

School Year: **2022-23**



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
Plainfield Elementary School	57727100000000	5/11/22	6/16/22

Purpose and Description

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

Schoolwide Program

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.

The School Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students

in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including: a school and family engagement policy a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

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

Plainfield Elementary School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participating in a comprehensive needs assessment to develop then approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Plainfield Elementary including ELAC (English Learner Advisory Committee), School Site Council, staff, and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Plainfield Elementary school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student Input

Student input was gathered through a survey focused on school culture and safety, of which 136 students (grades 3 -6) responded. A Student Advisory Council met five times to review academic data, SPSA implementation and metrics, student survey results and provided input for the 2022-2023. Additionally, three student focus groups were created, with a balanced representation of student groups.

To increase connectedness and engagement, students recommended the following: maintain the existing lunchtime clubs and expand offerings for students; use Student Advisory Council input to revise student surveys for 2022-2023 school year; have a different focus for each of the 2022-2023 Student Advisory Council meetings (e.g. safety, enrichment/clubs, survey development/analysis, data review, plan for 2023-2024).

16 students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified attendance, academic programs, enrichment and school connectedness as areas of concern. Students then provide recommendations for activities to improve outcomes for students. These meetings occurred on March 18, March 22, and March 24, 2022.

Recommendations included: keep the Renaissance Place Accelerated Reader program as it motivated students to read more, set goals, monitor progress and developed vocabulary; do not purchase the NewsELA program as it wasn't regularly used by students; purchase additional Mystery Science Kits so students can participate in fun, hands-on experiments; add programs to help with reading, writing and math.

Additional needs assessments were conducted. On January 19, 2022, staff reviewed Plainfield Elementary student performance data and identified English Language Arts and Mathematics as areas of need with a continued focus on our English learners. Staff recommended programs and activities to support student achievement and attainment of our LCAP/SPSA goals. On March 3, 2022 a team of four staff members (Site Leadership team, members present) reviewed staff and stakeholder (SSC, ELAC, Student Advisory Council and staff) input and proposed actions and strategies to support identified needs. Areas of concern included writing, mathematics, science and agriculture programs, vocabulary development, use of integrated English Language Development strategies, structured student discourse, vertical articulation, parent support, and formal testing practice.

Education Partner Needs Assessment meetings were held with School Site Council on February 17, 2022; Student Advisory Council on February 25, 2022 and with ELAC (English Learner Advisory Committee) on March 11, 2022. School Site Council identified unfinished learning due to COVID related virtual learning, parent support at home, and students rushing through the Smarter Balanced assessment as underlying causes for decreased academic scores. Council members advocated for the resumption of targeted after school math interventions groups, parent workshops, school-wide small group support, additional opportunities for student academic talk, incentives, recess and lunchtime activities, as well as integrated/designated ELD (English Language Development) /GLAD (Guided Language Acquisition and Design) strategies. ELAC identified parent involvement, communication and COVID related issues as underlying causes for decreased attendance and academic scores. Parents proposed the continuation of biannual mini parent teacher conferences and parent information nights.

Staff and ELAC reviewed the SPSA on April 13, 2022 and May 13, 2022, respectively and provided additional feedback. The ELAC chair signed the final draft of the SPSA on May 13, 2022. School Site Council reviewed the plan on April 13, 2022, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 11, 2022.

Resource Inequities

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

N/A

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	0.28%	0.3%	0.4%	1	1	1
African American	0.28%	0.3%	%	1	1	
Asian	2.28%	3.02%	2.8%	8	10	8
Filipino	0.28%	0.3%	0.4%	1	1	1
Hispanic/Latino	41.6%	41.09%	44.6%	146	136	128
Pacific Islander	%	0%	%		0	
White	53.56%	52.27%	49.1%	188	173	141
Multiple/No Response	0.85%	0.6%	1.7%	3	2	5
	Total Enrollment			351	331	287

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	43	41	27
Grade 1	45	43	35
Grade 2	53	45	40
Grade3	44	54	48
Grade 4	52	40	54
Grade 5	56	51	37
Grade 6	58	57	46
Total Enrollment	351	331	287

Conclusions based on this data:

1. Our school enrollment has steadily declined over the course of the past three years. In 2018-2019, 351 students were enrolled at Plainfield, declining by 20 at the start of 2019-2020. Enrollment continued to decline (44 students from the previous year) in large part due to COVID related facilities closures and virtual learning/instruction during the 2020-2021 school year. Currently, our demographic composition primarily consists of White (49.1 %), Hispanic (44.6%), Asian (2.8%), Filipino (.4%), America Indian (.4%); and multiple/no responses at 1.7%. This data highlights the need for our school to continue to ensure that all students feel connected socially and a part of our school.
2. 2020-2021 Grade Level enrollment ranged from 27 - 54 students. The Primary Grade Enrollment average was 19 students per class, putting us within Grade Span Adjustment (GSA) requirements of 26:1 (student to teacher ratio). The Intermediate Grade Enrollment average was 27.4 students per class which is lower than the 32:1 average. These small numbers provide teachers additional opportunities for student contact time and individual attention.

3. Due to low first and second grade enrollment numbers, our projected enrollment for 2022-2023 indicates a 2-3 combination class and highlights the need to provide differentiated and small group instruction.

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	38	23	22	10.8%	6.9%	7.7%
Fluent English Proficient (FEP)	33	37	37	9.4%	11.2%	12.9%
Reclassified Fluent English Proficient (RFEP)	10	16	5	19.2%	42.1%	21.7%

Conclusions based on this data:

- 2020-2021 enrollment of English Learners (EL) decreased by 1 students from the year prior. The number of Fluent English Proficient (FEP) remained the same at 37 students, and the number of students who have Reclassified Fluent English Proficient (RFEP) decreased by 11 students. With comparative low enrollment of ELs, as a school percentage, we utilize the homeroom model during designated English Language Development (ELD). Teachers, by grade level, provide designated ELD to their students in small group settings or combine ELD students by grade level to provide designated ELD instruction. Due to the high number of EL in the first grade during the 2021-2022 school year, our EL Specialist provides designated ELD instruction to six first grade students to increase language development and student engagement.
- The 2020-2021 percentage of EL students increased by .8 percent, but decreased by 1 students but reclassification declined by 20.4%. This data suggests that reclassification rates were hampered by distance or virtual learning. While designated and integrated ELD strategies/supports have become more consistent schoolwide, active engagement and adequate interventions were unavailable among our EL students. This demonstrates that we need to continue to refine instructional practices and monitoring of EL students. With such as small number of students that are EL and/or RFEP, each student's academic growth amplifies that particular student group.
- Over the course of three years, there is a positive trend in the number of students that are designated as Fluent English Proficient (FEP) while RFEPs and the number of ELs are trending down. As a result teachers need to be well versed in differentiate instruction using high yield integrated and designated ELD strategies.

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	53	41	48	52	41	0	52	41	0	98.1	100	0.0
Grade 4	57	49	53	57	49	0	57	49	0	100	100	0.0
Grade 5	58	57	32	58	55	0	58	55	0	100	96.5	0.0
Grade 6	49	54	46	49	53	0	49	53	0	100	98.1	0.0
All Grades	217	201	179	216	198	0	216	198	0	99.5	98.5	0.0

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	2435.	2429.		21.15	31.71		36.54	14.63		25.00	26.83		17.31	26.83	
Grade 4	2419.	2472.		14.04	26.53		17.54	30.61		15.79	10.20		52.63	32.65	
Grade 5	2443.	2455.		10.34	14.55		18.97	20.00		15.52	12.73		55.17	52.73	
Grade 6	2566.	2510.		34.69	11.32		32.65	30.19		20.41	28.30		12.24	30.19	
All Grades	N/A	N/A	N/A	19.44	20.20		25.93	24.24		18.98	19.19		35.65	36.36	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.08	29.27		59.62	46.34		17.31	24.39	
Grade 4	14.04	34.69		38.60	34.69		47.37	30.61	
Grade 5	13.79	16.36		32.76	36.36		53.45	47.27	
Grade 6	30.61	15.09		46.94	41.51		22.45	43.40	
All Grades	19.91	23.23		43.98	39.39		36.11	37.37	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.31	12.20		53.85	65.85		28.85	21.95	
Grade 4	12.28	20.41		43.86	55.10		43.86	24.49	
Grade 5	10.34	14.55		39.66	50.91		50.00	34.55	
Grade 6	42.86	16.98		40.82	58.49		16.33	24.53	
All Grades	19.91	16.16		44.44	57.07		35.65	26.77	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.15	24.39		69.23	63.41		9.62	12.20	
Grade 4	12.28	8.16		59.65	75.51		28.07	16.33	
Grade 5	12.07	14.55		55.17	56.36		32.76	29.09	
Grade 6	42.86	15.09		46.94	66.04		10.20	18.87	
All Grades	21.30	15.15		57.87	65.15		20.83	19.70	

