School Year: **2021-22**

School Plan for Student Achievement (SPSA)

Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Park Elementary School	30-73650-6106850	10/29/2020	November 17,2020

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 Impact that Stakeholder Engagement had on the process

Meadow Park shared information with our Leadership Team and much of the data used was based on the feedback of the Hanover Survey that every student, staff member, and parent had the opportunity to complete.

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	
		Signature
X	Special Education Advisory Committee	
		Signature
X	Gifted and Talented Education Program Advisory Committee	
		Signature
	Other committees established by the school or district (list):	
		Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: November 3, 2020

Attested:

Thomas Potwora		
Typed Name of School Principal	Signature of School Principal	Date

James Haley		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budgets and Summary

Centralized Services for Planned Improvements in Student Performance:
The following actions and related expenditures support this site program goal and will be performed as a centralized service.
Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$110,541.00	
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	$55,157.00	
Lottery Funds Purpose: Purchase site instructional materials	$5,760.00	
Total amount of state categorical funds allocated to this school	$171,458	

Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
Title I, Part A: Allocation (IUSD schools are School Wide) Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	$126,009.00	
Title III Centralized Services Allocated - EL and Immigrant Students Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	$16,157.06	
Total amount of federal categorical funds allocated to this school	$142,166.06	
Total amount of state and federal categorical funds allocated to this school	$313,624.06	$

School Site Council Membership

The School Plan for Student Achievement
The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

School Site Council Membership (SSC)
Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Thomas Potwora	1				
Serdar Celik				1	
Ambrish Dwivedi				1	
James Haley				1	
Valerie Nelson				1	
Annie Wallin				1	
Kristen Downey		1			
Jeanette Kumamoto		1			
Katy Leber		1			
Sara Yu		1			
Numbers of members of each category	**1**	**4**		**5**	
(Totals of Group A and Group B must equal)	**Total Group A: 5**			**Total Group B: 5**	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

ELAC Membership

English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
    a. The development of the section in the SPSA pertaining to EL students' education
    b. The development of the school's needs assessment
    c. Implications of language census for translation requirement
    d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Numbers of members of each category	1			

<u>**Guidelines for Combining SSC and ELAC:**</u>

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

X   Site has chosen to combine SSC and ELAC using the above guidelines.
OR
Site has chosen <u>NOT</u> to combine SSC and ELAC using the above guidelines.

Section 2: Goals, Strategies, & Proposed Expenditures

Goal 1

Goal Statement

Establish consistent social emotional learning and behavior practices that focus on each individual child. Through the work of our Meadow Park team, we will continue to promote and establish a learning environment that will allow each learner to thrive using multi-tiered levels of support and professional learning to build systematic responses and staff capacity.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
PBIS data (ODR), SST data, Professional Learning Evaluations, Annual Survey Data, AERIES Data, Weekly meetings with site admin / ERC / Guidance Specialist,	Annual Survey states that at Meadow Park 86 percent of students, 88 percent of parents, and 100 percent of staff at Meadow Park Elementary School report being satisfied or very satisfied with the overall educational experience at their school. At Meadow Park Elementary School, 87 percent of students, 91 percent of parents, and 97 percent of teachers agree or strongly agree that teachers use a variety of strategies and activities to help students learn. Compared to the District Average parents, students, and staff don't believe that bullying is a problem at Meadow Park. Less than 5% of the parents, 6% of the staff and no teachers strongly agreed that there is an issue. 97% of the students stated they know how to respond to bullying when it happens in the classroom/school. Meadow Park will continue to work on the Sense of Community as 80% of students feel this, 85% of parents, and 94% of staff.	All staff, whether it is IVA, Hybrid, or Traditional will continue to support PBIS in addition the support of the IUSD adopted Social Justice Standards. We would expect the students to: 1. Strengthen in their sense of identity of themselves and their family. In doing so we have a better understanding of the rich diversity of our school. It is through these two goals that we will see both Justice and Action. 2. Through the weekly work of Second Step in the classroom, Calm Classroom and teachers working with their students on behavior expectations we will see a decrease on office referrals as well as those in Tier II and Tier III support. 3. Professional Learning communities will continue to focus on SEL standards and develop response journals, generate discussion, and use multiple forms of communication to continually check in with students.

Metric/Indicator	**Baseline**	**Expected Outcome**
	An area we are exceptionally proud of is that 91% of our students feel that they have someone to talk to here on campus if there is a problem and 59% of students feel like they have at least three adults they can speak to.	

