



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
Academy for Academic Excellence	36750773630837	January 14, 2021	February 8, 2021

Purpose and Description

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

Schoolwide Program

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

Our School Plan for Student Achievement is a comprehensive plan developed to support all students in achieving the academic content standards set forth by the California State Board of Education. This plan describes the goals and strategies implemented for continuous improvement to close the achievement gaps for all students especially those in targeted subgroups. This plan is aligned to the school's most recent LCAP (Local Control and Accountability Plan) that focuses on increased academic achievement in a positive school climate. These goals and strategies are funded through supplemental, concentration, and categorical funding as identified throughout the School Plan.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Every other year, AAE surveys both parents and students to evaluate the school's climate. This includes questions regarding school policies, safety, instruction, curriculum, and staff. This data is reviewed and reported to all stakeholders through the LCAP, WASC, SSC, ELAC, and School Board meetings. Results are shared with the school's leadership teams and student advisory groups. Through this process, school decisions are made and services improved.

As specific concerns come to light, special surveys are sent to facilitate the school's decisions. For example, during COVID-19, several surveys were sent out to families regarding the safety of students and programs available. Recently, parents were surveyed to discern whether they would participate in the school's hybrid program. This data helped the school create its hybrid and distance learning plan.

Exit surveys are given to each family when they disenroll. It's essential that the administrative staff and leadership teams review this data annually to inform future decision making.

Classroom Observations

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

The Academy for Academic Excellence currently uses two forms of classroom observations both informal and formal. During the current circumstances of distance learning due to COVID-19, informal observations are done remotely by each administrator. Administrators will arrange with teachers ahead of time to join the teacher's remote synchronous session. Before arranging a time, administrators will let teachers know what they are looking for when visiting virtual classrooms. For example, administrators may be looking at student interaction and engagement or they may observe something particular that teachers asked for, making the observation meaningful for teachers. After observation, administrators will reply to teachers with an email about what they saw, offering words of encouragement and sharing ideas to help facilitate learning.

Once a year, teachers are given a formal observation as outlined in their teaching contract. Administrators will arrange an appointment to observe a lesson and make notes to complete an evaluation form. This evaluation form is available for teachers to see any time of the year and is based on the California Standards for the Teaching Profession (CSTP). Once the evaluation is completed, there will be a second meeting with the teacher and administrator to review the observation and evaluation form. Both the administrator and teacher will discuss the outcomes and work together to discuss next steps.

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)

AAE uses a variety of measures to continually modify instruction, curriculum, and programming. The CAASPP (California Assessment of Student Performance & Progress) suite of exams are reviewed annually and presented to all stakeholders. These exams include the SBA (Smarter Balanced Assessment) for English and Math, CAST (The California Science Test), and the PFT (Physical Fitness Test). In addition to these state exams, we also review those provided by the College Board, the AP (Accelerated Program), the PSAT (Preliminary Scholastic Aptitude Test), and the SAT (Scholastic Aptitude Test). Locally, students are given scheduled benchmark exams (both quarterly and at trimesters) to provide current information in the areas of reading and math. Diagnostic assessments for math and reading are scheduled throughout the school year. These are administered through iReady (Curriculum & Associates), DRA (Developmental Reading Assessment), and Reading A-Z running records.

Through the PLC (Professional Learning Community) process, results from the aforementioned assessments are analyzed by all stakeholders influencing decisions made regarding instruction, curriculum, and programs. PLC happens monthly as a whole teaching staff and weekly through grade-level meetings. After changes to instruction are made, continued progress monitoring of the impact on student achievement takes place.

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

In addition to state and local assessments, AAE teachers use unit assessments provided by their adopted curriculum to monitor student progress. These results provide teachers with data based on currently taught standards as well as summative results from concepts taught earlier in the year. This data supports small group, differentiated instruction to target the individual academic needs of students. Small groups give the teacher the opportunity to reteach the missed concepts then informally check for understanding. Students needing further support receive Tier II intervention provided by the teacher on assignment in small groups. This intervention is continually monitored and reassessed to check for progress. Changes in instruction delivery and curriculum may result from this data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

88% of teaching staff is highly qualified. 8 teachers have one course that is outside of their current teaching credential.

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

All teachers at AAE are highly qualified and placed according to their credential. Teachers receive on-going professional development through the school's adopted curriculum, instructional practices for distance learning, technology integration, assessment analysis and differentiated grouping instruction, and reading intervention. First and second year teachers attend Induction (new teacher on-going coaching) that provides a veteran teacher assigned to each new teacher to plan instruction, analyze data, review observations, and support the new teacher in all areas.

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

Professional development is aligned to the site goals to improve academic achievement and create a positive school climate. During the current environment of distance learning, additional technology training and online instructional strategies have been added to support student achievement in the online environment. Training has been provided to analyze assessment data to develop intervention in small groups to meet the most immediate needs of students.