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	26.92	24.39		57.69	46.34		15.38	29.27	
Grade 4	15.79	22.45		43.86	51.02		40.35	26.53	
Grade 5	10.34	9.09		37.93	38.18		51.72	52.73	
Grade 6	44.90	22.64		42.86	49.06		12.24	28.30	
All Grades	23.61	19.19		45.37	45.96		31.02	34.85	

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 2018-2019, 44.45 percent of students Met or Exceeded Standard in the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA)/Literacy. This represents a .92 percentage point decrease from the previous year (45.37 percent). More than half the students tested were below standard (Standard Nearly Met, Standard Not Met). Grades 3 and 4 had the highest percentage of students meeting or exceeding standard at 46.34 percent and 57.14 percent respectively. Grades 5 and 6 had the lowest scores at

34.55 percent and 41.51 percent respectively, however many of these students improved scores from the previous year.

Achievement Level Descriptors reveal the following percent of students scored above, at or near standard:

In Reading, 62.62 percent (students can comprehend stories and information they read)

In Writing, 72.22 percent (students can communicate effectively in writing)

In Listening, 80.3 percent (students can understand spoken information)

In Research/Inquiry, 65.15 percent (students can find and present information about a given topic)

Teacher familiarity and experience with the adopted ELA curriculum; additional student exposure to informational text; small group reading instruction; continued use of computer programs such as Accelerated Reader and iReady have been contributing factors to these scores.

2. Achievement Level Distribution Over Time

The 2018-19 4th Grade had a .55 percentage point decrease from the previous year.

In 2017-2018, 57.69 percent of students in 3rd Grade Met or Exceeded Standard. In 2018-2019, 57.14 percent of these students as 4th graders Met or Exceeded Standard.

The 2018-19 5th Grade had a 2.97 percentage point increase from the previous year.

In 2017-2018, 31.58 percent of these students as 4th graders Met or Exceeded Standard. In 2018-2019, 34.55 percent of these students as 5th graders Met or Exceeded Standard.

The 2018-19 6th Grade had a 12.2 percentage point increase from the previous year.

In 2017-2018, 29.31 percent of these students as 5th graders Met or Exceeded Standard. In 2018-2019, 41.51 percent of these students as 6th graders Met or Exceeded Standard.

This data indicates that students in 6th grade have experienced significant increases in the percent that Met or Exceed Standard from the previous year as fifth graders.

- 3.** In 2018-19, the percentage of students tested in third through sixth grade was nearly 100 percent (98.5 %); three students did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53	41	48	52	41	0	52	41	0	98.1	100	0.0
Grade 4	57	50	53	57	50	0	57	50	0	100	100	0.0
Grade 5	58	57	32	58	56	0	58	56	0	100	98.2	0.0
Grade 6	49	54	46	49	54	0	49	54	0	100	100	0.0
All Grades	217	202	179	216	201	0	216	201	0	99.5	99.5	0.0

* 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	2429.	2437.		9.62	17.07		40.38	39.02		32.69	26.83		17.31	17.07	
Grade 4	2448.	2485.		12.28	14.00		17.54	38.00		43.86	38.00		26.32	10.00	
Grade 5	2454.	2485.		8.62	16.07		12.07	12.50		27.59	32.14		51.72	39.29	
Grade 6	2558.	2497.		26.53	12.96		28.57	18.52		26.53	27.78		18.37	40.74	
All Grades	N/A	N/A	N/A	13.89	14.93		24.07	25.87		32.87	31.34		29.17	27.86	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.23	24.39		61.54	43.90		19.23	31.71	
Grade 4	17.54	34.00		47.37	40.00		35.09	26.00	
Grade 5	10.34	26.79		29.31	21.43		60.34	51.79	
Grade 6	44.90	27.78		26.53	24.07		28.57	48.15	
All Grades	22.22	28.36		41.20	31.34		36.57	40.30	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.00	26.83		48.08	48.78		26.92	24.39	
Grade 4	12.28	20.00		56.14	60.00		31.58	20.00	
Grade 5	10.34	8.93		37.93	48.21		51.72	42.86	
Grade 6	32.65	7.41		46.94	51.85		20.41	40.74	
All Grades	19.44	14.93		47.22	52.24		33.33	32.84	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.15	29.27		50.00	53.66		28.85	17.07	
Grade 4	17.54	20.00		45.61	58.00		36.84	22.00	
Grade 5	6.90	12.50		43.10	46.43		50.00	41.07	
Grade 6	32.65	14.81		36.73	50.00		30.61	35.19	
All Grades	18.98	18.41		43.98	51.74		37.04	29.85	

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 2018-19, 40.8 percent of students Met or Exceeded Standard in the CAASPP for Mathematics. This represents a 2.84 percentage point increase from the previous year (37.96 percent) and a two year growth of 8.36 percentage points. While this is sustained growth, more than half the students tested were below standard. Grades 3 and 4 had the highest percentage of students meeting or exceeding standard at 56.09 percent and 52 percent respectively. Grades 5 and 6 had the lowest scores at 28.57 percent and 31.48 percent respectively.

2018-19 Achievement Level Descriptors

Concepts and Procedures:

59.7 percent of students were above or near standard (students apply mathematical concepts and procedures). A decrease of 3.72 percent from 2017-2018

Problem Solving and Modeling/Data Analysis:

67.17 percent of students were above or near standard (students use appropriate tools and strategies to solve real world and mathematical problems). An increase of .51 percent from 2017-2018

Communicating Reasoning:

70.15 percent of students were above or near standard (students demonstrate the ability to support mathematical conclusions). An increase of 7.19 percent from 2017-2018

This information suggests that our students are improving their ability to identify relevant information embedded in mathematical word problems, apply strategies to solve, as well as to communicate the process and answers effectively.

2. Achievement Level Distribution Over Time
The 2018-2019 4th Grade had a two percentage point increase from the previous year.

In 2017-2018, 50 percent of these students in 3rd Grade Met or Exceeded Standard. In 2018-2019, 52 percent of these students as 4th graders Met or Exceeded Standard.

The 2018-2019 5th Grade had a 7.97 percentage point decrease over a three year period.

In 2016-2017, 36.54 percent of these students in 3rd Grade Met or Exceeded Standard. In 2017-2018, 29.82 percent of these students as 4th graders Met or Exceeded Standard. In 2018-2019, 28.57 percent of these students as 5th graders Met or Exceeded Standard.

In 2018-2019 6th Grade had an 16.07 percentage point increase over a three year period.

In 2016-2017, 16.07 percent of these students as 4th graders Met or Exceeded Standard. In 2017-2018, 20.69 percent of these students as 5th graders Met or Exceeded Standard. In 2018-2019, 31.48 percent of these students as 6th graders Met or Exceeded Standard.

3. In 2018-2019, the percentage of students tested in third through sixth grade was nearly 100 percent (99.5 percent); one fifth grader did not test. This data reinforces that parent communication and careful scheduling CAASPP with time allowed for make-ups ensure that participation numbers are high.

