

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Manor Elementary School	21750026024277	5/16/22	5/31/22

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
Title I

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.

Our plan aligns with our District LCAP goals which are focused on academic achievement, social-emotional wellness, and community engagement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
 - CAASPP Results..... 12
 - ELPAC Results 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 33
 - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 38
 - Goal 1..... 38
 - Goal 2..... 42
 - Goal 3..... 46
- Budget Summary 49
 - Budget Summary 49
 - Other Federal, State, and Local Funds 49
- Budgeted Funds and Expenditures in this Plan..... 50
 - Funds Budgeted to the School by Funding Source..... 50
 - Expenditures by Funding Source 50
 - Expenditures by Budget Reference 50
 - Expenditures by Budget Reference and Funding Source 50
 - Expenditures by Goal..... 50
- School Site Council Membership 51
- Recommendations and Assurances 52
- Instructions..... 53
 - Instructions: Linked Table of Contents..... 53

Purpose and Description54

Stakeholder Involvement.....54

Resource Inequities54

Goals, Strategies, Expenditures, & Annual Review55

 Annual Review56

 Budget Summary57

 Appendix A: Plan Requirements59

 Appendix B:.....62

 Appendix C: Select State and Federal Programs64

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).

This year, the district developed and administered a new districtwide student survey to students in grades 3-5.

Parent and staff surveys will be administered in June of 2022.

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 and informal observations are conducted on a daily basis. A summary of my observations include:

- Teachers are implementing the District-wide Reading Workshop approach.
- Teachers are implementing the District-wide Writing Workshop approach.
- Teachers are implementing the Bridges Math Curriculum.
- Teachers are beginning to integrate science and social studies topics through project-based learning activities.
- Teachers are differentiating their instruction through a variety of methods.
- Teachers are utilizing technology to support instruction when available.
- Teachers are using both formative and summative assessments to guide instruction.
- Teachers are focusing on culturally responsive teaching strategies and approaches in the classroom.
- Teachers are focusing on the CASEL Competencies and Habits of Character for SEL learning.

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)

The District calendar is established to provide a minimum day on Wednesday in order to provide opportunities to meet in Professional Learning Communities (PLC). The teachers meet in grade level teams at the school site and the District level to analyze data, set goals for instruction, discuss and review teaching strategies, and set grade level goals. The school uses multiple measures to assess student performance toward standards, plan instruction, and identify appropriate interventions for students. Grades K-5 uses Fountas and Pinnell Reading assessment to identify students' reading levels and to diagnose specific areas of need. In addition, teachers in grades 3-5 use the Scholastic Reading Inventory as a universal screening tool. Teachers use other curriculum-embedded assessments such as math benchmarks, performance-based science assessments, and on-demand writing assessments during the year. The District has developed a rubric for reclassification of English Language Learners and these students are progress monitored for two years to ensure their continued growth.

CAASPP data is used as one of several measures to identify students in need of Tier I and Tier II intervention support. In particular, we use CAASPP data to identify individual student groups who are not meeting grade level standards. In addition, the initial and summative ELPAC is administered annually so that English learner progress is monitored.

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

Teachers utilize both formal assessments and observational data from small group instruction and 1-1 conferring to differentiate instruction for all levels of learners. Teachers participate in grade level team meetings to problem solve and plan instruction. The school has a Student Study Team (SST) to support general education teachers to develop plans for Tier 1 interventions in the classroom and to determine which students may need Tier 2 or 3 interventions. Teachers provide enrichment and more challenging work for students who exceed standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the District meet the requirement for highly qualified.

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

The District teachers have appropriate credentials and have sufficient instructional materials that are aligned to the Common Core. Throughout the year, teachers receive professional development provided by the District. Staff meetings are focused on curriculum and instruction through the use of teacher leaders, professional books, videos, etc. In addition, teachers meet in grade-level teams during the early release Wednesday time to work toward goals in curriculum and instruction.

