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
Jordan Elementary School	30647666020150	April 11, 2022	

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
> Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on providing targeted support for our traditionally under-served populations.

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.

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. , Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Jordan's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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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).

A LCAP survey was given in Winter of 2022 to parents, students, and staff. The survey included questions addressing the following areas.
Conditions of Learning
Pupil outcomes
Engagement

Based on the responses to the survey the following areas were determined to be areas of need.
1. Opportunities for students to receive extra help.
2. Opportunities for parents to participate in school events and activities.

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

Frequent classroom observations by the site administrator take place at Jordan Elementary School in the form of informal walkthroughs. These informal walkthroughs take place two to three times each week in each classroom. In addition to these informal observations. All temporary and probationary teachers have four formal observations each year and two evaluations. All tenured staff have two formal observation and one formal evaluation yearly. Observation forms are based on the California Standards for the Teaching Profession.

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)

As part of our on-going multi-tier systems of supports, we continually look at both state and local data to determine students in need of additional support.

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

Teachers carry out on-going cycles of formativeTeachers meet regularly to analyze student progress toward short and long term targets.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirement of highly qualified staff under the requirements of ESEA.

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

Professional development is provided to teachers on a regular on-going basis. Teachers are offered training in new adopted materials which coincides with the state's adoption cycle.

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

Staff development is aligned to the California Content Standards based on the state's content adoption cycle. The focus for the 2020/2021 school year is History-Social Studies. Additionally there is a districtwide need for professional development in the area of writing. In response to this need, the district adopted a new writing program "Write from the Beginning". A two year plan for professional development and implementation was developed by the district commencing in Spring of 2019.

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

There are multiple systems in place to provide on-going instructional assistance and support for teachers. The district has a Technology TOSA whose duties include: supporting teachers with curriculum software, training teachers in on-line assessments, and modeling and co-teaching lessons. Jordan also has an on-site tech and STEAM coach.

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

Teachers participate in weekly PLC meetings, on early-release Wednesdays, in which teachers have the opportunity to work in vertically aligned teams and horizontally aligned teams a well. Once a month, teachers are provided time to collaborate with grade level colleagues districtwide.

Teaching and Learning

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

Staff are provided with district pacing guides in content areas which assist staff with aligning the curriculum and instruction to the California Content Standards.

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

Within the district provided pacing guides, staff are provided with the recommended number of instructional minutes for reading/language arts and mathematics. Teachers submit classroom schedules to the principal at the beginning of each year showing the number of instructional minutes for all content areas each day.

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

District pacing guides provide teachers and principals with a frame for pacing the curriculum so that all standards are taught over the course of the year. As part of Jordan's multi-tiered system of supports (MTSS), Level 1 intervention for students not meeting standards is provided within the school day as part of small group instruction. For students needing Level 2 intervention in the area of reading, students participate in the Level Literacy Program taught by staff funded by Title I funds described in the goals section of the SPSA .

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

In accordance with the Williams Act, all students at Jordan are provided with textbooks and other materials appropriate to their grade level.

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

As part of their core instruction, students use district adopted materials along with supplemental materials to create lessons that provide students with a pathway to mastery of the California Content Standard for their grade.

Opportunity and Equal Educational Access

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

We have a multi-tiered system of supports that addresses the needs of students academically, behaviorally, and social emotionally. As a piece of the multi-tiered systems of supports, students at Jordan have access to counseling services provided by the school psychologist and counselling interns under the psychologist's supervision.

Evidence-based educational practices to raise student achievement

Teachers at Jordan use a variety of research based instructional practices including: Explicit Direct Instruction, GLAD, and formative assessment.

Parental Engagement

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

In a non-COVID environment, Jordan offers after school homework help for students. As well as before and after school assistance programs targeting mathematics achievement.

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)

Jordan's PTA makes available to parents information about Cyper Bullying by hosting an informational parent night annually. In addition, parents have access to literature in the school office regarding Title I, federal lunch program, support for military families and homeless and foster youth in both English and Spanish. Parents are invited to participate in School Site Council, ELAC meetings, and other school events.