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	*	*	*	*	*	*	*	*	*	*	4	7	
1	*	*	*	*	*	*	*	*	*	*	7	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	6	*	
5	*	*	*	*	*	*	*	*	*	*	7	*	
6		*	*		*	*		*	*		5	5	
All Grades											36	33	21

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	*	24.24	9.52	52.78	51.52	42.86	*	18.18	38.10	*	6.06	9.52	36	33	21

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	47.22	33.33	23.81	33.33	45.45	57.14	*	18.18	14.29	*	3.03	4.76	36	33	21

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	50.00	33.33	19.05	41.67	51.52	61.90	*	15.15	19.05	36	33	21

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	58.33	57.58	42.86	33.33	39.39	52.38	*	3.03	4.76	36	33	21

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	*	6.06	4.76	69.44	72.73	52.38	*	21.21	42.86	36	33	21

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	30.56	27.27	9.52	66.67	66.67	71.43	*	6.06	19.05	36	33	21

2019-20 Data:

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

Conclusions based on this data:

- 21 students participated in the 2020-2021 English Language Proficiency Assessments for California (ELPAC) - Summative Assessment. Of those 33 English Learners, 9.52 percent achieved an Overall Language score of Level 4 and 51.52 percent scored a Level 3 on the 2020-2021 Summative ELPAC. This represents a decrease in the number of students that took the ELPAC and those those that scored an overall level of 4 in 2018-2019. Oral Language scores revealed that 23.81 percent scored a Level 4 and 57.14 percent scored a Level 3.

This data indicates that the majority of our English Learners (EL) scored lower on the 2020-2021 ELPAC Summative Assessment than they did in 2018-2019. The consistent use of engagement strategies which focus on oral language along with intentional reading and writing supports in designated and integrated ELD will benefit our English Learners.
- Language Domains:**
Listening - 19.05 percent scored in the Well Developed range while 61.90 scored Somewhat/Moderately Developed.
Speaking - 42.86 percent scored in the Well Developed range while 52.38 scored Somewhat/Moderately Developed
Reading - 4.76 percent scored in the Well Developed range while 52.38 percent scored in the Somewhat/Moderately Developed range
Writing - 9.52 percent scored in the Well Developed range while 71.43 scored Somewhat/Moderately Developed
- This data indicates an overall decline among our EL achievement on the 2020-2021 ELPAC Summative Assessment: 9.52 percent of English Learners achieved a Level 4, whereas this category in 2018-2019 was 24.24 percent. The reading and writing domains decreased slightly. In 2020-2021, we had a high level of ELs in Kindergartners and more than half the school year was taught in a virtually setting. Hands-on learning, student interactions and in-person support were lacking and as a result, so did EL progress.

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
287	36.6	7.7	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	22	7.7
Foster Youth	2	0.7
Homeless	1	0.3
Socioeconomically Disadvantaged	105	36.6
Students with Disabilities	27	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	1	0.3
Asian	8	2.8
Filipino	1	0.3
Hispanic	128	44.6
Two or More Races	5	1.7
Native Hawaiian or Pacific Islander		
White	141	49.1

Conclusions based on this data:

- The largest Student Group for All Students/Student Group are our Socioeconomically Disadvantaged students representing 36.6 percent of our student body. Students with Disabilities were 9.4 percent followed by English

Learners comprising 7.7 percent. While Homeless and Foster Youth combined were 1 percent, they historically represent a student group that has a high need of intensive social-emotional and academic supports.

2. The majority of our Enrollment by Race/Ethnicity is White (49.1 percent), followed by Hispanic (44.6 percent), Asian (2.8 percent), Two or More Races (1.7 percent), Filipino (.3 percent) and American Indian (.3 percent) Student Groups. Whenever there are significant numeric differences between Student Groups, it is important that our school culture emphasizes universal acceptance/inclusion and celebrates cultural diversity in order to foster school connectedness and home to school partnerships.
3. This aggregated data indicates a significant need to provide multi-tiered systems of support beyond quality first instruction to ensure all of our students become proficient in literacy, numeracy, 21st Century skills, are able to graduate high school and be college and career ready. To achieve this we need to continually refine our efforts to build relationships with students and provide targeted instructional and social emotional supports to those most in need.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Student academic performance was in the Orange for both ELA and Mathematics. Overall, students scored in the Low Status Levels in both ELA and Math, with the average distance from standard of 20.3 points in ELA and 25.4 points in Mathematics. The average distance from standard in ELA decreased by 3.2 points while in Mathematics the average score increased by .7 points from the previous year.

As a school percentage, 44 percent of students in grades three through six, met or exceeded standard in ELA; a decrease of 1 percentage point. 41 percent of students in grades three through six met or exceeded standard in Math; an increase of 3 percentage points. Deeper analysis indicated that our ELs declined as a student group on both the ELA and Math CAASPP. In ELA the average distance from standard was 67.3 points which was a 13.7 point decrease from the previous year. In Math the average distance from standard was 77.9 points which was a 15 point decrease from the previous year.

While our focus on quality first instruction, student engagement, consistent use of iReady and supplemental curriculum such as Accelerated Reader, NewsELA and Scholastic News supported many student groups, additional language supports and scaffolds are needed for our English Learners.

2. Overall Chronic Absenteeism was in the Orange. 10.1 percent of all students were identified as chronically absent. This is an overall increase of 2.6 percent. Students with Disabilities were rated Yellow while White, Hispanic, and EL student groups were rated Orange. This indicates a need to reach out to all parents early on about the impact absences have on student learning, followed by a detailed explanation of the Independent Study process, as well as ensuring students feel connected to school, their peers and adults on campus.

3. Overall Suspension Rates were also in the Orange with 2.8 percent of the student population suspended at least once which was an increase of .7 percent. This equates to 10 students being suspended. Hispanic were rated Red; while Socioeconomically Disadvantaged, Students with Disabilities and English Learners were rated Orange. The White student group rated Green. Overall, this indicates that our PBIS initiatives and alternate means of correction have played a role in reducing student infractions but nonetheless there was an increase in suspensions. A detailed breakdown is below:

All Students - Orange

- increased (10 students suspended, increased by 2)

White - Green

- declined (3 students suspended, declined by 2)

Socioeconomically Disadvantaged - Orange

- increased (5 students suspended, increased by 1)

Hispanic - Red

- increased significantly (6 students suspended, increased by 4)

English Learners - Orange

- increased (2 students suspended, no increase, less students in this group)

Students with Disabilities - Orange

- declined (4 students suspended, no increase, more students in this group)

The vast majority of these suspensions were due to mutual fighting during a lunchtime or recess disagreement. This information increased the presence of teachers and noon duty supervisors in the locations where these incidents occurred and reinvigorated the conflict management group run by our school counselor. Counseling services have increased as well as tier I interventions such as restorative practices and class meetings. We need to continue these throughout the years and continue to refine our preventative and restorative practices as a school site.

School and Student Performance Data

Academic Performance English Language Arts

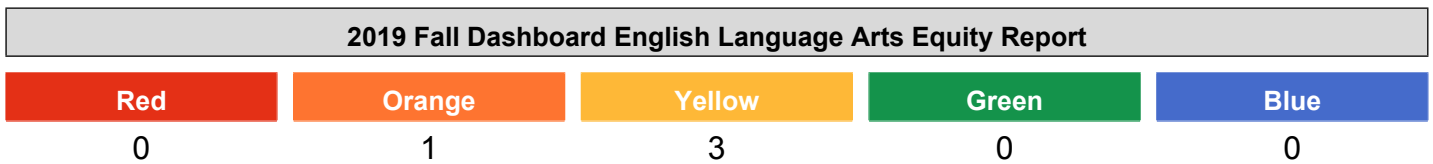
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 19.2 points below standard Maintained -2.1 points 196	<p>English Learners</p> Orange 65.6 points below standard Declined -12 points 35	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 53.5 points below standard Increased ++14.5 points 81	<p>Students with Disabilities</p> No Performance Color 106.2 points below standard Increased Significantly ++17.3 points 26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 49.3 points below standard Increased ++5.9 points 88	 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 Yellow 5.4 points above standard Maintained -1.8 points 98

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
106.9 points below standard Increased ++9.6 points 15	34.6 points below standard Declined Significantly -21.2 points 20	13.5 points below standard Declined -6.5 points 151

Conclusions based on this data:

- Overall, All Students were rated Orange in ELA with average score of 20.3 points below standard, a decline of 3.2 points from the previous year.
 - English Learners (EL) were rated Orange with an average score of 67.3 points below standard, a decline of 13.7 points from the previous year.
 - Students identified as Socioeconomically Disadvantaged were rated Yellow with an average score of 54.9 points below standard, an increase of 13 points from the previous year.
 - Students identified as White were rated Yellow with an average score of 4.6 points above standard, a decline of 2.6 points from the previous year.
 - Students identified as Hispanic were rated Yellow with an average score of 50.8 points below standard, an increase of 4.4 points from the previous year.
 - Students with Disabilities experienced a significant increase (17.3 points) but are still performing at a very low level.