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

The District and school has established a professional development calendar to ensure teachers have access to instructional strategies that are based on assessment results, standards, and professional need. In ELA, teachers receive training in components of a balanced literacy model that includes Reading and Writing Workshop. In addition, the school's PTA has established a budget so that teachers have the opportunity to attend outside professional development based on their individual needs. Through the District's teacher evaluation system, teachers have the opportunity to personalize their learning by developing a professional development plan or to earn continuing education units (CEU). In addition, Manor teachers participate in district-led professional development on diversity, equity, and inclusion such as Implicit Bias and Culturally Responsive Teaching practices.

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

Our district MTSS Partner/Coaches support and provide guidance in Tier I classroom strategies. Also, the District has provided a Special Education Partner/Coach to support general education teachers, special education teachers, and instructional support staff in order to provide research-based interventions and strategies.

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

Teachers meet in grade level teams two times per month to work on unit planning, analyzing assessment data, and overall curriculum and instruction. In addition, the teachers attend District Grade Level meetings to share practices, plan instruction, and to align curriculum across the four elementary schools.

Teaching and Learning

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

The school uses a variety of curricular materials to meet the Common Core Standards in ELA, Math, Social Studies and Science. The District has provided each teacher with a leveled library, a phonics or word work program, and the Units of Study for Teaching Reading for each classroom teacher. Teachers are also using the District-adopted program, Bridges in Mathematics, along with other Common Core supplemental math materials.

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

At Manor school the Principal and Leadership Team develop instructional blocks in reading/language arts and mathematics to provide appropriate instructional minutes. Each student receives at least 60 minutes of ELA instruction and 60 minutes of mathematics instruction throughout the day.

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

Site grade Level and District teams meet to discuss the instructional pacing of the Common Core curriculum. The report cards are aligned to the Common Core standards. Through professional development, teachers are developing a knowledge of the shifts in both English Language Arts and Mathematics and areas of instructional focus. Through discussion at District administrative meetings, the principals and District staff work collaboratively to ensure that there is a common understanding of the pace of instruction.

At the school level, a schedule is created to allow for the most optimal intervention approach targeted to meet students' needs both in and out of the classroom. Some students receive intensive interventions in addition to classroom instruction to accelerate their learning and close the achievement gap.

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

The District is providing standards-based intervention materials to meet the needs of the students that match the area of need. Materials are researched-based and will support the student achievement and increase learning. Some of the materials include Wilson/Fundations reading intervention. Leveled Literacy Instruction, and Lexia Core 5.

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

The District provides scientifically researched based instructional materials that are aligned to the standards. Intervention materials are aligned to the areas of student need and are scientifically researched based.

Opportunity and Equal Educational Access

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

Teachers meet regularly to review initial data and progress monitoring data for students who are receiving interventions. The results from the data are used to guide instruction in alignment with the Common Core State Standards. Teachers differentiate the curriculum in ELA by using the Reading and Writing workshop model which includes small group instruction and 1-1 conferences targeted for each student's individual needs. Teachers also differentiate math instruction by implementing strategy groups targeted for specific needs. Students with more intense needs in ELA receive support from a reading intervention teacher through a program called Leveled Literacy Intervention (LLI). Special education programs support the needs of special education students. The Students having difficulty with social emotional skills receive counseling support to improve motivation and school performance. The Student Study Team offers teachers and parents suggestions, strategies, and accommodations to support students not meeting standards.

Evidence-based educational practices to raise student achievement

Teachers use the District-adopted, research-based, Common-Core aligned curriculum in ELA, math, science, and social studies.

Parental Engagement

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

The PTA and the YES Foundation supports the additional needs at our school. They support students by subsidizing field trips and school assemblies. We encourage parent volunteers to assist in the classroom and a variety of school site activities on a regular basis. There is a District English Language Advisory Committee and Special Education Parent Group and Wellness Committee that meets throughout the school year to provide information on a variety of topics such as reading intervention, executive functioning skills, social emotional learning, health and safety. Also, the District supports Healthy Family initiatives by collaborating with the TAM High School District to provide parent education related to student wellness.

The District staff provide additional support to the school site. The District has provided support to translate materials and forms for parents in Spanish which is the primary other language spoken by families. Also, the District provides translation at student conferences and Student Success Teams and IEP meetings. There is District support in identifying students that qualify for subsidies for the National School Lunch Program. There is a homeless liaison that works with Marin County Office of Education to provide supports for students that are identified as homeless or foster students. There are a variety of programs and supports from parents, staff and community to provide necessary supports that will foster student engagement and participation for all students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The District oversees the parents, community representatives, and school staff in planning, implementation and evaluation of the Consolidated Application to provide students supports.