Funding

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

Jordan funds several programs which target underperforming students with Title I funds. These programs include in-school reading invention instruction 4x weekly using the Leveled Literacy Program. Title I funds are also used to purchase Accelerated Reader with provides students the opportunity to set goals for reading based on their individual needs.

Fiscal support (EPC)

In addition to Title I funds, site funds, district technology funds, and donations from PTA are used to enrich and enhance the core program. Programs funded by these sources include ST Math, after school enrichment classes, and visual art within the school day.

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

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held two times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly at weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the parent survey were analyzed to determine how the needs of our students can better be met.

Resource Inequities

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

Based on the response of the LCAP survey given by the district, parents feel that opportunities for gifted and talented students are too sparse.

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	%	0.25%	0.2%		1	1
African American	%	1.24%	1.2%		5	5
Asian	1.73%	3.22%	4.6%	7	13	19
Filipino	1.24%	1.49%	1.4%	5	6	6
Hispanic/Latino	77.97%	76.24%	75.8%	315	308	316
Pacific Islander	%	0%	%		0	
White	16.58%	14.85%	13.4%	67	60	56
Multiple/No Response	1.49%	1.73%	2.4%	6	7	10
			Total Enrollment	404	404	417

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	75	79
Grade 1	55	53	56
Grade 2	58	54	49
Grade3	46	55	57
Grade 4	53	46	59
Grade 5	60	57	49
Grade 6	67	64	68
Total Enrollment	404	404	417

Conclusions based on this data:

1. Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. The second largest group ethic group represented in Jordan's student population is White. Both groups have remained fairly consistent in size over the last three years.

2. Jordan's student population has increased 9.6% from 2015/2016 school year to the 2017/2018 school year.

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	60	40	35	14.9%	9.9%	8.4%
Fluent English Proficient (FEP)	37	49	50	9.2%	12.1%	12.0%
Reclassified Fluent English Proficient (RFEP)	0	18	6	0.0%	30.0%	15.0%

Conclusions based on this data:

1. The percentage of students who were reclassified fluent English proficient decreased significantly from 47.5% in the 2016-2017 school year to 16.3% in the 2017-2018. This was due largely in part to under reclassication prior to the 2016-2017 school year.

2. The English Learner sub-group has remained fairly consistently over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	56	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	67	67	61	67	67	100	97.1	100.0
All Grades	234	225	231	234	223	228	234	223	227	100	99.1	98.7

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	2452.	2432.	2400.	31.37	27.91	19.64	31.37	23.26	23.21	25.49	27.91	17.86	11.76	20.93	39.29
Grade 4	2488.	2497.	2438.	34.55	37.04	21.43	25.45	27.78	21.43	25.45	18.52	14.29	14.55	16.67	42.86
Grade 5	2493.	2521.	2496.	11.94	25.42	22.92	34.33	23.73	31.25	25.37	33.90	27.08	28.36	16.95	18.75
Grade 6	2536.	2540.	2527.	19.67	14.93	13.43	39.34	49.25	43.28	18.03	22.39	28.36	22.95	13.43	14.93
All Grades	N/A	N/A	N/A	23.50	25.56	18.94	32.91	32.29	30.40	23.50	25.56	22.03	20.09	16.59	28.63

2019-20 Data:
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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	37.25	27.91	16.07	41.18	46.51	58.93	21.57	25.58	25.00
Grade 4	27.27	25.93	16.07	61.82	55.56	60.71	10.91	18.52	23.21
Grade 5	11.94	28.81	22.92	67.16	55.93	66.67	20.90	15.25	10.42
Grade 6	24.59	23.88	22.39	47.54	52.24	56.72	27.87	23.88	20.90
All Grades	24.36	26.46	19.38	55.13	52.91	60.35	20.51	20.63	20.26

2019-20 Data:
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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	31.37	23.26	12.50	43.14	51.16	50.00	25.49	25.58	37.50
Grade 4	36.36	38.89	7.14	41.82	48.15	51.79	21.82	12.96	41.07
Grade 5	20.90	30.51	18.75	49.25	55.93	50.00	29.85	13.56	31.25
Grade 6	16.39	23.88	11.94	55.74	61.19	70.15	27.87	14.93	17.91
All Grades	25.64	29.15	12.33	47.86	54.71	56.39	26.50	16.14	31.28