This data indicates that additional scaffolds and supports per classroom instruction and IEP services have improved students ability to perform on the CAASPP. However, continued supports for both EL and Reclassified English Learners (RFEP) students need to increase in intentionality and frequency during Integrated English Language Development (ELD).

2. Reclassified Fluent English Proficient (RFEP) typically perform closely to the English Only (EO) student group, however both demonstrated decreases in CAASPP scores. Different the 2018-2019 school year is that the performance gap became wider among RFEP students. EO students had an average distance of 14.3 points away from the standard, a declined by 7.3 points; while RFEP students had an average distance of 36.8 points away from the standard, a declined by 23.5 points. This suggests that additional language supports are needed and a heightened level of monitoring of RFEP students must occur frequently throughout the year.

Current English Learners continue to make increases which is a great success; 8.6 point increase in 2018-2019 and a 18 point increase in 2017-2018. However, ELs continue to score over 100 points below standard. As a result we need to continue to monitor EL progress and provide small group instruction whenever possible.

School and Student Performance Data

Academic Performance Mathematics

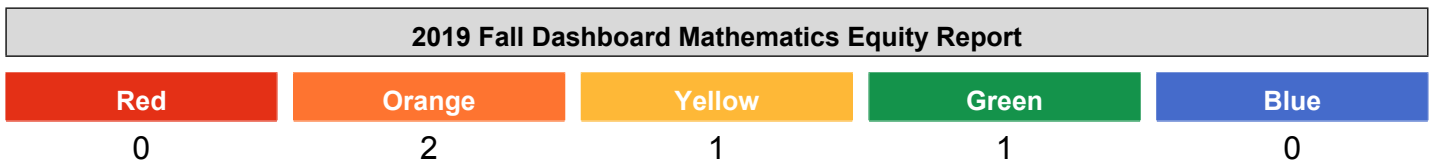
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 25.4 points below standard Maintained ++0.7 points 198	<p>English Learners</p> Orange 77.9 points below standard Declined -15 points 35	<p>Foster Youth</p> No Performance Color Less than 11 Students -
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 56.4 points below standard Increased ++12.8 points 83	<p>Students with Disabilities</p> No Performance Color 115 points below standard Increased ++6.1 points 26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.5 points below standard Maintained ++1.3 points 89	 No Performance Color Less than 11 Students		 Green 4.3 points below standard Increased ++5.6 points 98

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
123.5 points below standard Maintained ++1.9 points 15	43.7 points below standard Declined Significantly -20.8 points 20	17 points below standard Maintained -0.5 points 153

Conclusions based on this data:

1. In 2018-2019 All Students and English Learners were rated Orange for Mathematics. All Students were at a low status level with an average score of 25.4 points below standard. This was represented a small increase from the 2017-2018 distance away from standard (.7 point increase). Socioeconomically Disadvantaged students increased the average distance from standard by 12.8 points from the previous year. Students with Disabilities also increased the average distance from standard by 6.1 points, along with White and Hispanic students by 5.6 and 1.3 points respectively. Upon further exploration, EL students were the only student group that experienced a decrease, and 15 points is on the edge of a significant decrease. They scored an average distance of 77.9 points away from standard indicating that integrated ELD must be intentional for our English learners throughout the grades. We are hopeful that the work we have done in after school interventions will pay dividends in the coming years, however students in the intermediate grades need continued supports and a targeted focus.
2. As stated previously, Reclassified English Learners (RFEP) typically perform closely to the English Only (EO) student group especially in math, however on the 2018-2019 CAASPP math assessment there was a performance gap between these language designations. Our RFEP students declined significantly by 20.8 points, decreasing the average distance away from standard to 43.7 points. EO students had a modest decline of .5 points, dropping the average distance to 17 points below standard. Current English Learners maintained achievement from the past year,

increasing by 1.9 points, but are still well over 100 points below standard and significantly behind both RFEP and EO student groups.

This reveals that additional language supports and word problem strategies are needed to help close the gap. Our implementation of the 3-Reads Math Strategy, Number Talks, and Multiple Representations set forth by the district, should increase scores for all students in grades 3-6, and be a point of emphasis on what we are doing to help all students, but notably our ELs and RFEP students.

School and Student Performance Data

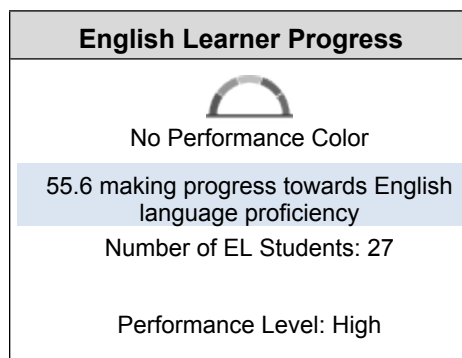
Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.7	40.7		55.5

Conclusions based on this data:

1. In 2018-2019, 15 of our 27 English learners (55.6 percent) made progress towards English language proficiency; progressing at least one English Learner Progress Indicator (ELPI) level on the ELPAC. This earned our school a High level of performance rating. 11 English learners maintained an ELPI level of 1, 2L, 2H, 3L or 3H while only one English learner decreased an ELPI level from the previous ELPAC assessment. The majority (51.52 percent) of our English Learners (EL) are in the Moderately Developed (Level 3) designation and are on the cusp of being Reclassified. To help ensure this outcome, consistent alignment of the ELD and ELA programs need to continue and classroom supports/interventions need to occur on a regular basis.
2. Most of our Well Developed (Level 4) ELs will be Reclassified this year and will receive on-going monitoring to help ensure achievement parity with English Only students.
3. Approximately one-fourth (24.24 percent) of our ELs are in the Somewhat Developed (Level 2) and Beginning Stage (Level 1). This highlights the need to continue to differentiate instruction during ELD and ELA in order to ensure adequate language development with students most in need.

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. While there is no data for this section, the strength of our school's academic programs, enrichment activities, student's connectedness to school and our multi-tiered system of supports will impact the trajectory of our students educational and career path.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

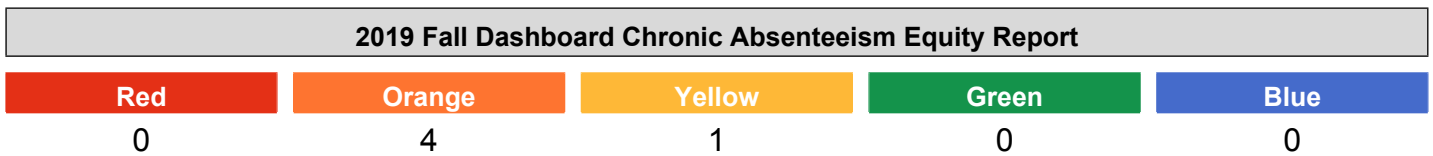
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 10.1 Increased +2.6 356	<p>English Learners</p> Orange 12.2 Increased +2.6 41	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 15.2 Increased +4.1 145	<p>Students with Disabilities</p> Yellow 10.6 Declined -5.2 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.7 Increased +2.1 150	 No Performance Color Less than 11 Students -	 No Performance Color Less than 11 Students	 Orange 10.1 Increased +2.9 189

Conclusions based on this data:

- In 2018-2019 our overall school rated Orange for this indicator with 10.1 percent of students delineated as chronically absent, a 2.5 percent increase from the previous year. Students with Disabilities rated Yellow, and declined by 5.2 percentage points indicating a reduction in the number that is chronically absent. All other student and race/ethnicity groups had an increased number that were chronically absent. Socioeconomically Disadvantaged were rated Orange with high status level and a 4.1 percent increase from the previous year (15.2% identified as chronically absent). English learners were rated Orange with high status level and a 2.6 percent increase from the previous year (12.2% identified as chronically absent). The Hispanic student group was rated Orange with high status level and a 2.1 percent increase from the previous year (10.7% identified as chronically absent). The White student group was rated Orange with high status level and a 2.9 percent increase from the previous year (10.1% identified as chronically absent).
- This data indicates that we still have work to do to ensure all students attend school at a high rate. We will continue to promote student attendance through general and targeted outreach to parents on attendance policies, community supports, Independent Study options, and the emphasis of the strong correlation between attendance and academic achievement. Each month we acknowledge classes with the highest percentage with a trophy. We plan to expand this recognition to include the top intermediate and primary grade levels as well as the class with the best improvement from the previous month. Our PBIS team will continue to look at trends and identify students that are nearing the 10 percent threshold each month and make action plans. Each month's plans will be reviewed and analyzed to measure the impact and adjusted as needed. In addition, we must continue to promote student connectedness efforts by having frequent adult check ins with our students that are have a history of chronic absenteeism or at-risk for chronic absenteeism to provide appropriate interventions. Students that do not improve after interventions and supports have been provided will be referred to SARB.