Funding

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

The district utilizes categorical funds to target instruction for students that are underperforming. The District provides instruction to English Language Learners in ELD primarily focusing on reading and writing support. All of the general education teachers have received their CLAD and provide supports using GLAD strategies. Teachers are aware of the importance of developing the student's knowledge of academic vocabulary. In addition, students that qualify for the NSLP receive targeted instruction through Title I. This is Tier II support targeted to improve reading and writing and math skills. Through Title II, the District is able to provide professional development that is personalized to the teacher and meets the District goals. Finally, through Title III funds, the District is able to provide support for EL students by supporting the hiring of a EL Coordinator.

Fiscal support (EPC)

The District provides fiscal support for students that are underperforming. The District's general fund supports the additional materials and staff needs that are not funded in their entirety by Federal and State funds. The Director of Student Services in collaboration with the Chief Business Official allocate funds to provide additional staff, professional development and scientifically researched based instructional materials

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Plan was Shared with School Staff and School Site Council for input and approval in May 2022.

Resource Inequities

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

Manor does not experience any resource inequities. Manor has 20% Free and Reduced Lunch students and 10% ELL students. Manor is also considered a Title 1 school. The RVSD District allocates funds and resources to Manor based on difference in need from the other schools.

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	0.73%	0.79%	0.5%	2	2	1
African American	1.09%	1.19%	0.5%	3	3	1
Asian	1.82%	2.37%	2.3%	5	6	5
Filipino	0.73%	0.4%	0.5%	2	1	1
Hispanic/Latino	13.09%	14.23%	18.9%	36	36	41
Pacific Islander	%	0.79%	%		2	
White	74.55%	70.36%	69.1%	205	178	150
Multiple/No Response	7.27%	9.88%	8.3%	20	25	18
	Total Enrollment			275	253	217

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	46	46	32
Grade 1	46	43	37
Grade 2	41	41	33
Grade 3	48	36	36
Grade 4	43	48	29
Grade 5	51	39	50
Total Enrollment	275	253	217

Conclusions based on this data:

1. The Hispanic/Latino population has increased over the last three years.
2. The White population has slightly decreased over the last three years.
3. The school's overall enrollment has declined over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	15	18	18	5.5%	7.1%	8.3%
Fluent English Proficient (FEP)	8	6	7	2.9%	2.4%	3.2%
Reclassified Fluent English Proficient (RFEP)	4	0	0	33.3%	0.0%	0.0%

Conclusions based on this data:

1. The number of ELL students has stayed relatively stable over the last three years.
2. No students were designated as RFEP in 19-20 or 20-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	47	36	40	47	35	40	47	35	97.6	100	97.2
Grade 4	50	42	31	46	41	30	46	41	30	92	97.6	96.8
Grade 5	53	51	50	52	49	48	52	49	48	98.1	96.1	96.0
All Grades	144	140	117	138	137	113	138	137	113	95.8	97.9	96.6

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2431.	2469.	2436.	20.00	46.81	28.57	32.50	25.53	31.43	30.00	14.89	20.00	17.50	12.77	20.00
Grade 4	2508.	2495.	2506.	43.48	26.83	56.67	26.09	43.90	10.00	10.87	12.20	13.33	19.57	17.07	20.00
Grade 5	2551.	2566.	2566.	36.54	44.90	45.83	36.54	32.65	25.00	17.31	14.29	22.92	9.62	8.16	6.25
All Grades	N/A	N/A	N/A	34.06	40.15	43.36	31.88	33.58	23.01	18.84	13.87	19.47	15.22	12.41	14.16

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.50	40.43	31.43	47.50	46.81	48.57	20.00	12.77	20.00
Grade 4	47.83	29.27	40.00	43.48	53.66	43.33	8.70	17.07	16.67
Grade 5	48.08	48.98	41.67	38.46	38.78	47.92	13.46	12.24	10.42
All Grades	43.48	40.15	38.05	42.75	45.99	46.90	13.77	13.87	15.04