2019-20 Data:
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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	15.69	18.60	7.14	76.47	60.47	78.57	7.84	20.93	14.29
Grade 4	23.64	27.78	12.50	69.09	64.81	73.21	7.27	7.41	14.29
Grade 5	14.93	22.03	16.67	68.66	64.41	77.08	16.42	13.56	6.25
Grade 6	16.39	16.42	17.91	73.77	70.15	71.64	9.84	13.43	10.45
All Grades	17.52	21.08	13.66	71.79	65.47	74.89	10.68	13.45	11.45

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	33.33	25.58	8.93	60.78	41.86	69.64	5.88	32.56	21.43
Grade 4	27.27	38.89	14.29	56.36	44.44	62.50	16.36	16.67	23.21
Grade 5	26.87	28.81	14.58	52.24	50.85	64.58	20.90	20.34	20.83
Grade 6	37.70	28.36	20.90	49.18	59.70	59.70	13.11	11.94	19.40
All Grades	31.20	30.49	14.98	54.27	50.22	63.88	14.53	19.28	21.15

2019-20 Data:
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Conclusions based on this data:

1. Reading schoolwide is an area of need as evidenced by an average of 20.63% of students in grades 3rd through 6th scoring Below Standard. Thusly,students will be provided with additional support in this area through the use of the Accelerated Reader Program and reading intervention assistance.

2. Writing schoolwide improved from 26.5% of students scoring below standards in the 17-18 school year to 17.04% of students scoring below standards in the 18-19 school year. However, writing remains an area of concern so staff will continue to work through the writing process with students.

School and Student Performance Data

CAASPP Results
Mathematics (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	51	43	57	51	43	56	51	43	56	100	100	98.2
Grade 4	55	54	58	55	54	57	55	54	57	100	100	98.3
Grade 5	67	59	49	67	59	48	67	59	48	100	100	98.0
Grade 6	61	69	67	61	69	67	61	69	67	100	100	100.0
All Grades	234	225	231	234	225	228	234	225	228	100	100	98.7

<p style="text-align:center; font-weight:bold;">Overall Participation for All Students</p>

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

2019-20 Data:
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Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2442.	2428.	2394.	11.76	13.95	7.14	45.10	23.26	32.14	21.57	41.86	23.21	21.57	20.93	37.50
Grade 4	2489.	2500.	2438.	18.18	27.78	8.77	29.09	25.93	24.56	43.64	31.48	33.33	9.09	14.81	33.33
Grade 5	2509.	2537.	2486.	16.42	27.12	20.83	16.42	28.81	18.75	46.27	32.20	16.67	20.90	11.86	43.75
Grade 6	2543.	2560.	2530.	26.23	24.64	19.40	24.59	33.33	23.88	29.51	26.09	29.85	19.67	15.94	26.87
All Grades	N/A	N/A	N/A	18.38	24.00	14.04	27.78	28.44	25.00	35.90	32.00	26.32	17.95	15.56	34.65

<p style="text-align:center; font-weight:bold;">Overall Achievement for All Students</p>

2019-20 Data:
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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	23.53	18.60	19.64	50.98	51.16	44.64	25.49	30.23	35.71
Grade 4	30.91	44.44	14.04	45.45	29.63	45.61	23.64	25.93	40.35
Grade 5	25.37	33.90	18.75	46.27	52.54	39.58	28.36	13.56	41.67
Grade 6	40.98	44.93	20.90	27.87	34.78	55.22	31.15	20.29	23.88
All Grades	30.34	36.89	18.42	42.31	41.33	46.93	27.35	21.78	34.65

2019-20 Data:
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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	19.61	23.26	8.93	52.94	48.84	55.36	27.45	27.91	35.71
Grade 4	18.18	22.22	7.02	60.00	50.00	57.89	21.82	27.78	35.09
Grade 5	13.43	16.95	14.58	49.25	59.32	56.25	37.31	23.73	29.17
Grade 6	24.59	23.19	13.43	44.26	56.52	53.73	31.15	20.29	32.84
All Grades	18.80	21.33	10.96	51.28	54.22	55.70	29.91	24.44	33.33