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. While we have no data for this section, our instructional programs and school plan call for intervention efforts to increase the percentage of students that are at grade level standard at the end of each academic year. These efforts include our first best instruction, after school math interventions, EL and RFEP monitoring, collaboration between RSP and general education teachers, bi-annual academic conferences and more. It is our goal that by the time students move to the next grade, they are either at/above grade level or have made stretch growth in all academic areas.
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

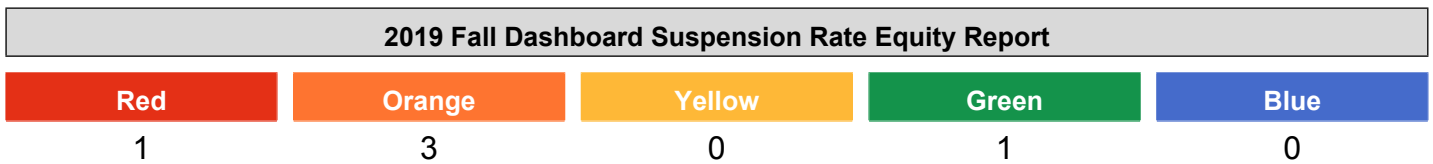
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 2.8 Increased +0.7 360	<p>English Learners</p> Orange 4.8 Increased +1 42	<p>Foster Youth</p> No Performance Color Less than 11 Students
<p>Homeless</p> No Performance Color Less than 11 Students	<p>Socioeconomically Disadvantaged</p> Orange 3.4 Increased +0.9 148	<p>Students with Disabilities</p> Orange 8.5 Declined -2 47

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students acy	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Studentscy
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.9 Increased Significantly +2.6 153	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Green 1.6 Declined -0.9 190

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
2.1	2.1	2.8

Conclusions based on this data:

- In 2018-2019 suspensions increased overall to 2.8 percent; increasing by .7 percent from the previous year. This equated to an additional two students being suspended from the previous year. While this number is not overwhelming by itself, there was a disproportionate amount of suspensions among the Hispanic students. Six Hispanic students were suspended, an increase of four from the previous year. This represented a 2.6 percent increase, bringing the total percentage to 3.9 percent.

Below is a breakdown of the data for each group:

All Students - Orange

- increased (10 students suspended, increased by 2)

White - Green

- declined (3 students suspended, declined by 2)

Socioeconomically Disadvantaged - Orange

- increased (5 students suspended, increased by 1)

Hispanic - Red

- increased significantly (6 students suspended, increased by 4)

English Learners - Orange

- increased (2 students suspended, no increase, less students in this group)

Students with Disabilities - Orange

- declined (4 students suspended, no increase, more students in this group)

The vast majority of these suspensions were due to fighting at lunch recess or other less/unstructured times of supervision. This has informed the locations where our noon duty and support staff consistently monitor during lunch recess. In addition, PBIS(Positive Behavior Intervention and Support) interventions such as positive incentives, teaching and re-teaching of expectations (BEST lessons), consistent expectations and consequences, class meetings, Victor Services, Second Step and many other restorative practices have currently made a positive impact on the number and nature of suspending offenses this academic year (2019-2020).

2. To support the behavioral norms and expectations of our school and ultimately have a positive impact on the suspension rate among all student groups, we have included the following activities for the 2019-2020 school year: Roving substitute provides classroom coverage to the Teacher in Charge; Life Skill tickets that can be entered into a Lunch with the Principal drawing or for prizes at our Life Skill student store each Friday; monthly recognition for academic achievements, Life Skills attainment and Principals award; Adopt a Student initiative; and our new Conflict Management program using students in grades 4-6 to be conflict managers to our K-3 students. It is our belief that such activities and mentorship promote good behavior of all students and demonstrates another way we are building capacity from within.
3. Suspensions among the Hispanic, English Learners and Socioeconomically Disadvantaged student groups are rated as Red and Orange respectively and continue to be a focus for our school. This highlights the need to be intentional with school connectedness, opportunities for leadership roles, and peer supports for all students but notably these student groups.
The suspension rate in 2020-2021 was 0%, and as of 3/25/2022, the suspension rate for the 2021-2022 school year was also 0%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

To improve student achievement and school connectedness through extracurricular and support activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts.	<p>Baseline: Maintained Art Instruction = In 2020-2021 all grades (K-6), received Visual Art lessons.</p> <p>Declined in Music Instruction = 19 fifth (6) and sixth (13) grade students participate in band instruction; six fifth (3), and sixth (3) grade students participate in strings instruction.</p> <p>Actual: All K-6 grade students received at least one of the five Art lessons with Mrs. Wood.</p> <p>36 students in Band 25 fifth grade students in Band 11 sixth grade students in Band</p> <p>50 students in Strings 42 fourth grade students in Strings Five fifth grade students in Strings Three sixth grade students in Strings</p>	<p>Maintain the percentage of all students receiving Visual Art lessons (100 percent).</p> <p>Maintain the number of students in 5th grade that continue concert band (25) and strings instruction (5) as sixth graders. In 2022-2023, 30 sixth grade students will participate concert band (25) and strings (5). Increase the number of incoming fifth grade students that participate in concert band and strings by 3 students per section: In 2022-2023, 33 fifth grade students will participate in concert band (28) and strings (8) students.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of in-person college or career related field trips taken by each class	Baseline: In 2021-2022, zero classes had taken field trips as of 3/31/2022.	Each class will take at least one in-person field trip
Percentage of Parent Portal Accounts	Baseline: In 2021-2022, 98.54% of families had parent portal accounts	Increase the percentage of student families having parent portal accounts by one percent (99.54%).
Number of Mystery Science lessons delivered by the school and grade levels K - 5	Baseline: In 2021-2022, 145 lessons and 143 mini lessons were delivered as a school. Kindergarten: 10 lessons and 15 mini lessons First grade: 8 lessons and 3 mini lessons Second grade: 7 lessons and 19 mini lessons Third grade: 36 lessons and 64 mini lessons Fourth grade: 24 lessons and 17 mini lessons Fifth grade: 56 lessons and 8 mini lessons	Increase the number of lessons or mini lessons delivered by each grade by 10.

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

Goal 1.1

School wide focus for students to participate in a variety of extracurricular and extended learning activities as well as incentives to improve school readiness, and connectedness.

- Provide extra duty pay for staff to lead lunch clubs for students to experience extracurricular activities in the area of STEAM, debate
- Provide opportunities for students to participate in Visual and Performing Arts (e.g. art lessons with June Woods and/or after school sessions)
- Provide supplemental materials and technology opportunities for student participation (e.g. Mystery Science, Kessler Labs, etc.)

- Provide an organization system for family communication and homework recording (e.g. Parent Square, K-6 School to Home Communication Folders, 3-6 Student Planners)
- Provide assemblies and incentives to recognize and promote attendance, academics, literacy, and character development
- Provide Life Skills, classroom incentives and reward systems
- Provide regular attendance analysis/data share with staff followed by parent/guardian phone contact for "at promise" students
- Provide college & career related field trips and learning activities
- Provide teacher led visual arts lessons and materials to students
- Provide goal-setting and/or data chat opportunities with students
- Implement an "adopt a student" program, in which teachers will seek out two to three students that have been identified as being at risk for absenteeism or in need of social-emotional support

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)
1200	Supplemental/Concentration
5000	Title I Part A: Basic Grants Low-Income and Neglected

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 majority of our student body feels connected and successful in our school. An internal survey in December of 2021 indicated that 88% of students always or often like school. We increased the number of students participating in Visual and Performing Arts (music) and maintained the percentage of students receiving specialized art instruction. These results were due to in-person music being offered and the hiring of a Strings teacher. Additionally, we continued to retain a highly engaging Art Instructor. We were unable to participate in the amount of planned field trips due to COVID related restrictions.