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

Along with administrative staff, we employ two teaching experts to support teachers: a Teacher on Assignment (site employee) and Coordinator of Assessments and Programs (district employee). These experts are available during PLC (Professional Learning Community) time. Other experts providing instructional support are curriculum-based trainers (science, Reading), Orton Gillingham reading intervention strategies, and assessment analysis with small-group instruction design through iReady, our ELA and Math diagnostic program.

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

TK-5 teaching staff meets in their PLC weekly supported by the school's Teacher on Assignment and Coordinator of Assessments and Programs to review data and instruction. Grade levels meet weekly during their designated planning time. Middle school and high school meets through PLC both by department and grade level with their team supported by the department head to discuss instructional planning and student concerns. Staff meets in PLC monthly to discuss the current instructional climate and share best practices.

Teaching and Learning

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

All adopted curricula are standards-aligned to the specific subject area standards as adopted by the California Department of Education. Instructional materials are designed and implemented with targeted goals to ensure progress towards mastery of standards at the end of each school year. Curricula and materials are reviewed annually during the PLC process and compared to assessment results to measure effectiveness.

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

All classroom and subject areas adhere to the state mandated instructional minutes for reading/language arts and mathematics.

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

Pacing guides are supplied by the adopted curricula and are followed to ensure students have received instruction on essential state standards. Pacing is continually reviewed and modified to meet the needs of all students. Intervention takes place during the school day and delivered by the classroom teacher. More intense intervention, Tier II and Tier III, are built into the master schedule and may also be delivered in small groups during the school day or after school.

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

Instructional materials are aligned to the state adopted approved textbooks and follow the state standards.

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

SBE adopted and standards-aligned instructional materials, including intervention materials, are used in all curricular areas.

Opportunity and Equal Educational Access

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

AAE provides a variety of opportunities to support underperforming students and subgroups. Teachers use time during class to meet with small groups providing extra support on currently taught learning objectives. Beyond class time, teachers offer online office hours for students to join and ask clarifying questions and receive help with current instruction. The current distance learning schedule allows for time built in both in the afternoon, Wednesdays, and homeroom for small group, differentiated instruction helping students with current instruction and learning loss. Students needing further intervention, meet with the current Teacher on Assignment to work on both reading and math skills they are struggling with.

Evidence-based educational practices to raise student achievement

Extra support for students is facilitated through the current state adopted, standards aligned curriculum, iReady Instruction for math, and Orton-Gillingham reading instruction. Teachers use these research-based tools with evidence-based educational practices: Intentional questioning allowing students to express their ideas through academic discourse supporting critical thinking in all content areas; collaborative learning allowing students to think through their ideas together with discussion, interaction, and teamwork to complete tasks; experiential learning allowing students to experience the learning and problem solve with a variety of activities assigned by the teacher; gradual release of responsibility, I do, we do, you do, method giving students the process necessary to gain understanding through multiple tasks.

Parental Engagement

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

Parenting with Love and Logic:

Families are invited to attend weekly Love and Logic trainings that help parents to lead with empathy when dealing with undesirable behaviors, allowing children to learn and grow from their mistakes. This philosophy helps children to own their mistakes and work on solving them with few words from parents.

Knights in Training:

Incoming Kindergarten families participate in two separate parent nights where they receive information on Kindergarten and the expectations for their child. This is also a time where parents can ask questions and meet the Kindergarten teaching team. While parents are in these informational meetings, the incoming Kinders participate in activities with their future Kindergarten teacher.

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)

AAE families are surveyed to assess family needs and review any parent suggestions for the instructional program every other year. These results are used to improve both the climate and instruction of the school and develop programs to support family needs.

Parents and community members are encouraged to participate in school support and governance bodies such as the Parent Teacher Organization, School Site Council, and other school committees to have input in the planning, implementation, and evaluation of ConApp programs.

Through staff participation in SSC, PLC, leadership team meetings, collaborative grade-level teams, and staff meetings, decisions to improve the overall instructional program are made using data derived from parent and student climate surveys, and all academic data.

Funding

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

AAE uses its Title I funding to provide intervention services for our underperforming students. The majority of funding is spent on the Teacher on Assignment position who facilitates Tier II intervention in grades K-8 and provides designated ELD (English Language Development) for our English Learners.

Fiscal support (EPC)

The school provides ongoing support and communication in fiscal planning.

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

An annual review and update were conducted with stakeholders during the School Site Council meeting on January 14, 2021, and brought to the School Board for approval at the February 8, 2021 School Board meeting.