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.95	38.30	8.57	56.41	46.81	65.71	25.64	14.89	25.71
Grade 4	36.96	34.15	30.00	39.13	51.22	63.33	23.91	14.63	6.67
Grade 5	40.38	42.86	33.33	55.77	48.98	56.25	3.85	8.16	10.42
All Grades	32.85	38.69	24.78	50.36	48.91	61.06	16.79	12.41	14.16

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.50	38.30	22.86	75.00	53.19	65.71	7.50	8.51	11.43
Grade 4	28.26	17.07	13.33	60.87	73.17	70.00	10.87	9.76	16.67
Grade 5	28.85	26.53	29.17	65.38	65.31	62.50	5.77	8.16	8.33
All Grades	25.36	27.74	23.01	66.67	63.50	65.49	7.97	8.76	11.50

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.82	36.17	28.57	66.67	55.32	54.29	20.51	8.51	17.14
Grade 4	39.13	31.71	36.67	50.00	56.10	50.00	10.87	12.20	13.33
Grade 5	51.92	48.98	33.33	34.62	44.90	62.50	13.46	6.12	4.17
All Grades	36.50	39.42	32.74	48.91	51.82	56.64	14.60	8.76	10.62

2019-20 Data:

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

Conclusions based on this data:

1. The overall participation rate for all grades is 96%.
2. Approximately 67% of students in grades 3-5 met or exceeded ELA standards.
3. Writing and Listening were the weakest areas in ELA for 20-21.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	47	36	40	47	34	40	47	34	97.6	100	94.4
Grade 4	50	42	31	46	41	30	46	41	30	92	97.6	96.8
Grade 5	53	51	50	52	50	48	52	50	48	98.1	98	96.0
All Grades	144	140	117	138	138	112	138	138	112	95.8	98.6	95.7

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2440.	2472.	2418.	20.00	42.55	14.71	35.00	27.66	23.53	22.50	19.15	35.29	22.50	10.64	26.47
Grade 4	2503.	2486.	2505.	30.43	24.39	33.33	28.26	29.27	30.00	28.26	26.83	20.00	13.04	19.51	16.67
Grade 5	2523.	2524.	2550.	25.00	28.00	43.75	21.15	22.00	22.92	34.62	26.00	20.83	19.23	24.00	12.50
All Grades	N/A	N/A	N/A	25.36	31.88	32.14	27.54	26.09	25.00	28.99	23.91	25.00	18.12	18.12	17.86

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.00	48.94	11.76	35.00	31.91	50.00	30.00	19.15	38.24
Grade 4	39.13	36.59	40.00	34.78	26.83	36.67	26.09	36.59	23.33
Grade 5	30.77	34.00	36.17	34.62	32.00	51.06	34.62	34.00	12.77
All Grades	34.78	39.86	29.73	34.78	30.43	46.85	30.43	29.71	23.42

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.00	53.19	14.71	52.50	34.04	73.53	17.50	12.77	11.76
Grade 4	41.30	31.71	40.00	41.30	41.46	33.33	17.39	26.83	26.67
Grade 5	26.92	38.00	31.25	59.62	34.00	58.33	13.46	28.00	10.42
All Grades	32.61	41.30	28.57	51.45	36.23	56.25	15.94	22.46	15.18

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.50	48.94	20.59	47.50	40.43	67.65	25.00	10.64	11.76
Grade 4	41.30	31.71	30.00	39.13	46.34	63.33	19.57	21.95	6.67
Grade 5	25.00	26.00	31.25	55.77	58.00	60.42	19.23	16.00	8.33
All Grades	31.16	35.51	27.68	47.83	48.55	63.39	21.01	15.94	8.93

2019-20 Data:

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

Conclusions based on this data:

1. The overall participation rate for all grades is 95%.
2. Approximately 57% of students in grades 3-5 met or exceeded Math standards.
3. Concepts and Procedures was the weakest area in math for grades 3-5 in 20-21.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*		*	*		*	*		*	*		*	
1	*		*	*		*	*		*	*		5	
3	*	*	*	*	*	*	*	*	*	*	5	5	
4	*	*	*	*	*	*	*	*	*	*	8	4	
5	*	*	*	*	*	*	*	*	*	*	6	*	
All Grades											13	35	21