2019-20 Data:
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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	39.22	23.26	14.29	47.06	58.14	60.71	13.73	18.60	25.00
Grade 4	23.64	27.78	12.28	60.00	59.26	42.11	16.36	12.96	45.61
Grade 5	11.94	30.51	14.58	65.67	49.15	50.00	22.39	20.34	35.42
Grade 6	34.43	18.84	19.40	37.70	53.62	64.18	27.87	27.54	16.42
All Grades	26.50	24.89	15.35	52.99	54.67	54.82	20.51	20.44	29.82

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. In grades 3rd through 6th, 47.56% of students are Not Meeting Standard which is an improvement of 6.29% over the 17-18 school year percentage of 53.85%. However, mathematics overall is still an area of need.

2. In grades 3rd through 6th, 24.44% of students are scoring Below Standard which an improvement of 5.47% over the 17-18 schoo lyear percentage of 29.91%. However, problem solving & modeling/data analysis.

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	1440.7	*	1423.4	1459.9	*	1444.9	1395.6	*	1373.8	19	8	14
1	*	*	*	*	*	*	*	*	*	*	10	8
2	*	*	*	*	*	*	*	*	*	*	5	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	4	5
5	1537.6	*	*	1530.3	*	*	1544.5	*	*	11	*	4
6	*	*	*	*	*	*	*	*	*	*	10	*
All Grades										56	43	39

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
K	*	*	21.43	*	*	28.57	*	*	21.43	*	*	28.57	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	37.50	16.28	10.26	39.29	34.88	30.77	*	37.21	41.03	*	11.63	17.95	56	43	39

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
K	*	*	21.43	*	*	35.71	*	*	35.71	*	*	7.14	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	11	*	*
6	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	44.64	20.93	23.08	39.29	37.21	41.03	*	27.91	25.64	*	13.95	10.26	56	43	39

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
K	*	*	7.14	*	*	14.29	*	*	42.86	*	*	35.71	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	30.36	11.63	2.56	26.79	30.23	20.51	23.21	48.84	43.59	19.64	9.30	33.33	56	43	39

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.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	*	*	35.71	*	*	64.29	*	*	0.00	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	25.58	28.21	42.86	60.47	71.79	*	13.95	0.00	56	43	39

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.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	57.89	*	21.43	*	*	50.00	*	*	28.57	19	*	14
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.57	25.58	28.21	37.50	55.81	51.28	*	18.60	20.51	56	43	39

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.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	*	*	7.14	63.16	*	57.14	*	*	35.71	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	33.93	16.28	2.56	50.00	69.77	61.54	*	13.95	35.90	56	43	39

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.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	7.14	*	*	50.00	*	*	42.86	19	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	11	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	33.93	16.28	7.69	51.79	74.42	56.41	*	9.30	35.90	56	43	39

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.

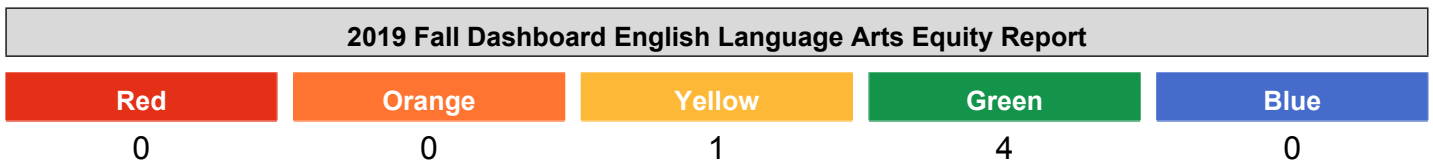# School and Student Performance Data

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**
417	**46.3**	**8.4**	**0.7**
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	35	8.4
Foster Youth	3	0.7
Homeless	5	1.2
Socioeconomically Disadvantaged	193	46.3
Students with Disabilities	48	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.2
American Indian or Alaska Native	1	0.2
Asian	19	4.6
Filipino	6	1.4
Hispanic	316	75.8
Two or More Races	10	2.4
Native Hawaiian or Pacific Islander		
White	56	13.4

Conclusions based on this data:

1.