The School Site Council (SSC) is a team comprised of the principal (or designee), teachers, other school personnel, parents, students, and community members, that develops the mission and goals for the improvement of an individual school community:

Responsibilities of the Council:

- Write the Single Plan for Student Achievement (SPSA)
- Submit the plan for Board approval
- Budget supplemental resources (categorical funds)
- Implement the plan
- Conduct a self-study - evaluate how successfully the plan meets stated goals
- Revise the plan to meet the changing needs of the students
- Review and allocate available supplemental categorical funds
- Implement the revised plan
- Regularly attend School Site Council meetings
- Become knowledgeable and have a commitment to the Single Plan for Student Achievement and its processes
- Actively participate in School Site Council duties, including serving on Standing and Special Committees
- Be able to serve the full term for which you are elected
- Communicate your knowledge and concerns to the School and the Community, thus becoming an advocate for improved public education and its changing needs

In addition to the SSC the AAE collects feedback from students, families, staff, executive team members, and school board members in the following ways:

- Fall Title 1 Parent Informational Meeting
- Parent-Teacher Conferences
- Parents and Pastries

- Weekly Family Forums
- School Events
- Local Control Accountability Plan
- Surveys

Resource Inequities

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

The Academy for Academic Excellence will use student and staffing formulas to avoid inequities in the allocation of human and financial resources. At this time, there are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.3%	0.3%	0.42%	4	4	6
African American	3.3%	3.0%	3%	47	44	43
Asian	3.6%	3.7%	3.49%	51	53	50
Filipino	2.2%	2.1%	2.44%	32	31	35
Hispanic/Latino	36.2%	36.3%	38.52%	519	525	552
Pacific Islander	0.2%	0.1%	0.07%	3	2	1
White	46.5%	46.3%	44.45%	667	670	637
Multiple/No Response	7.8%	8.2%	7.54%	112	118	1
Total Enrollment				1,435	1,447	1,433

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	124	126	125
Grade 1	101	100	101
Grade 2	100	100	101
Grade 3	112	112	113
Grade 4	111	112	112
Grade 5	110	112	112
Grade 6	125	126	124
Grade 7	123	123	125
Grade 8	124	125	120
Grade 9	111	117	115
Grade 10	97	108	114
Grade 11	100	89	102
Grade 12	97	97	69
Total Enrollment	1,435	1,447	1,433

Conclusions based on this data:

1. Our enrollment stays consistent each year.

2. We lose, on average, 6% of our student population upon entering high school.
3. While most subgroup enrollments stay constant, the White population is declining and the Hispanic/Latino population is increasing.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	29	46	40	2.0%	3.2%	2.8%
Fluent English Proficient (FEP)	106	104	109	7.3%	7.2%	7.6%
Reclassified Fluent English Proficient (RFEP)	10	0	6	38.5%	0%	13.0%

Conclusions based on this data:

1. English Learner enrollment has increased since the 2017-18 school year.
2. Over half of our incoming students are testing as English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	112	112	111	111	112	111	111	100	99.1	99.1
Grade 4	113	111	110	111	111	110	111	111	110	98.2	100	100
Grade 5	111	111	110	107	108	109	107	108	109	96.4	97.29	99.1
Grade 6	120	124	125	120	119	124	120	118	124	100	95.96	99.2
Grade 7	118	122	124	117	121	122	117	121	122	99.2	99.18	98.4
Grade 8	115	124	125	113	124	123	113	124	123	98.3	100	98.4
Grade 11	103	98	82	102	97	81	102	97	81	99	98.97	98.8
All	792	802	788	782	791	780	782	790	780	98.7	98.62	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2426.	2412.	2416.	16.07	18.02	17.12	34.82	21.62	32.43	25.89	27.93	20.72	23.21	32.43	29.73
Grade 4	2476.	2470.	2472.	27.03	28.83	29.09	27.03	22.52	26.36	21.62	21.62	18.18	24.32	27.03	26.36
Grade 5	2513.	2514.	2516.	21.50	25.00	25.69	42.99	32.41	32.11	17.76	20.37	18.35	17.76	22.22	23.85
Grade 6	2528.	2535.	2545.	15.83	18.64	22.58	35.83	36.44	38.71	25.00	28.81	22.58	23.33	16.10	16.13
Grade 7	2552.	2570.	2564.	10.26	21.49	18.85	46.15	38.02	40.16	26.50	23.97	23.77	17.09	16.53	17.21
Grade 8	2581.	2588.	2596.	17.70	17.74	25.20	41.59	42.74	39.02	23.01	28.23	26.02	17.70	11.29	9.76
Grade 11	2698.	2660.	2664.	69.61	48.45	44.44	22.55	26.80	34.57	7.84	18.56	17.28	0.00	6.19	3.70
All Grades	N/A	N/A	N/A	24.68	24.81	25.26	36.06	31.90	35.00	21.36	24.43	21.28	17.90	18.86	18.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.43	27.03	24.32	51.79	41.44	49.55	26.79	31.53	26.13
Grade 4	31.53	27.93	30.91	46.85	50.45	43.64	21.62	21.62	25.45
Grade 5	24.30	30.56	27.52	57.94	43.52	53.21	17.76	25.93	19.27
Grade 6	20.00	23.73	33.06	54.17	50.85	38.71	25.83	25.42	28.23
Grade 7	25.64	25.62	25.41	52.99	30.65	47.54	21.37	49.48	27.05
Grade 8	30.09	30.65	35.77	45.13	46.77	50.41	24.78	22.58	13.82
Grade 11	69.61	49.48	56.79	24.51	40.21	32.10	5.88	10.31	11.11
All Grades	31.20	30.25	32.44	47.95	46.71	45.51	20.84	23.04	22.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.96	17.12	14.41	60.71	44.14	54.95	22.32	38.74	30.63
Grade 4	21.62	20.72	13.64	56.76	52.25	63.64	21.62	27.03	22.73
Grade 5	27.10	28.97	28.44	57.01	52.34	48.62	15.89	18.69	22.94
Grade 6	26.67	25.42	16.94	47.50	49.15	66.13	25.83	25.42	16.94
Grade 7	21.37	45.00	33.61	60.68	40.83	50.00	17.95	14.17	16.39
Grade 8	26.55	30.65	28.46	56.64	58.06	60.98	16.81	11.29	10.57
Grade 11	71.57	55.67	58.02	26.47	35.05	35.80	1.96	9.28	6.17
All Grades	29.67	31.6	26.41	52.56	47.72	55.26	17.77	20.69	18.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.07	13.51	18.02	69.64	68.47	63.96	14.29	18.02	18.02
Grade 4	24.32	22.52	22.73	57.66	51.35	67.27	18.02	26.13	10.00
Grade 5	19.63	30.56	13.76	69.16	49.07	72.48	11.21	20.37	13.76
Grade 6	14.17	27.97	21.77	71.67	52.54	63.71	14.17	19.49	14.52
Grade 7	17.95	32.23	12.30	65.81	52.07	75.41	16.24	15.7	12.30
Grade 8	21.24	30.65	24.39	69.91	53.23	64.23	8.85	16.13	11.38
Grade 11	40.20	60.82	32.10	58.82	28.87	64.20	0.98	10.31	3.70
All Grades	21.61	31.01	20.26	66.24	49.49	67.44	12.15	19.49	12.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.32	16.22	19.82	54.46	55.86	42.34	23.21	27.93	37.84
Grade 4	27.93	22.52	24.55	53.15	51.35	48.18	18.92	26.13	27.27
Grade 5	25.23	30.56	25.69	52.34	49.07	53.21	22.43	20.37	21.10
Grade 6	24.17	27.97	31.45	53.33	52.54	47.58	22.50	19.49	20.97
Grade 7	23.93	32.23	33.61	57.26	52.07	49.18	18.80	15.7	17.21
Grade 8	28.32	30.65	29.27	45.13	52.23	57.72	26.55	16.13	13.01
Grade 11	77.45	60.82	53.09	22.55	28.87	38.27	0.00	10.31	8.64
All Grades	32.10	31.01	30.26	48.72	49.49	48.59	19.18	19.49	21.15