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*	*		*	*		*	*		*
3	*	*	*		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	17.14	19.05	*	34.29	38.10	*	25.71	28.57	*	22.86	14.29	13	35	21

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*			*			*	*		*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	34.29	57.14	*	25.71	23.81	*	14.29	14.29		25.71	4.76	13	35	21

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*			*	*		*	*		*
3		*	*		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	2.86	0.00	*	28.57	19.05	*	40.00	38.10	*	28.57	42.86	13	35	21

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	17.14	33.33	*	40.00	57.14	*	42.86	9.52	13	35	21

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	84.62	62.86	61.90	*	17.14	33.33		20.00	4.76	13	35	21

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*	*		*	*		*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	*	5.71	4.76	*	60.00	47.62	*	34.29	47.62	13	35	21

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*		*	*		*	*		*	*		*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	*	14.29	0.00	*	71.43	66.67	*	14.29	33.33	13	35	21

2019-20 Data:

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

Conclusions based on this data:

- 58% Of the students tested scored either a 3 or 4 in overall language in 20-21.
- Written language was the weakest area in 20-21.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
228	20	10	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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	10
Foster Youth		0
Homeless		
Socioeconomically Disadvantaged	41	20
Students with Disabilities	17	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5
American Indian or Alaska Native	1	0.5
Asian	5	2.3
Filipino	1	0.5
Hispanic	41	18.9
Two or More Races	18	8.3
Native Hawaiian or Pacific Islander		
White	150	69.1

Conclusions based on this data:

1. This chart only allows for up to 19-20 data.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance in 2018 was in the green.
2. Suspension rate in 2018 was in the blue.
3. Chronic absenteeism was in the yellow. We have been focusing on improving absenteeism this school year but due to the pandemic and virtual learning, it is difficult to measure progress.

School and Student Performance Data

Academic Performance English Language Arts

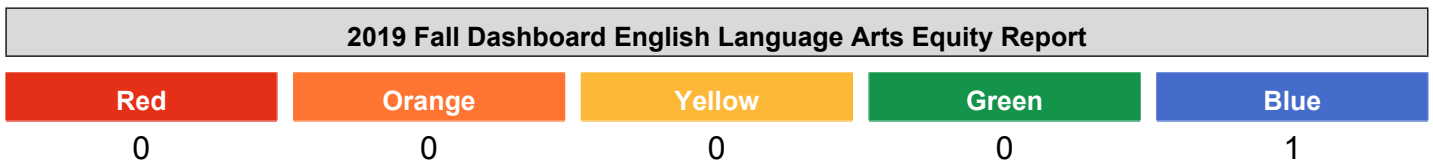
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>44.1 points above standard</p> <p>Increased ++13.1 points</p> <p>136</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>16.7 points above standard</p> <p>Increased Significantly ++12.6 points</p> <p>24</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>37 points below standard</p> <p>Declined Significantly -16.3 points</p> <p>21</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 3.5 points above standard Maintained -2 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 Blue 51 points above standard Increased ++12.5 points 110

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 2	48.4 points above standard Increased ++12.5 points 127

Conclusions based on this data:

- In 2019, overall, students are performing 44 points above standard.
- In 2019, Economically disadvantaged students are performing 16.7 above standard.
- In 2019, Hispanic students improved the least at 3.5 points above standard. Students with disabilities were 37 points below standard.

School and Student Performance Data

Academic Performance Mathematics

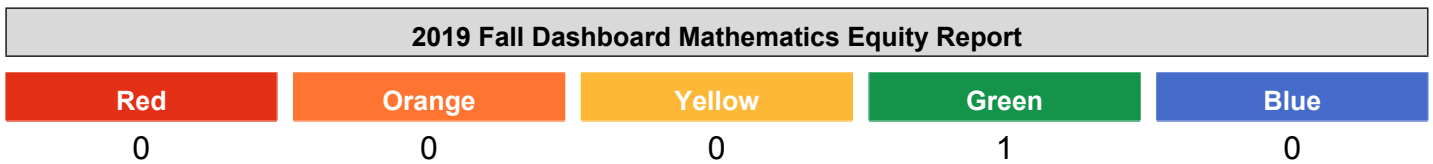
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>15 points above standard</p> <p>Increased ++9.8 points</p> <p>135</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>19.5 points below standard</p> <p>Increased ++7.2 points</p> <p>24</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>65.4 points below standard</p> <p>Declined -8.5 points</p> <p>21</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 18.6 points below standard Increased ++12.8 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color	 Green 21.2 points above standard Increased ++6.4 points 110

