of this plan based on data.

Needs: We are making steady progress with all students, and when monitoring data we pay particular attention to our significant subgroups, especially our EL students. In spite of the fact that we are reclassifying students from EL to RFEP in increasing numbers, there remains an achievement gap for our EL students. We will continue to work with the district TOSA's for ELA, ELD, and Math to support all students, with particular focus on our EL subgroup. We have offered

additional tutoring support to this group of students, and we will continue to do so in the future. During the spring we incorporated a research-based computer program that individualizes for each student as part of our after school tutoring. It proved to be highly motivating to students and short-term data suggests that it is proving beneficial, so we will continue to use it for the coming school year.

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

Due to school closure and budget constraints not all funds were 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.

No changes will be made to the 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

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
Student transportation, as required by IEPs and safety criteria	100% of eligible students have access to student transportation	Maintain

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 will be purchased to support student learning.

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)
19,911	General Fund 0001-0999: Unrestricted: Locally Defined Basic supplies will be purchased to support student learning.

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 Students will be provided with district adopted textbooks.

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 Teachers will verify that students have all the necessary textbooks of the district adopted programs. The principal will assist in ensuring

that any missing items be given to teachers during the first week of school.

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 provided with facilities that are in good to excellent condition conducive to student learning..

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
	Principal will conduct campus walk throughs to ensure that facilities are safe and remain in good conditions. Work orders will be submitted, if needed.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Students with Disabilities (SH Program)

Strategy/Activity

2.4 Students in SH program will be offered door to door transportation.

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
	Principal will serve as administrator during all IEPs. Principal will ensure that transportation is documented on every SH IEP.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities (SH Program)

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 once we return to in person instruction.

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 implemented as planned to achieve the articulated goal.
Students and staff had access to the basic materials and supplies they needed to support student
learning. The campus was maintained daily to ensure a safe and orderly environment for all
students and staff. Periodic walk-throughs and inspections were conducted, and any issues were
reported in a timely manner. Work orders were created for any needs or concerns. The district
hired 100% highly-qualified teachers to instruct students. One hundred percent of students were
provided access to district-adopted standards-aligned textbooks and/or instructional materials to
address the appropriate grade level California State Standards. Students whose IEP's indicated
transportation was necessary will be provided with this service once we return to in person
instruction.

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

During school closure student were in virtual learning so bussing was not necessary, but once
hybrid began bussing resumed for students indicated in the IEP who attended in person.

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 made.

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
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 Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism Rate

Goal 3

Stakeholder Engagement
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 Rate (District and Site SMART Goals)
4. Student School Connectedness Rate (Grades 5 and 7)
5. Attendance Rate
6. Chronic Absenteeism 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
2020-2021 Parent Satisfaction Survey Response Rate	43% District Wide	Maintain at or above 80%
2020-2021 Parent Satisfaction Survey Results	96%	Maintain at or above 95%
2020-2021 Revised Parent Engagement Results	96%	Maintain or increase
2020-2021 Student School Connectedness Results	94%	+1 until 90% or greater
2018-2019 Attendance Rates	96.42%	Maintain at 97%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 Chronic Absenteeism Rate	5%	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 School to parent communication will be strengthened to ensure parents are well informed of their child's academic performance and the available school events and trainings.

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 Principal will maintain parents well informed and communicate with parents through the use of monthly newsletters, automated calls/emails, parent conferences, etc.
600	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parents will have opportunites to participate in leadership roles, such as PTA, SSC, and ELAC.
1,212	LCFF - Supplemental 4000-4999: Books And Supplies Community events will be held to maintain positive relationships with parents and community members. • Back to School Night • Open House • Honor Roll Assemblies Engagement for students such as Halloween, Red Ribbon Week, Student of the Month
	None Specified None Specified

Increase communication between school and home through social media, the website, flyers and newsletters, email, and phone messages.

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)

3.2 All Students

Strategy/Activity
Student connectedness and motivation will be increased through a variety of school activities.

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 Students will earn Star Bucks for demonstrating school wide expectations and have several opportuniy drawings and rewards (PBIS).
500	LCFF - Supplemental 4000-4999: Books And Supplies Students will be recognized monthly for Student of the Month.
300	LCFF - Supplemental 4000-4999: Books And Supplies Students will be recognized for PBIS
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified Virtual field trips will be provided for grade levels to support classroom instruction.
	None Specified None Specified We will promote school spirit with our school spirit days.

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 Student attendance will be increased through the use of motivational activities.

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)
200	LCFF - Supplemental 4000-4999: Books And Supplies Students will be recognized with attendance awards per trimester and during state testing.
	None Specified None Specified There will be communication as needed with students and families regarding the importance of attendance and attendance concerns.

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.

Actions and services were implemented as planned to achieve the articulated goals. Programs, activities, and strategies were used to increase stakeholder engagement, including: Parent information events, curriculum-based events, family fun events, parent leadership opportunities, PBIS, spirit events for students, Trimester Awards Assemblies, monthly themes around social skills and character education, educational field trips and assemblies, attendance incentives, counseling support, and increased communication via newsletter, email, phone calls, social media, and the school website. The overall effectiveness of the strategies/activities to achieve the goal is as follows:
1. Attendance Rate: The goal was to reach 97% or increase by 1%. The goal was not met.
2. Chronic Absenteeism: Studebaker's rate is 5%, compared to the state rate of 9%. Studebaker is GREEN on the state dashboard overall, yet ORANGE for Students with Disabilities. Goal not met.
3. Student Connectedness: The goal for our Grade 5 students is to maintain a rate above 90%. Studebaker scored 93%, gained 2 point. Goal met.
4. Parent Satisfaction:
5. Parent Engagement: The goal is to increase awareness of opportunities for engagement and leadership, to determine the priority level of parents to engage in different opportunities, and to ensure that those activities with highest priority to parents are the ones with the

highest engagement levels. According to the data below, parents participating in communication and school events at high levels and rank these as the most important. Results show that parents are aware of parent education and leadership opportunities, but did not participate at a high level or rank them as important as the other two areas. Goal met. The 2020-2021 results.