Conclusions based on this data:

- 99% of students are participating in taking the CAASPP exam.
- Elementary grades struggle with research/inquiry and writing but show improvement as they enter middle school and high school.

3. Overall, students are improving annually in their scores with increases in standard exceeded and met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	112	112	112	112	111	111	112	111	110	100	99.1	99.1
Grade 4	113	111	110	111	111	110	111	111	110	98.2	100	100
Grade 5	111	111	110	107	108	109	107	107	109	96.4	97.29	99.1
Grade 6	120	124	125	120	119	124	120	119	124	100	95.9	99.2
Grade 7	118	122	124	118	121	122	118	121	122	100	99.18	98.4
Grade 8	115	124	125	113	124	123	113	124	123	98.3	100	98.4
Grade 11	103	98	82	102	97	81	102	97	81	99	98.97	98.8
All	792	802	788	783	791	780	783	791	779	98.9	98.62	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2417.	2420.	11.61	12.61	15.45	31.25	26.13	30.91	33.04	32.43	21.82	24.11	28.83	31.82
Grade 4	2477.	2463.	2479.	13.51	13.51	18.18	35.14	25.23	21.82	33.33	34.23	45.45	18.02	27.03	14.55
Grade 5	2487.	2499.	2492.	14.02	16.67	11.93	17.76	18.52	19.27	33.64	33.33	38.53	34.58	31.48	30.28
Grade 6	2482.	2525.	2520.	6.67	12.61	16.13	20.83	25.21	25.81	29.17	31.09	24.19	43.33	31.09	33.87
Grade 7	2503.	2515.	2555.	7.63	9.92	23.77	16.10	24.79	26.23	35.59	28.93	30.33	40.68	36.36	19.67
Grade 8	2525.	2544.	2536.	11.50	12.10	17.07	15.04	18.55	16.26	27.43	36.29	28.46	46.02	33.06	38.21
Grade 11	2626.	2605.	2611.	17.65	21.65	13.58	39.22	27.84	30.86	19.61	19.59	27.16	23.53	30.93	28.40
All Grades	N/A	N/A	N/A	11.62	13.91	16.82	24.78	23.64	24.13	30.40	31.10	30.81	33.21	31.35	28.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.54	25.23	30.00	41.96	39.64	34.55	37.50	35.14	35.45
Grade 4	29.73	14.41	33.64	38.74	46.85	38.18	31.53	38.74	28.18
Grade 5	16.82	15.74	19.27	34.58	49.07	37.61	48.60	35.19	43.12
Grade 6	14.17	10.92	24.19	33.33	54.62	33.06	52.50	34.45	42.74
Grade 7	10.17	14.88	29.51	34.75	49.59	35.25	55.08	35.54	35.25
Grade 8	12.39	15.32	18.70	34.51	63.71	29.27	53.10	20.97	52.03
Grade 11	38.24	20.62	29.63	33.33	48.45	39.51	28.43	30.93	30.86
All Grades	19.92	15.68	26.19	35.89	51.96	35.04	44.19	32.36	38.77