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** Orange	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
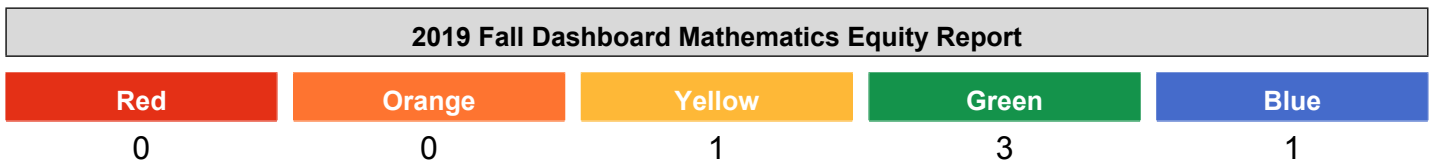## English Language Arts

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	4	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
16.6 points above standard	1.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.2 points	Increased ++3.1 points	
		1
214	53	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
0 Students	1.2 points above standard	61.3 points below standard
	Increased ++8 points	Increased Significantly ++19.2 points
	106	37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		4	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
12.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	12.1 points above standard
Increased ++9 points	5		Maintained ++2.7 points
165			37

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**
48.2 points below standard	18.1 points above standard	22.9 points above standard
Increased Significantly ++21.4 points	Declined -9.1 points	Increased ++12.4 points
16	37	156

Conclusions based on this data:

1.

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	3	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
10.4 points above standard	5.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.6 points	Increased ++11.8 points	
		1
214	53	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	Yellow
	3 points below standard	50.8 points below standard
	Increased Significantly ++18.7 points	Increased Significantly ++28.1 points
	106	37

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 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 4.9 points above standard Increased ++13.3 points 165	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Blue 17.2 points above standard Increased Significantly ++19.5 points 37

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**
74.8 points below standard	39.6 points above standard	13.6 points above standard
Maintained ++0.9 points	Increased ++11.9 points	Increased Significantly ++18.6 points
16	37	156

Conclusions based on this data:

1.

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

English Learner Progress
No Performance Color
43.3 making progress towards English language proficiency
Number of EL Students: 30
Performance Level: Low
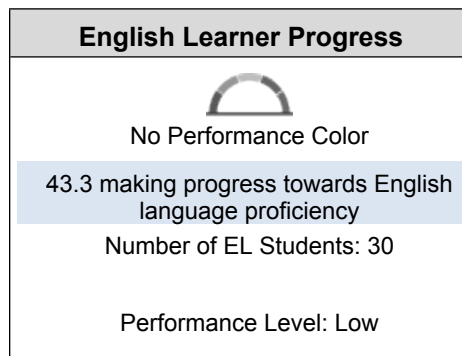
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
	26.6		43.3

Conclusions based on this data:

1.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	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
Orange	Orange	No Performance Color
7.4	11.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Increased +4.7	5
434	67	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	11	9.6
4	Increased +1.7	Increased +2.3
	237	73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
0	1	Declined -9.1	5
		14	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Green
8.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.9
Increased +2	10	0	Declined -2.2
334			70

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
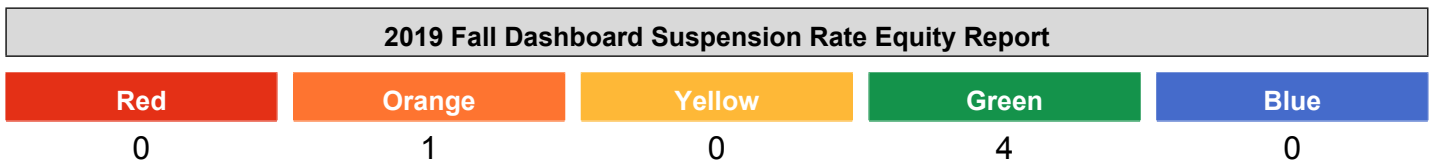## Graduation Rate Additional Report

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
2.3	1.5	Less than 11 Students - Data Not
Declined -0.5	Declined -3.8	5
438	68	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not	2.5	5.3
4	Declined Significantly -1.3	Increased +1.7
	240	75

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color	No Performance Color	No Performance Color
	Less than 11 Students - Data 1	0	Less than 11 Students - Data 5
		Maintained 0	
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Green
2.4	Less than 11 Students - Data 10		1.4
Declined -0.5			Declined -2.3
338			70

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	2.3

Conclusions based on this data:

1.