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 2	20.1 points above standard Increased ++12.4 points 126

Conclusions based on this data:

1. In 2019, overall, students performed 15 points above standard.
2. In 2019, Economically disadvantaged students performed 19.5 points below standard.
3. In 2019, Hispanic students performed 18.6 points below standard. Students with disabilities performed 64 points below standard.

School and Student Performance Data

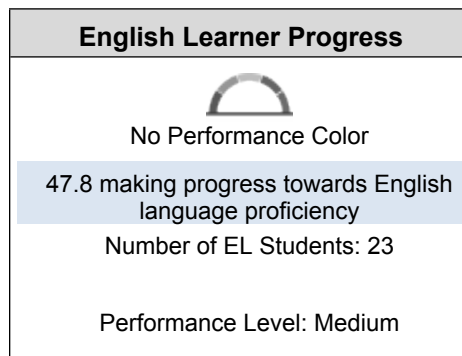
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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
26.0	26.0	4.3	43.4

Conclusions based on this data:

1. Ten students increased on ELPI level.
2. Six students decreased one ELPI level. Targeted supports needed.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

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

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

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

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

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

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

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Yellow 8.9 Maintained -0.4 281	No Performance Color 15 Declined -18.3 20	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Orange 21.2 Declined -0.6 52	Yellow 13.9 Declined -3.3 36

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.9 Declined -10.9 38	 No Performance Color 9.1 Increased +9.1 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 8.7 Increased +0.8 208

Conclusions based on this data:

- The greatest area of concern for absenteeism is our socio-economically disadvantaged students (orange).
- Excellent progress with Hispanic students.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

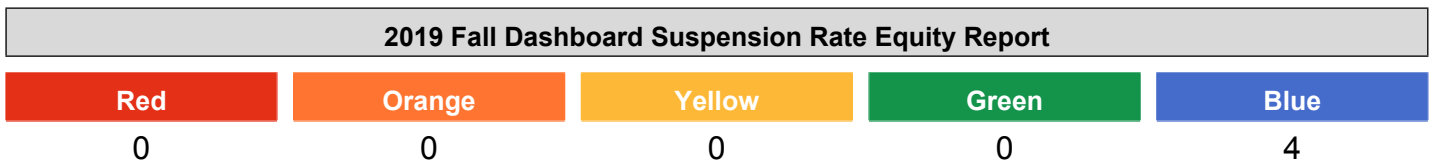
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.3 Declined Significantly -1.5 286	<p>English Learners</p> No Performance Color 0 Maintained 0 20	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p> Blue 0 Declined -6.4 55	<p>Students with Disabilities</p> Blue 0 Declined -2.9 37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 41	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 22	<div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.5</div> Declined Significantly -1 210	

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	0.3

Conclusions based on this data:

1. Our suspension decreased from 1.8 to .3 in one year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Goal 1

Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Identified Need

Data System

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	67% Met or Exceeded in ELA. & 57% Met or Exceeded in Math	75% meets or exceeds in ELA & 65% meets or exceeds for Math

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English language learners, socio-economically disadvantaged students, BIPOC students, and students in need of targeted interventions.

Strategy/Activity

Implement a phonics screener and a math diagnostic assessment in September for all students below benchmark. Use the results to determine next steps for Tier 1 and Tier 2 intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
ELO

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English language learners, socio-economically disadvantaged students, BIPOC students, and students in need of targeted interventions.

Strategy/Activity

Disaggregate local assessment data by race, gender, ELL, special education, and other subgroups to ensure that each subgroup is meeting benchmark.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

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

Hold Student progress review meetings in early November to monitor student progress in ELA, Math, and SEL using an equity lens.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English language learners, socio-economically disadvantaged students, BIPOC students, and students in need of targeted interventions.