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.61	18.92	19.09	61.61	49.55	46.36	26.79	31.53	34.55
Grade 4	14.41	14.41	17.27	59.46	46.85	56.36	26.13	38.74	26.36
Grade 5	15.89	15.74	10.09	42.99	49.07	55.96	41.12	35.19	33.94
Grade 6	8.33	10.92	15.32	42.50	54.62	45.97	49.17	34.45	38.71
Grade 7	11.86	14.88	22.95	51.69	49.59	51.64	36.44	35.54	25.41
Grade 8	14.16	15.32	18.70	47.79	63.71	48.78	38.05	20.97	32.52
Grade 11	21.57	20.62	20.99	58.82	48.45	56.79	19.61	30.93	22.22
All Grades	13.79	15.68	17.72	51.98	51.96	51.35	34.23	32.36	30.94

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.86	18.02	24.55	64.29	42.34	44.55	17.86	39.64	30.91
Grade 4	22.52	20.72	28.18	48.65	49.55	42.73	28.83	29.73	29.09
Grade 5	9.35	14.81	9.17	53.27	54.63	55.05	37.38	30.56	35.78
Grade 6	10.83	16.81	16.94	39.17	45.38	51.61	50.00	37.82	31.45
Grade 7	5.93	10.74	23.77	57.63	59.5	55.74	36.44	29.75	20.49
Grade 8	16.81	11.29	19.51	52.21	59.68	53.66	30.97	29.03	26.83
Grade 11	24.51	28.87	19.75	55.88	45.36	60.49	19.61	25.77	19.75
All Grades	15.20	16.94	20.28	52.87	51.20	51.73	31.93	31.86	27.98

Conclusions based on this data:

1. The overall performance for students continues to increase as demonstrated by the percentage of students exceeded and met.
2. Students struggle most with concepts and procedures.
3. Grades 5, 6, and 8 show us the areas of greatest need in all domain areas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K							3	4
Grade 1							3	2
Grade 2							4	4
Grade 3							3	6
Grade 4							2	6
Grade 5							5	2
Grade 6							5	8
Grade 7							5	4
Grade 8							1	5
Grade 9							0	3
Grade 10							0	0
Grade 11							1	0
Grade 12							1	1
All Grades							33	46

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		10.87	56.25	58.70		30.43			33	46

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	23.91	34.38	54.35		19.57		2.17	33	46

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		8.70	34.38	36.96	37.50	50.00		4.35	33	46

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	23.91	46.88	69.57		6.52	33	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	50.00	34.78	46.88	58.70		6.52	33	46

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		10.87	40.63	67.39	37.50	21.74	33	46

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		21.74	75.00	78.26			33	46

Conclusions based on this data:

1. Our current data shows that our school's English Learner population is steadily increasing.
2. Overall our students are scoring in level 3 or 4 showing progress towards being reclassified.
3. Reading is the lowest scoring domain and writing is the highest indicating the need for additional reading support.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1447	33.8	3.2	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	3.2
Homeless	12	0.8
Socioeconomically Disadvantaged	489	33.8
Students with Disabilities	126	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	3.0
American Indian	4	0.3
Asian	53	3.7
Filipino	31	2.1
Hispanic	525	36.3
Two or More Races	118	8.2
Pacific Islander	2	0.1
White	670	46.3







Conclusions based on this data:

1. Over 1/3 of the student population is identified as socioeconomically disadvantaged.
2. Hispanic and White ethnicities make up the majority of the school's population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance is in the green level in all identified areas showing proficiency in all areas.
2. Our graduation rate continues to be high and is in the blue.
3. Chronic absenteeism is currently at yellow and needs to be addressed by the school.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>17.1 points above standard</p> <p>Maintained ++2.6 points</p> <p>768</p>	<p>English Learners</p>  <p>Orange</p> <p>30 points below standard</p> <p>Declined -6 points</p> <p>58</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>3.9 points below standard</p> <p>Declined -3.5 points</p> <p>276</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>75.9 points below standard</p> <p>Increased Significantly ++10.5 points</p> <p>78</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 27.1 points above standard Increased ++8.8 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 52.6 points above standard Maintained -2.4 points 26	 No Performance Color 38 points above standard Maintained -0.1 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.3 points below standard Maintained -0.4 points 271	 Green 18.8 points above standard Maintained -1.7 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 31 points above standard Increased ++6.4 points 359

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
93.8 points below standard Increased Significantly ++20.3 points 28	29.5 points above standard Maintained ++1.6 points 30	19.3 points above standard Increased ++4.7 points 671

Conclusions based on this data:

- English learners showed a decline and are in the orange level.
- Our Hispanic population maintained their status but are still in the orange level.
- Students with disabilities showed a considerable increase from the prior year.