The following SPSA strategies were implemented to increase student achievement, school connectedness and promote college and career readiness:

All students received virtual art lessons from June Wood. All requested supplemental materials and technologies for student participation (project lead the way) were provided to teachers and students. School to home communication folders (K-6), planners (grades 3-6) were provided to students to inform parents of assignments and promote student organization and the life skill responsibility. Teachers implemented daily Social Emotional Learning to build student resiliency

and school connectedness, and identified students to build and maintain caring adult relationships per the "adopt a student" program. Academic certificates are awarded to students each month to recognize outstanding academic achievement or growth, and classroom teachers provided classroom incentives/reward systems. The conflict manager mentor system was restored this year, which allowed fifth and sixth grade students to support primary grade students during their snack recess. Four teachers, one special education paraprofessional, principal and school counselor were trained in Tier 1 Positive Behavior Intervention and Supports by the Yolo County Office of Education and we once again held a Life Skills student store, in which students were able to redeem their earned life skill tickets for educational related supplies. Additionally we were able to hold a variety of lunchtime and after school clubs for students to participate in.

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

Due to COVID-19 related restrictions, we were unable to provide class field trips as planned but we were able to hold guest speaker assemblies (Phil Tulga, Conservation Ambassadors) using Enrichment Learning Opportunity Grant funds. Aside from this, there were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated strategies.

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.

For 2022-2023 SPSA, we have added a field trip metric, parent portal account metric and mystery science delivered lesson metric. Additionally, we will add funds to purchase hands-on supplemental science activities to promote college and career readiness skills (Goal 1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

To increase all students' proficiency in Math and English Language Arts with an emphasis on English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Show growth on the ELA and math indicator.</p>	<p>Baseline: 2018-2019 Data: Plainfield is Orange on ELA and Orange on Math on the CA School Dashboard.</p> <p>The percentage of students meeting proficiency in ELA decreased by 1% from 2018 to 2019 (45% to 44%, 2018-2019 Smarter Balanced Performance Summary-Illuminate).</p> <p>ELA status level was Low at 20.3 points below standard, decreased 3.2 points from the previous year (CA School Dashboard).</p> <p>The percentage of students meeting proficiency in Math increased by 3% from 2018 to 2019 (38% to 41%, 2018-2019 SBAC Smarter Balanced Performance Summary-Illuminate).</p> <p>Math status level was Low at 25.4 points below standard,</p>	<p>Improve to Yellow status on ELA and Math (CA School Dashboard)</p> <p>Increase on ELA academic indicator in category of "Distance From Standard" by three or more points for all students from previous year.</p> <p>Increase the percentage of students meeting proficiency in ELA and Math from previous year by three percent (3%) or more.</p> <p>Continue to progress towards yellow on the dashboard, in both ELA and math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>increased 0.7 points from previous year (CA School Dashboard).</p> <p>Actual: N/A</p>	
<p>Performance level on English Learner Progress Indicator</p>	<p>Baseline: 2018-2019 ELPI = High 55.6% made progress towards English language proficiency</p> <p>Actual: N/A</p>	<p>Increase the ELPI by 3 percentage of students making progress.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.</p>	<p>Baseline: 2018-2019 Data: 44.44% of students in grades 3 - 6 met or exceeded Standards level on SBAC English Language Arts in 2018-2018: 3rd grade = 46.34% 4th grade = 57.14% 5th grade = 34.55% 6th grade = 41.51%</p> <p>Actual: N/A</p>	<p>Increase the percentage of students meeting proficiency in ELA from previous year by three percent (3%) or more.</p>
<p>Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.</p>	<p>2018-2019 Data: 40.8% of students in grades 3 - 6 met or exceeded Standards level on SBAC Math in 2018-2019: 3rd grade = 56.09% 4th grade = 52% 5th grade = 28.57% 6th grade = 31.48%</p> <p>Actual: N/A</p>	<p>Increase the percentage of students meeting proficiency in Math from previous year by three percent (3%) or more.</p>
<p>Number of students who are chronically absent</p>	<p>Baseline: In 2018-2019, 36 students were identified as chronically absent (10.1%).</p> <p>Actual:</p>	<p>Decrease the overall number of chronically absent students by 1 (17).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2020-2021, the chronic absentee rate was 6.2% with 18 students identified as chronic absenteeism.</p>	
<p>Student sense of safety and school connectedness</p>	<p>Baseline: The Woodland Joint Unified 2018-19 Elementary CHKS (California Healthy Kids Survey), the percentage of 5th grade responses on safety and school connectedness: 70% had School Connectedness 83% had Academic Motivation 70% had a Caring Adult at School 74% Feel Safe at School</p> <p>Actual: The Plainfield 2020-21 Elementary CHKS (California Healthy Kids Survey), the percentage of 5th grade responses on safety and school connectedness: 84% had School Connectedness 90% had Academic Motivation 82% had a Caring Adult at School 88% Feel Safe at School</p>	<p>Increase the 5th grade student sense of safety and school connectedness by three percent (3%).</p>
<p>Suspension rate</p>	<p>Baseline: 2020-2021 suspension rate is 0% 2019-2020 suspension rate was 1.6%</p> <p>Actual: 2021-2022 suspension rate is 0% (as of March 31, 2022)</p>	<p>Maintain overall suspension rate of zero percent.</p>
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>Baseline: Plainfield Elementary 2018-19 CHKS (California Healthy Kids Survey), the percentage of parents responded to the</p>	<p>Increase the overall percentage of strongly agree by 5% on all key indicators</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>following key indicators - indicating strongly agree: Parental Involvement = 46.25 % Academic Orientation and Participation = 44% Respect and Cultural Sensitivity = 41% Student Risk Behavior = N/A Discipline = 45.5% Facilities = 18%</p> <p>Actual: Due to low school participation, the WJUSD 2020-2021 CHKS Parent Survey was used. The percentage of WJUSD Elementary parents responded to the following key indicators - indicating strongly agree: Parental Involvement = 46 % (maintained) School Supports for Students = 43% (maintained) Fairness, Rule Clarity, and Respect for Diversity = 46% (yes) Substance Use, School Disorders, and Bullying = 13% (yes) Facilities = 45% (yes)</p>	
<p>Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)</p>	<p>Baseline: Reading - 33% 1st grade = 9% 2nd grade = 28% 3rd grade = 40% 4th grade = 36% 5th grade = 34% 6th grade = 55%</p> <p>Math - 22% 1st grade = 15% 2nd grade = 12% 3rd grade = 9% 4th grade = 16% 5th grade = 31% 6th grade = 57%</p>	<p>Increase the percentages of students who reach growth targets on iReady Reading and Math by 3 percentage points.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Actual (2021-2022 percentage of students in grades 1 - 6 that reached growth targets):</p> <p>Reading - 44%</p> <p>1st grade = 14%</p> <p>2nd grade = 26%</p> <p>3rd grade = 62%</p> <p>4th grade = 33%</p> <p>5th grade = 58%</p> <p>6th grade = 63%</p> <p>Math -26%</p> <p>1st grade = 14%</p> <p>2nd grade = 24%</p> <p>3rd grade = 14%</p> <p>4th grade = 13%</p> <p>5th grade = 35%</p> <p>6th grade = 61%</p>	
Number of words read by grade level on the Accelerated Reader program (Renaissance Place)	<p>Baseline:</p> <p>Kindergarten = 451</p> <p>1st grade = 232,021</p> <p>2nd grade = 2,095,780</p> <p>3rd grade = 7,155,425</p> <p>4th grade = 9,239,220</p> <p>5th grade = 21,671,499</p> <p>6th grade = 12,288,839</p>	<p>Increase the number of words read by 10% for each grade level</p> <p>(K = 496, 1st = 255,223, 2nd = 2,305,358, 3rd = 7,870,967, 4th = 10,163,142, 5th = 23,838,648, 6th = 13,517,722</p>

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 with a focus on English Learners