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

Academic Goal - Mathematics

LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes
Academic Excellence - Learning for All Students
Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

Students will improve their understanding of mathematical concepts as demonstrated by their improvement in solving mathematical problems

Identified Need

2022 mid-year i-Ready benchmark data showed that 72% of Jordan students are working one or more years below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 Spring i-Ready data	21/22 mid-year baseline data shows 72% of students schoolwide are working one year or more below grade level	By Spring of 2023 the percentage of students working below grade level will decrease by 20%

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

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

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)
00.00	District Funded

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

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

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)
00.00	District Funded

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

Upon completion of the 22/23 beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within 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)
18,000	Title I

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 will participate in daily problem solving activities using the "CUBE" strategy for solving mathematical word problems using a math journal to record student responses. Teachers will model strategies and thinking on the classroom View Sonic board.

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 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will regularly review student work samples involving word problems to identify skill gaps and address student misconceptions of mathematical processes.

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)

00.00

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Teachers in grades three through sixth used the cubes problem solving strategy as part of daily math instruction. Teachers in grades kindergarten through second introduced the strategy and work through a minimum of one problem weekly. Word problems were regularly assigned to

students to practice the use of the CUBES strategy as well as other methods for problem solving. Teachers regularly reviewed student work samples to identify students who needed targeted assistance with problem solving skills.

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

Teachers implemented the strategy with fidelity using the View Sonic board to model the steps and their thinking. Students were able to show different ways to solve the problems using the View Sonics.

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

The annual goal for 22/23 is broader to include a wider range of math skills. The metric used to measure students' mathematical skills will be the i-Ready benchmark assessments. The changes are described in Goal 1 and its corresponding strategies.

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

Academic Goal - English Language Arts - Reading

LEA/LCAP Goal

Academic Excellence - Learning for All Students
Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

Students in grades K through six will demonstrate an improvement in their reading comprehension and vocabulary skills

Identified Need

2022 mid-year i-Ready data indicates 56% of Jordan students are reading below grade level

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Spring 2023 i-Ready data	Currently 56% of students in grades K through six are reading below grade level.	The percentage of students reading below grade level will decrease by 15%

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

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes

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)
00.00	District Funded

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

During PLC and other planning time, teachers will analyze i-Ready data to design mini-lessons for students identified as having skill gaps and misconceptions of concepts.

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)
00.00	District Funded

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

Upon completion of the beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II invention assistance within 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)
18,300	Title I

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 grades third through sixth will participate in the Accelerated Reader 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)
4,612.50	Title I

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

Students in grades third through sixth will set monthly reading goals for points earned within the Accelerated Readers program and students in grades. As an incentive, students meeting their goal will earn a "Lucky Ducky". To encourage exceeding monthly goals, students will be recognized at monthly awards assemblies with a brag tag noting the milestone they achieved.

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)
350.00	Title I

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

Students in grades kindergarten through second will set monthly reading grades based on sight word lists and/or fluency

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)
350.00	Title I

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

To promote reading comprehension skills in the area of Informational Text students will use Scholastic News and Science Spin on a monthly basis to supplement district adopted 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)
3,017.58	Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The intent of the combined strategies/activities was to improve students' reading comprehension of both literary and informational texts. Based on the research supported idea that the more one reads the better reader one becomes, the strategies/activities sought to provide opportunity and incentive to read a wide variety of texts. The Accelerated Reader (AR) program provided both teachers and students with information about the independent reading level of students to assist students in selecting texts at their appropriate reading levels. Additionally, the AR program also provided students with a point target to assist students in setting goals for reading. To support the use of the AR program two incentive programs were implemented in conjunction with the implementation of AR: the "Lucky Ducky" program and the "Brag Tag" program. Improvement was made in the areas of understanding informational text across grade level as evidenced by the CAASPP claim level data. Improvement was also made in reading overall in both grades five and six.

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

The area of major difference between the intended implementation and implementation through March 13th was when in-person instruction ceased due to the COVID-19 crisis. During distance learning, students continued to be held accountable for meeting their AR goals. In addition, the two reading intervention teacher meet individually and with small groups of students via ZOOM to continue supporting the students' acquisition of skills necessary to becoming a proficient reader.