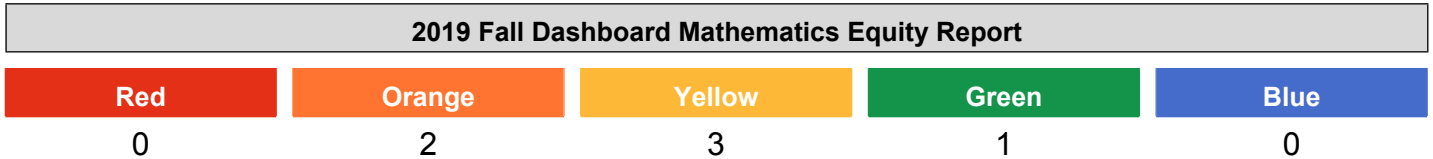
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>24.4 points below standard</p> <p>Increased ++7.5 points</p> <p>766</p>	<p>English Learners</p>  <p>Yellow</p> <p>45.6 points below standard</p> <p>Increased ++10 points</p> <p>58</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>43.9 points below standard</p> <p>Increased ++4.1 points</p> <p>275</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>110.4 points below standard</p> <p>Increased Significantly ++15 points</p> <p>77</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 35.4 points below standard Maintained -1.7 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 29.8 points above standard Increased ++12.3 points 26	 No Performance Color 10.2 points below standard Declined Significantly -18.3 points 20
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 40.2 points below standard Increased ++12.5 points 271	 Orange 29.6 points below standard Maintained -0.6 points 60	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 14.4 points below standard Increased ++7.5 points 357

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
103 points below standard Increased Significantly ++22.1 points 28	8.1 points above standard Increased Significantly ++23.6 points 30	24.2 points below standard Increased ++7.6 points 669

Conclusions based on this data:

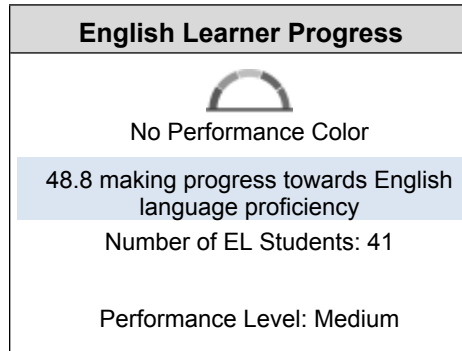
1. Students with disabilities made a considerable increase in math compared to the prior year.
2. Socioeconomically disadvantaged students increased in the area of math and are close to moving to the a proficient level.
3. English learners increased in the area of math and are close to moving to the a proficient level.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.8	24.3		48.7

Conclusions based on this data:

1. Close to half of our English learner population made progress toward reclassification.

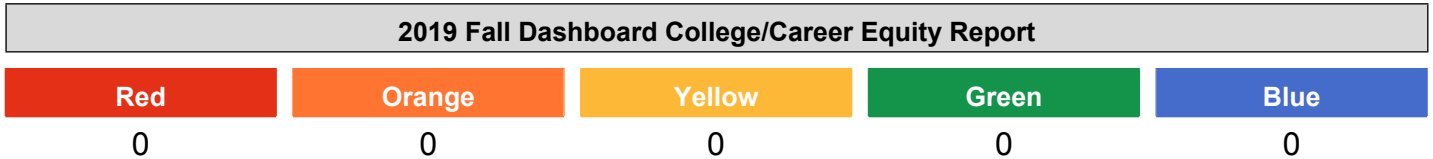
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>65.3</p> <p>Maintained 0</p> <p>98</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
65.3 Prepared	65.3 Prepared	65.3 Prepared
12.6 Approaching Prepared	12.6 Approaching Prepared	16.3 Approaching Prepared
22.1 Not Prepared	22.1 Not Prepared	18.4 Not Prepared

Conclusions based on this data:

- 65% of graduating seniors have demonstrated through state assessments that they are prepared for entrance into college.
- The number of students moving from not prepared to approaching prepared have increased from 2018 to 2019.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 4.9 Increased +0.6 1051	<p>English Learners</p>  Yellow 4.8 Increased +4.8 42	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p>  No Performance Color 30.8 Increased +15.4 13	<p>Socioeconomically Disadvantaged</p>  Orange 8.9 Increased +2 380	<p>Students with Disabilities</p>  Orange 8.3 Increased +2.9 120

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -3.1 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 17
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.8 Increased +2.1 395	 Blue 2.5 Maintained -0.1 80	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.6 Maintained -0.2 497

Conclusions based on this data:

1. Overall, chronic absenteeism has increased from the prior year.
2. Our homeless population had the greatest increase in chronic absenteeism.
3. English learners showed the second highest increase in chronic absenteeism.