LCAP Survey Result
Communication with Teacher/School   91%
Attendance of School Events   91%
Participation in Parent Ed./Leadership   57%
Awareness of Parent Ed./Leadership Opportunities 95%

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 protocols, family events and parent workshops will be conducted virtually.

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.

Going forward, we will continue to use a variety of survey data to help us set goals and plan and budget for strategies and activities to achieve these goals. We will continue to foster awareness and communication with all stakeholders. Changes made include using virtual opportunities for field trips and family events.

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 Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

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 Rates (Grades 5 and 7)
4. Parent Safety Survey Rate

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
2019-2020 Suspension Rate	0	Maintain or decrease
2019-2020 Expulsion Rate	0	Maintain or decrease
2019-20120 Student School Safety Survey Results	74/75 = 99%	Maintain at or above 90%
2018-2019 Parent Safety Survey Results	91%	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 Students

Strategy/Activity

4.1 Students will be provided with a safe learning environment through the use of a school side matrix identifying school wide behavioral expectations.
- PBIS training will continue into Year 5
- School wide expectations will be reviewed with students
- Starbuck Tickets will be given as positive reinforcer
- Referrals will be tracked on SWIS and modifications to the expectations matrix will be made, as needed

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 Attend LACOE Year 4 training of PBIS (PBIS team, PBIS coach and principal)
6,000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase supplies and incentives for PBIS
	None Specified None Specified Alternatives to suspension will continue to be used to address behavior concerns.
	District Funded 1000-1999: Certificated Personnel Salaries Counselors (district and Turning Point) will provide support to students to target students in the areas of social and emotional wellness and development.

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.

Actions and services were implemented as planned to achieve the articulated goal. All aspects of the school climate were monitored and addressed to ensure student safety and connectedness. Schoolwide PBIS expectations were taught, reinforced, and monitored to promote safety and positive student relationships. No Bully continued to be implemented and procedures and protocols were followed. Starbuck tickets were used to promote and reinforce schoolwide PBIS expectations, and drawings were held for prizes. Targeted students were provided support in the areas of social and emotional wellness and development through district counselors and Turning Point staff. Alternatives to suspension continued to be used to address behavior concerns. Healthy Kids Survey and SWIS data was used to monitor school climate and address and issue or concerns. The overall effectiveness of the planned actions/services to achieve this goal is measured as follows:

Metrics:
1. Suspension rate: Studebaker had 0 suspensions in 2019-2020. Goal met
2. Expulsion rate: Studebaker had 0 expulsions in 2019-2020 Goal met
3. Student safety: The goal is to maintain a percentage of 90% or higher on the Healthy Kids Survey. Studebaker scored 94%, which is a 5% decrease over the prior year. Goal met.
4. Parent safety: The goal is to maintain a percentage of 90% or higher on the Parent Satisfaction Survey for the question regarding student safety. Studebaker scored the results for 2018-2019 school year 91% on that question, but due to school closure the parent survey was not administered.

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 school closure and budget constraints not all funds were 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.

There were no changes made.

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	$140,914.00

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	$42,242.00
Title I Part A: Parent Involvement	$600.00
Title III	$3,500.00

Subtotal of additional federal funds included for this school: $46,342.00

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	$33,696.00
General Fund	$19,911.00
LCFF - Supplemental	$40,965.00

Subtotal of state or local funds included for this school: $94,572.00

Total of federal, state, and/or local funds for this school: $140,914.00

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

Expenditures by Funding Source

Funding Source	Amount
District Funded	33,696.00
General Fund	19,911.00
LCFF - Supplemental	40,965.00
Title I Part A: Allocation	42,242.00
Title I Part A: Parent Involvement	600.00
Title III	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	19,911.00
1000-1999: Certificated Personnel Salaries	95,599.00
4000-4999: Books And Supplies	25,404.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	33,696.00
0001-0999: Unrestricted: Locally Defined	General Fund	19,911.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	16,161.00
4000-4999: Books And Supplies	LCFF - Supplemental	24,804.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	42,242.00

| 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	112,191.00
Goal 2	19,911.00
Goal 3	2,812.00
Goal 4	6,000.00

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

2 Classroom Teachers

`1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Yasmin Ruiz	Principal
Marti Martinez	Classroom Teacher
Matt Teays	Classroom Teacher
Maria Alonso	Other School Staff
Ruby Aguayo	Parent or Community Member
Gaby Cisneros	Parent or Community Member
Melissa DiCamillo	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
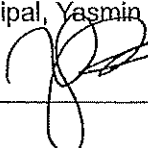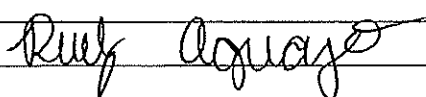
Signature Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Yasmin Ruiz on October 1, 2021
SSC Chairperson, on October 1, 2021

FastBridge ELA Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	48.71	21.1	45.94	27.26	48.63	49.65
3	43.83					
4	47.18					
5	54.13					

FastBridge Math Data 2020-2021						
National Percentile						
	All	EL	LI	SWD	Hispanic	Homeless
Total	41.21	23.9	39.38	22.94	40.33	41.74
3	37.83					
4	41.79					
5	43.54					