Strategy/Activity

Goal 2.1

a) School wide English Language Arts focus to support quality first instruction, increase reading comprehension and student support in the writing process

- Provide opportunities for teacher professional development, collaboration and planning to support all students
- Provide online resources, programs and general materials for student use
- Provide supplemental writing program to ensure continuity between primary and intermediate grades
- Provide supplemental grade level complex text for all students
- Provide staff with equipment and supplies needed to be more effective in their teaching

- Provide copies and paper for instructional use and family communication
- Provide technology programs to support standardized instruction in ELA and cross curriculum subjects
- Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students

b) School wide Math focus to support quality first instruction, improve number sense, as well as computation and reasoning skills among students

- Provide opportunities for teacher professional development, collaboration and planning to support all students
- Provide online resources and general materials for student use
- Provide supplemental grade level material for all students (e.g. manipulatives, visual supports and learning tools)
- Provide staff with equipment and supplies needed to be more effective in their teaching
- Provide copies and paper for instructional use and family communication
- Provide technology programs to support standardized instruction in mathematics
- Provide teachers extra duty pay or release time to gather assessment data and collaborate to determine the needs of underserved and underperforming students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15635	Supplemental/Concentration
8524	Title I Part A: Basic Grants Low-Income and Neglected

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

Goal 2.2

School wide focus to support student safety, academic success and social-emotional well being through a system of support and intervention

- Provide a roving substitute to support the Teacher in Charge when the site administrator is off site at a district required training or leadership academy
- Provide interventions to underperforming students (e.g. small group/afterschool)
- Provide supplemental intervention materials as needed to support underperforming students
- Provide roving substitutes to teachers so they may participate in Student Study Teams (SSTs), section 504, or Individual Education Program (IEP) meetings or Academic Conferences (RSP)
- Provide PBIS (Positive Behavior Implementation and Support) implementation and monitoring, including BEST lessons, Life Skills and Growth Mindset strategies

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)
3650	Supplemental/Concentration
2660	Title I Part A: Basic Grants Low-Income and Neglected

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.

We were able to implement nearly all of the planned strategies/activities for Goals 2.1 and 2.2. To support quality first instruction in English Language Arts and Math with a focus on English learners (EL), our site dedicated morning time to provide daily Social Emotional Learning to promote engagement, vocabulary development, and designated English Language Development (ELD) to support English learner needs. Additionally, integrated ELD strategies such as Kagan, Guided Language Acquisition Design (GLAD), and mathematic three reads and multiple representations were used to support engagement during classroom instruction. Students utilized Renaissance Place (i.e. Accelerated Reader) to set reading goals and monitor their literacy while staff conducted data chats. Staff received District and site level professional development on Universal Design for Learning (UDL), iReady and EL strategies. Staff provided scholastic news, NewsELA and class novels to provide students supplemental complex informational text and support literature circles. Staff requested supplies and materials to fulfill in-person instructional needs. Additionally, the district provided K-3 literacy paraprofessionals to support underperforming students and we hired a literacy intervention instructor to support Tier 2 students in grades 4-6.

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 the lack of copier leases costs, we reallocated the unused funds to augment needed supplies and materials. Also, due to large gathering restrictions due to COVID-19 we did not have as much of a need to utilize roving substitutes to cover for the Teacher In Charge while the administrator was attending district related leadership academies or trainings; as many of the trainings were virtual or only half day. In addition, we did not require roving substitutes to cover teachers to participate in SSTs during the day due to careful scheduling. Lastly, we were unable to hold after school math interventions due to the lack of teacher availability so instead hired a part time literacy instructor (retired teacher) using the funds provided and supplemented with Title I intervention funding.

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

Based on educational partner comprehensive needs assessment input, we will add funding to support a supplemental writing program (Goal 2.1) and we will restore afterschool math intervention funding to help Tier 2 students develop the requisite skills needed to be at grade level (Goal 2.2). To measure literacy growth using Renaissance Place, we will add a metric to identify the number of words read by grade level (Goal 2.1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

To improve the reading, written, and oral language skills of our English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	<p>Baseline: In 2018-2019, 10 English Learners were reclassified. The Reclassification rate was 19.2% (Dataquest). Met - In 2019-2020, 16 English Learners were reclassified. The Reclassification rate was 42.1% (Dataquest). Not Met - In 2020-2021, five English Learners were reclassified. The Reclassification rate was 21.7% (Dataquest).</p> <p>Actual: In Fall of 2021-2022, two EL students were reclassified out of 21 students enrolled at the time. This equates to 9.5% Not Met</p>	Increase the Reclassification rate by two percent (2%) or more.
English Learner Progress Indicator	<p>Baseline: In 2018-2019, the English Learner Progress metric indicated that 55.6% of our English learners made progress towards English</p>	Increase the ELPI by three percent (3%) or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>language proficiency (CA School Dashboard).</p> <p>Actual: N/A</p>	
<p>School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment</p>	<p>Baseline: The following was the baseline established during our 20/21 needs assessment review: Principle 1: Assets-Oriented and Needs Responsive Schools 2.5 = Language and cultures are assets 3.0 = No single EL profile 3.0 = School climate is affirming, inclusive, safe 2.5 = Strong family and school partnership 2.0 = Supporting English Learners with disabilities</p> <p>Actual: Principle 1: Assets-Oriented and Needs Responsive Schools *Language and cultures are assets: 8% rated 1, 69% rated 2, 23% rated 3 (approx. rating of 2.5)</p> <p>*No single EL profile: 69% rated 2, 31% rated 3 (approx. rating of 2.5)</p> <p>*School climate is affirming, inclusive, safe 8% rated 2, 62% rated 3, 31% rated 4 (approx. rating of 3.5)</p> <p>*School value and build strong family and school partnerships 15% rated 2, 62% rated 3, 23% rated a 4 (approx. rating of 3)</p>	<p>Improve to an average score of a 3 in each of the five areas of Principle 1</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	* Supporting English Learners with disabilities 15% rated 1, 39% rated 2, 23% rated 3, 23% rated 4 (approx. rating of 2.5) Not Met	
iReady Reading and Math Growth Monitoring for EL student group	Baseline: 2021-2022 percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostics: Reading Grades 1 - 6th = 36% Math Grades 1 - 6th = 22%	Increase the percentage of English Learners in grades 1 - 6 that reached growth targets on the mid-year diagnostic by 10 percent (46% in Reading and 32% in Math).

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Goal 3.1 - Schoolwide focus to utilize integrated English Language Development (ELD) instructional strategies and supports across the curriculum, including sentence frames, small group reading groups and vocabulary development.

- Provide targeted language rich instructional materials to supplement the core curriculum
- Provide teacher collaboration and planning time to develop common strategies and supports for English Learners (ELs)
- Provide opportunities (extra duty pay) for teachers and parents of ELs to meet to discuss English Learner academic progress
- Provide teacher professional development opportunities for EL instruction
- Provide English Language Specialist support and professional development during staff meetings
- Provide priority enrollment for EL participation in the ASES program to increase academic support and enrichment exposure
- Provide ongoing monitoring of English Learner progress, implementation, achievement outcomes, and ELD curriculum between teachers and EL Specialist
- Provide information nights/trainings to increase knowledge and the level of understanding of school programs and resources to parents
- Provide interpreters for families during conferences, meetings and information nights
- Provide communication supports for our Spanish speaking families via our bilingual Administrative Clerk, English Language and CAFE Specialists

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)
1330	Supplemental/Concentration
1870	Title I Part A: Basic Grants Low-Income and Neglected
470	Title I Part A: Parent Involvement

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 following planned strategies were implemented and assisted in the overall improvement of the reading, writing and oral language skills of our English Learners:

- Intervention and supplemental materials were purchased to support ELA and math skills of English Learners (EL)
- Two parent information nights were provided to our EL families this year on the following topics: Improving Reading Comprehension and Tracking Progress with the digital library MyOn, Accelerated Reader and iReady; ELPAC Information and Preparation
- Two teachers attended Guided Language Acquisition Design (GLAD) and EL related professional development trainings
- An after school EL intervention series was provided to clusters of EL students for 8 weeks
- Teachers collaboration with the EL Specialist, outside of and during the regular school day to plan for designated and integrated EL instruction
- EL students were prioritized for After School Education and Safety (ASES) program enrollment
- Interpreters were provided for Spanish speaking families during parent teacher conferences, meetings and information nights
- Academic supplies and materials for parents of English Learners provided at English Language Advisory Committee (ELAC)

Our school decreased in the amount and percentage of students that reclassified from the previous year. EL Roadmap self assessment increased/maintained in all areas but one. We had fewer ELs at the start of the year than in the past; most ELs are in the primary grades. Virtual instruction during the pandemic along with absences related to return to school and COVID-19 protocols impeded student growth. Lack of English Language Proficiency Assessments for California (ELPAC) data due to the pandemic. All strategies are working and have positive qualitative data to support the strategies (parent/teacher feedback, observations, surveys).