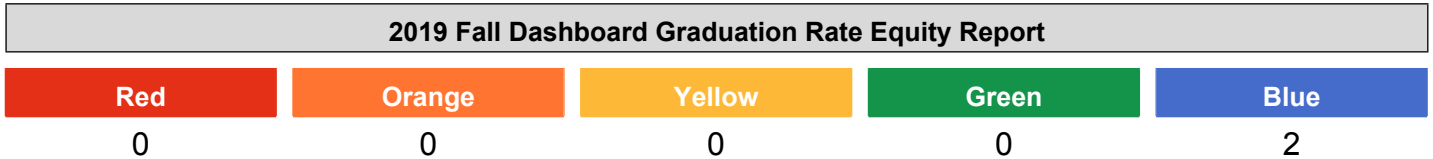
School and Student Performance Data

Academic Engagement Graduation Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>98</p> <p>Maintained +0.1</p> <p>99</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>95</p> <p>Declined -5</p> <p>40</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 96.6 Declined -3.5 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 Blue 97.9 Maintained +0.3 48

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
97.9	98

Conclusions based on this data:

- The graduation rate continues to maintain a 98% rate.

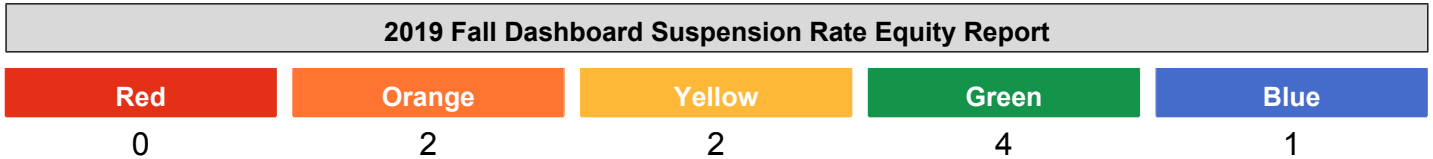
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 3.5 Declined -0.5 1484	<p>English Learners</p>  Yellow 2.1 Increased +2.1 48	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color 0 Declined -11.8 14	<p>Socioeconomically Disadvantaged</p>  Green 3.9 Declined -0.5 535	<p>Students with Disabilities</p>  Yellow 7 Declined -1.5 142

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4.4 Declined -1.7 45	 No Performance Color Less than 11 Students - Data 4	 Orange 5.6 Increased +0.5 54	 Blue 0 Declined -5.9 32
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 Declined -0.6 545	 Orange 3.4 Increased +0.8 117	 No Performance Color Less than 11 Students - Data 2	 Green 3.6 Declined -0.4 685

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	3.5

Conclusions based on this data:

1. English learners were the only student group to show an increase in suspensions.
2. Most student groups showed a decline in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase student achievement.

LEA/LCAP Goal

Prepare all students for post-secondary success.

Goal 1

Maintain student academic achievement in the areas of math and English language arts.

Identified Need

With the current climate of distance learning, we hope to maintain the percentage of proficient students in the areas of English language arts and math as identified through state and local assessments. As our English Learner enrollment continues to increase, the necessity for both integrated ELD and designated ELD has steadily increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Progress (CAASPP) in ELA and Math for grades 3-8 & 11	60.26% of students showed proficiency in ELA 40.95% of students showed proficiency in math	60% of students will achieve standard exceeded or standard met demonstrating proficiency in ELA 41% of students will achieve standard exceeded or standard met demonstrating proficiency in math
iReady Reading for grades 2-5	Reading: 42% of students on or above grade level 36% of students one grade level below 22% of students are two or more grade levels below	Reading: 42% of students on or above grade level 36% of students one grade level below 22% of students are two or more grade levels below
iReady Math for grades 2-8	Math: 31% of students on or above grade level 44% of students one grade level below	Math: 31% of students on or above grade level 44% of students one grade level below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	25% of students are two or more grade levels below	25% of students are two or more grade levels below
ELPAC summative for English Learners	10.87% of students achieved a level 4 58.7% of students achieved a level 3 30.43% of students achieved a level 2 0% of students achieved a level 1	15% of students achieve a level 4 60% of students achieve a level 3 25% of students achieve a level 2 0% of students achieve a level 1
California Dashboard English Learner Progress Indicator	48.7% of students moved up one ELPI level 24.3% of students maintained ELPI levels 26.8% of students decreased one level	50% of students moved up one ELPI level 30% of students maintained ELPI levels 20% of students decreased one level

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

Provide Tier 1 support and Tier II intervention. Students in need of intervention will receive Tier I from the classroom teacher who is supported by the teacher on assignment. Students in need of additional intervention, Tier II, will receive additional, small group instruction provided by the teacher on assignment.

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)

84,729

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher on Assignment

25,620

Title I
2000-2999: Classified Personnel Salaries
Instructional Assistants

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English learners will receive designated ELD with small group instruction provided by the teacher on assignment. Reading A-Z English Learner program will be used to support ELD.