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

Due to the COVID 19 crisis, the administration of all state testing including the CAASPP, was suspended for the 19-20 school year, so the metrics for measuring the outcome of this goal were not available for the 20-21 school year.. However, the CAASPP was administered in May of 2021, so data will be available to report on the goal during 21-22 school 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

Conditions and Climate - Chronic Absenteeism/Student Engagement

LEA/LCAP Goal

Goal #3 Stakeholders, including parents and students, will be engaged in supporting student learning a positive and safe school climate.

Goal 3

By June of 2022, all stakeholders at Jordan will engage in supporting a positive and safe school culture in which students can be engaged and active participants in their learning.

Identified Need

District Chronic Absenteeism Report dated 4-5-2-22 shows 13% of Jordan students are chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 spring (April) district attendance data	District attendance data shows 13% of Jordan students are chronically absent	By the same time (April 2023) next year, the chronic absent rate will decrease by 5%

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

At Back to School Night the school will provide information to parents regarding the importance of regular attendance and district attendance policies.

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)

50.00	Site Formula Funds

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

In August of the 22/23 school year, principal will meet with families of students who were chronically absent the prior year to set goals for the upcoming school year

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)
00.00	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

Principal will meet with parents of students who accumulate nine unexcused absences.

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)
100.00	

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 with perfect attendance will be recognized at end of each trimester.

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)
100.00	Title I

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

Students will participate in Positive Action Curriculum lessons a minimum of 3X per week.

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)

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Regular notification to parents regarding absences did follow normal procedures.

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

Due to COVID Health regulations, the number of excused absences was increased because students had covid like symptoms (i.e. cough, runny nose, fever) which caused them to stay home, but did not have COVID-19.

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

The principal will take steps at the beginning of the school year to work with families of students who have historically exhibited attendance problems in an effort to establish good habits from the beginning of the 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

School Climate and Engagement

LEA/LCAP Goal

Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate.

Goal 4

Jordan staff will increase opportunities for parents/families to actively partner with school staff in support of students' learning.

Identified Need

Jordan Elementary - Parent LCAP Survey : Parents indicated need for great parent involvement and educational opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Jordan Parent Survey		

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

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will offer tips, and model techniques, and strategies on how to read with child. Parents will be provided with materials to take home and use with their children.

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)
500.00	Title I

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

Jordan will offer 2 parent nights annual, one in Fall and one in Spring. Teachers will model games and activities that parents can use with their children to increase their conceptual understanding of mathematics. Parents will be provided with materials to take home and use with their children.

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)
500.00	Title I

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

Jordan staff will keep a current list of parent participation opportunities on the school website. The list will be posted in both English and Spanish.

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 4

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

All students

Strategy/Activity

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.

	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

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.

	Site Formula Funds

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	$65, 929
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$45,880.08

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	$45,730.08

Subtotal of additional federal funds included for this school: $45,730.08

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 ($)
	$100.00
District Funded	$0.00
None Specified	$0.00
Site Formula Funds	$50.00

Subtotal of state or local funds included for this school: $150.00

Total of federal, state, and/or local funds for this school: $45,880.08

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
	100.00
District Funded	0.00
None Specified	0.00
Site Formula Funds	50.00
Title I	45,730.08

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		100.00
	District Funded	0.00
	None Specified	0.00
	Site Formula Funds	50.00
	Title I	45,730.08

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,000.00

Goal 2	26,630.08
Goal 3	250.00
Goal 4	1,000.00
Goal 5	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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Marikate Elmquist	Principal
Rachel Johnson	Parent or Community Member
Robert Cardenas	Parent or Community Member
Leslie Felton	Classroom Teacher Parent or Community Member
Heather Pfaff	Classroom Teacher Parent or Community Member
Adriana Ponce	Other School Staff

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
	Other: School Leadership Team

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 05/19/2021.

Attested:

Signature	
M. Elmquist	Principal, Marikate Elmquist, Ed.D on 04/19/2022
Rachel Johnson	SSC Chairperson, Rachel Johnson on 04/19/2022

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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