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

There were no major differences between the intended implementation or budget expenditures to implement the strategies/activities listed to meet the articulated goal. A small budget adjustment needed to be made to ensure that funding was provided to teachers for their time and preparation to conduct EL mini Conferences as the number of EL students increased from the start of the year.

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

No major changes will be made to this goal. A new metric will be added to measure iReady Reading and Math Growth Monitoring of English Learners (Goal 3.1).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

To increase opportunities for student voice and participation in the development of extra curricular, support, and leadership activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	<p>Baseline: Woodland Police Department GREAT (Gang Resistance Education And Training) Program, Lego Club-Playwell Technologies, Yolo County Courthouse Debate Club, Citizen Science U.C. Davis/Solano County Office of Education - Peggy Hart, Yolo Farm to Fork, ArtsBridge, Victor Services, Boy Scouts, and Girl Scouts (10 partnerships).</p> <p>Actual: Woodland Police Department GREAT (Gang Resistance Education And Training) Program, Yolo County Courthouse Debate Club, Citizen Science , Yolo Farm to Fork, Victor Services, Boy Scouts, and Girl Scouts, Fourth and Hope, Running for Rhett, Audubon Society, Rotary Club, Yolo Arts (11 partnerships). Met</p>	Increase the number of partnerships with the community by two or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of extracurricular programs offered</p>	<p>Baseline: Lego Club, ASES, and Art</p> <p>Actual: Lego Club, ASES, Art, Book Club, Sign Club, Debate Club, lunchtime D&D club, after school Baking Club Met</p>	<p>Increase the number of extracurricular programs offered by one or more.</p>
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<p>Baseline: 108 students (or 36% of the student body) in grades 3-6 provided input to the SPSA through a survey</p> <p>Actual: 136 students (or 49% of the student body) in grades 3-6 provide input to the SPSA through a survey in the first trimester. Met</p>	<p>Increase the percentage of students (percentage of the student body) providing input to the SPSA through surveys by 4% or 54% of the student body.</p>
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<p>Baseline: Three focus groups totaling 16 students (nine females, seven males - 3 Reclassified as Fluent English Proficient (RFEP), 3 students with disabilities (SWD), 3 English learners (EL), 6 low socioeconomic status (SES), 2 student council representatives) representing 141 students in grades 4 - 6; or 8.8%. 10 students Hispanic/Latino 6 students White</p> <p>Actual: The Student Advisory Council (grades 4 - 6) meets regularly (approximately each month) throughout the year to provide input to the SPSA. Student Advisory Council representation:</p>	<p>Increase the number of students providing input to the SPSA through focus groups by three (24) while maintaining the number of representative demographic groups [3 Reclassified Fluent English Proficient (RFEP), 3 Students With Disabilities (SWD), 3 English Learners (EL), 6 Socioeconomic Status (SES), 2 Student Council (SC) and balancing female to male ratio.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th grade: 4 students (2 females, 2 males) 5th grade: 4 students (2 females, 2 males) 6th grade: 4 students (2 females, 2 males) *2 Students With Disabilities (SWD), 2 Low socioeconomic status (SES), 2 Reclassified Fluent English Proficient (RFEP), 1 Student Council (SC)</p> <p>SPSA Focus Group 1 (Eight 4th grade students - 1 RFEP, 2 SWD, 1 EL; 2 SES; 1 SC; 4 males, 4 females)</p> <p>SPSA Focus Group 2 (Six 5th grade students - 2 RFEP, 1 SWD, 3 SES; 3 males, 3 females)</p> <p>SPSA Focus Group 3 (Two 6th grade and five 5th grade students - 1 RFEP, 3 EL, 3 SES; 1 SC; 3 males, 3 females)</p> <p>Focus Group and Student Advisory Council Demographics: *5 SWD, 4 EL, 6 RFEP, 10 SES, 3 SC *16 males, 16 females Met</p>	

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 with a focus on English learners

Strategy/Activity

4.1

Schoolwide focus to promote student voice and participation in the development of extra curricular, support, and leadership activities

- Provide students in grades 3 - 6 surveys to be completed at the end of each semester on academic engagement, academic programs, enrichment and extra curricular activities.
- Provide students in grades 3 - 6 the opportunity to be a part of student council
- Provide extra duty pay for teachers to lead Student Council
- Provide a conflict manager program so students can develop leadership and problem solving skills
- Provide students opportunities to determine and participate in lunch time or after school clubs
- Provide student-led conferences for grades 5 and 6
- Target Student Voice as one of the two After School Education and Safety (ASES) Continuous Quality Improvement Plan goals
- Provide focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement (comprehensive needs assessment and SPSA review/input)

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)

Site Discretionary

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.

This year we provided teachers Student Council extra duty pay to ensure consistent and quality student council meetings and activities. Spirit days had great participation and were a big hit with students. We continued to provide students in grades 3 - 6 surveys to gauge their sense of safety, school climate, academic engagement, academic programs, enrichment and extracurricular activities. These surveys assisted in the development of lunchtime clubs and activities. We provided students in grades 2 - 6 the opportunity to be a part of student council and restored the conflict manager program to provide students leadership experiences and problem solving skills. To boost advocacy and student ownership of their learning, we had student-led conferences for grades 5th and 6th grades. Our After School Education and Safety (ASES) program targeted Student Voice as one of the two ASES Continuous Quality Improvement Plan goals and we provided focus groups of students in grades 4 - 6 to be a part of the School Plan for Student Achievement (SPSA) comprehensive needs assessment and SPSA review/input.

We met all Goal 4 metric targets. We met our goal to increase the number of community partners by one and continue to explore more as the year progresses. We increased the number of extra curricular activities provided to students notably in lunchtime clubs. A higher percentage of students participated in a survey that informs our SPSA, school climate and safety and we also increased the number of students participating in representative demographic focus groups (SWD, EL, RFEP, Student Council) while balancing the male to female ratio.

An emphasis was placed on having a well organized student council while beginning a student advisory council which meets regularly. Teachers and staff were also willing to host lunchtime and after school clubs that were of high interest based on student input/surveys, and outreach efforts. Student participation (classroom, student council, student advisory council), behavior and communication (i.e. letters of thanks) has encouraged good participation in clubs and fostered relationships with community organizations and partners (Fourth and Hope, Running for Rhett, Audubon, Yolo Farm to Fork, etc.).

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

There were no major differences between the intended implementation to meet the articulated goal. We will continue to seek input from students on their academics, extracurricular activities, sense of safety and belonging as well as engagement with the larger community.

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 only change for the 2022-2023 school year is to include a small amount of funding for equipment and supplies for extra curricular activities or clubs.

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	\$18,524
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,339.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$18,054.00
Title I Part A: Parent Involvement	\$470.00

Subtotal of additional federal funds included for this school: \$18,524.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$21,815.00

Subtotal of state or local funds included for this school: \$21,815.00

Total of federal, state, and/or local funds for this school: \$40,339.00

School Site Council Membership

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

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

Name of Members	Role
Phillip Pinegar	Principal
Brandon Killion	Classroom Teacher
Frank Ramirez	Classroom Teacher
Clara Skaug	Classroom Teacher
Vicki Allen	Other School Staff
Seth Albin	Parent or Community Member
Alex Fricke	Parent or Community Member
Lori Moncur	Parent or Community Member
Keri Nims	Parent or Community Member
Andrea Romo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2022.

Attested:



Principal, Phillip Pinegar on 5/11/2022



SSC Chairperson, Keri Nims on 5/11/2022