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)

982

Title I
4000-4999: Books And Supplies
ELL Reading A-Z program

0

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development for ELL Reading A-Z
program (included in software purchase)

200

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures
ELL training for distance learning through
Orange County office of Ed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in need of intervention for Reading including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, will benefit from teacher professional development.

Strategy/Activity

All elementary grade level reading teachers will receive Orton-Gillingham training to support student reading 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)

17,850

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And
Operating Expenditures

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

Students in need of additional support outside of the school day will attend before or after-school tutoring which is overseen by a teacher coordinator.

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)
3,600	Title I 1000-1999: Certificated Personnel Salaries Teacher coordinator for tutoring services
21,500	Title I 1000-1999: Certificated Personnel Salaries Teacher tutors
4,210	Title I 4000-4999: Books And Supplies Supplies for tutoring
23,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental Educations Services tutoring

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

Induction training for 1 and 2 year teachers. Each new teacher is coached by a veteran teacher who is available to plan and advise on classroom instruction.

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)
13,200	Title II Part A: Improving Teacher Quality

1000-1999: Certificated Personnel Salaries
Induction costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students especially those who are identified and socioeconomically disadvantaged.

Strategy/Activity

With distance learning, some families struggle with have wifi for their home-school connection. Hot spots are provided to these families free of charge.

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)

13,725

Source(s)

CARES Act
4000-4999: Books And Supplies
Hot Spots for wifi and the service fee

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

College readiness.

LEA/LCAP Goal

Prepare all students for post-secondary success.

Goal 2

Maintain the school's current graduation rate of 98% and the percentage of students completing a-g requirements at 80%.

Identified Need

We want to help students stay engaged and on track for college readiness. To help with this, we will support those taking AP courses financially.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Advanced Placement participation rate.	AP participation rate for 2020 was 89%	100% AP participation rate for 2021
Percentage of graduates completing a-g requirements.	80% of students completed a-g requirements 2020	80% of students complete a-g requirements 2021

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)

Students enrolled in AP courses.

Strategy/Activity

Any student has access to participate in AP courses and as a school, we want to give every advantage to students to be able to show how well they have learned the AP material this school year. To do this, the school offsets the cost of the AP exam.

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)

12,571

Title IV Part A: Student Support and Academic Enrichment
5000-5999: Services And Other Operating Expenditures
Cost to offset AP exams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students enrolled in AP courses.

Strategy/Activity

AP training for teachers.

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)

700

Source(s)

Title II Part A: Improving Teacher Quality
5800: Professional/Consulting Services And Operating Expenditures
AP Training

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students enrolled in dual enrollment.

Strategy/Activity

To further assist in a-g completion, there is a need to work with the local college to provide dual enrollment courses.

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)

5,811

Source(s)

Title I
4000-4999: Books And Supplies
Dual Enrollment textbooks

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students in need of credit recovery.

Strategy/Activity

For students to continue progress towards a-g completion, some need to attend summer school to retake previously failed courses.

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)

300

Title I
5800: Professional/Consulting Services And
Operating Expenditures
BYU Credit Recovery Program

3000

Title I
1000-1999: Certificated Personnel Salaries
Teachers to support BYU implementation

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	\$203,923
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$230,998.00

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	\$172,752.00
Title II Part A: Improving Teacher Quality	\$31,950.00
Title IV Part A: Student Support and Academic Enrichment	\$12,571.00

Subtotal of additional federal funds included for this school: \$217,273.00

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 (\$)
CARES Act	\$13,725.00

Subtotal of state or local funds included for this school: \$13,725.00

Total of federal, state, and/or local funds for this school: \$230,998.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
CARES Act	13,725.00
Title I	172,752.00
Title II Part A: Improving Teacher Quality	31,950.00
Title IV Part A: Student Support and Academic Enrichment	12,571.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	126,029.00
2000-2999: Classified Personnel Salaries	25,620.00
4000-4999: Books And Supplies	24,728.00
5000-5999: Services And Other Operating Expenditures	12,571.00
5800: Professional/Consulting Services And Operating Expenditures	42,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CARES Act	13,725.00
1000-1999: Certificated Personnel Salaries	Title I	112,829.00
2000-2999: Classified Personnel Salaries	Title I	25,620.00
4000-4999: Books And Supplies	Title I	11,003.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	23,300.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	13,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	18,750.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	12,571.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,616.00
Goal 2	22,382.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Valli Andreasen	Principal
Rebecca Kobold	Classroom Teacher
Nadine Johnston	Classroom Teacher
Lindsay Henderson	Classroom Teacher Parent or Community Member
Shawna Lorz	Parent or Community Member
Trevor Aydelott	Parent or Community Member
Sergio Tejeda	Parent or Community Member
Veronica Calderon	Other School Staff Parent or Community Member
Winson Cheng	Secondary Student
Apple Cheng	Secondary Student

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 January 14, 2021.

Attested:

Principal, Valli Andreasen on 1/14/21

SSC Chairperson, Rebecca Kobold on 1/14/21