Strategy/Activity

Classroom teachers continue implementing Tier 1 strategy groups using screening data and other beginning of year assessments to identify SMARTe goals. Progress monitor in November, March, and May.

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)

0

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English language learners, socio-economically disadvantaged students, BIPOC students, and students in need of targeted interventions.

Strategy/Activity

Provide Tier 2 Academic Intervention focused on both Literacy and Math.

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)

77,347.00

Source(s)

Title I Part A: Disadvantaged Students
None Specified

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

Provide a Parent Education Math night to support parents in understanding how to support their children’s math growth at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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 Engagement

LEA/LCAP Goal

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences.

Goal 2

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences.

Identified Need

Students social emotional well-being and overall sense of belonging is critical to their success in school.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Grade 3-5 survey, behavior records, attendance records, counseling referrals.

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

Utilize the District 3-5 student survey data to inform classroom instruction and overall SEL program.

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

None Specified
None Specified

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

All teachers utilize the Social Justice Standards and CASEL Competencies during CREW meetings and other areas of the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

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

All teachers provide students with a CREW notebook to reflect on the CASEL Competencies, Habits of Heart and Learning, and Social Justice Standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development and Wednesday meetings include a focus on the District Racial Equity Action Plan (REAP) following a scope and sequence that highlights:

- *Unpacking our own implicit racial biases
- *Curriculum through an equity lens
- *Culturally Responsive teaching practices
- *Focus on BIPOC students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

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

Provide time each trimester for classified staff to engage in professional learning around SEL and the Racial Equity Plan.

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)

0

Source(s)

None Specified
None Specified

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

Continue whole school Wednesday Welcome gatherings at least once per month with a specific focus on SEL, Racial Equity, PBL, and community-building.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Grade-level teams review a Social Studies Unit through an equity lens and make revisions as needed to identify racial biases and to include multiple perspectives,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hold an Equity Spotlight Parent event to highlight Manor's work towards the Racial Equity Action Plan (REAP)

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)

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

Community Engagement

LEA/LCAP Goal

Engage in a continuous cycle of collaborative input and feedback involving staff, students, and parents to create a positive, inclusive community environment and climate.

Goal 3

Engage in a continuous cycle of collaborative input and feedback involving staff, students, and parents to create a positive, inclusive community environment and climate.

Identified Need

Provide opportunities for community engagement and feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Utilize the Staff and Parent Survey results from Spring 2022 to make adjustments to school wide goals and events.

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)

0.00

Source(s)

None Specified
None Specified

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

Create a Site SURE Parent Racial Equity/DEI group that meets 5 x per year that includes listening sessions.

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)

0.00

Source(s)

None Specified
None Specified

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

Integrate Racial Equity and DEI into PTA and Site Council meetings and events.

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)

Parent-Teacher Association (PTA)
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Foster greater participation/access of underrepresented parents into the life and operations of the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

None Specified
None Specified

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

Continue Principal Chats for each grade level to gather feedback from parents, including holding these chats during the evenings for those parents who cannot attend during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ELL students

Strategy/Activity

Hold a Site ELAC meeting for parents of English Language Learners at least 2x per year to get feedback and ideas for our ELL learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$77,347.00

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: Disadvantaged Students	\$77,347.00

Subtotal of additional federal funds included for this school: **\$77,347.00**

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 (\$)
	\$0.00
None Specified	\$0.00

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

Total of federal, state, and/or local funds for this school: **\$77,347.00**

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
	0.00
None Specified	0.00
Title I Part A: Disadvantaged Students	77,347.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	77,347.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified	None Specified	0.00
None Specified	Title I Part A: Disadvantaged Students	77,347.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,347.00
Goal 2	0.00
Goal 3	0.00

School Site Council Membership

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

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Peg Minicozzi	Principal
Kristen Marcucci	Classroom Teacher
Cara Chambers	Other School Staff
Elizabeth Shafer	Parent or Community Member
Mike Mason	Parent or Community Member
Cami Manning	Parent or Community Member
Andy Newall	Parent or Community Member
Sujatha Sankaran	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 5/16/21.

Attested:

Principal, Peg Minicozzi on 5/24/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019