Goals, Strategies, & Proposed Expenditures

Goal 2

Goal Statement

Through the continued implementation of Common Core instruction, Meadow Park will focus on using common formative assessments and student data during Professional Learning Communities to drive instruction and raise student achievement. Students will be able to understand and apply the essential skills as defined by the CCSS. In doing so, we will target instructional planning to meet the needs of each student.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

X LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
X LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP, LPA/Pre-Assessments, STAR Ren, Annual Survey, PLC Data	Teams will continue with the aforementioned goal of assessing data and creating rubrics and lessons that meet the needs of all students. Teachers will work on the PLC/TLC process with the PLC coach and create grade level rubrics. In our Hanover Survey 74% of our students feel like the coursework is challenging compared to the District average of 71%. 82% of the students feel like the teachers have high expectations of them and 89% of students feel that they are taught adequate study skills. Although the current data on the California Dashboard is from previous test years, it reflects that our ELA scores are 55.8 percent above standard and Mathematics is 37.1 points above standard. However, ELA is a decline of 8.1 points and Mathematics is a decline of 4.3 points. 66.7% of our EL students were making progress towards	With more accurate measuring and frequency we can create small group instruction to meet the needs of students and if needed, fundamentally look at how math and ELA instruction is given. With the TLC process and using an abundance of formative and summative assessments we will expect to see and chart more accurately the growth and areas of struggle of students for more targeted instruction. Grade level teams for the learning models of hybrid and traditional will meet as well as the IVA "House Cohorts." MP teachers will and have already met to discuss progress of all students. SST data will indicate interventions are making a positive difference in meeting student needs. Annual Survey data will see an increase of engagement, challenge and instructional strategies in the data from both students and parents.

Metric/Indicator	**Baseline**	**Expected Outcome**
	their English language proficiency goal which would be considered "very high" by the State.	

Goals, Strategies, & Proposed Expenditures

Goal 3

Goal Statement

We will continue the implementation of PBIS and strengthen Tier 1, Tier 2, and Tier 3 interventions by supporting teachers and all support staff. By strengthening both our MTSS and PBIS Team we will work more efficiently and effectively meeting the social and emotional needs of our students. Teachers and staff will model the ROPES (Responsible, On Time and Ready, Positive Attitude, Expect Respect, and Safety First). We will work with the staff and school community to reduce the number of incidents in the classroom and all other locations during the school day. These efforts will maximize the learning environments for all students.   Through training in PBIS, Calm Classroom, and Second Step, staff will establish a positive school climate and support the academic culture of the Meadow Park School Community.

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
X LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
X LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
We will continue to look at the number of office referrals coming into the office and those given by administration. We will also look as a staff the communication in the Hanover Research to strengthen the connection in student and staff perception.	As we are transitioning into AERIES data base, we will continue to monitor all discipline in both location and types of behavior. We will continue to seek ways to receive student input in decision making. 87% of students feel that teachers and staff treat them with respect and 90% state that they feel safe compared to the District average of 87% Data also points that 89% of our students feel that mistakes are a part of the learning process only 53% feel comfortable making mistakes and only 63% feel comfortable raising their hand.	By continually tracking the behavior, it will allow us to get to the "why" of what is taking place. This will allow us to strategically work with teachers and support personnel to address these concerns. As we continue to work on the goals of Identity, we want our students to feel more comfortable taking risks and celebrating in both their success and ambition to answer and respond with the classmates and teachers.

Goals, Strategies, & Proposed Expenditures

Goal 4

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Goal 5

Goal Statement

LCAP Goal: This school goal supports which of the following District LCAP Goals: (select all that apply)

LCAP Goal #1: Ensure all students attain proficiency in the current content standards.
LCAP Goal #2: Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
LCAP Goal #3: Cultivate a positive school culture and system of supports for student personal and academic growth.
LCAP Goal #4: Communicate effectively and form strategic alliances to secure the support and resources

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

	Strategy/Activity Description	Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.		All Students	Site Admin						
2.		All Students	Site						
3.		All Students	Site						
4.		All Students	Site						
5.		Teachers / All Students	Site						
6.									
7.									
8.									
9.									
10.									

Section 3: Supporting LCAP targeted student groups

English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

- English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
- Activities, strategies, and Professional learning are designed to:
    - Create a culturally and linguistically responsive learning environment
    - Include parent and family engagement that enhances learning support for their children
    - Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
    - Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
    - Provide authentic practice and application for oral and written language skills development
- Staff use formative assessment to:
    - Understand, monitor, support, and report student learning and acquisition of language
    - Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

We recognize that in the 2020/21 school year we will continue to make a commitment in the area of writing and build upon the structures we developed last year. As a school we made a commitment in the 2018/19 school year to add a reading intervention teacher and 2019/20 school year to add two writing specialists. These teachers were out of the classroom two times per week to work in one of two ways. First there would be small group instruction and then ultimately used to train and provide support for the classroom teachers in grades K-6. These teachers attended an additional training in the summer of 2019 and worked with all teachers to provide a consistent writing program for all students. The strength of the writing program was that it allowed the students choice and worked at their level. The data shows that whether a student is ELD, needs specialized services, of classified as GATE it is imperative that we provide strategies and activities implemented to meet the academic and language needs of all learners. As we begin the 2020/21 school year it is evident that the three models we have in place has presented challenges in the consistency and fluidity of the program.

We will continue this school year with literacy nights and work with our Elementary Resource Counselor to provide that parent engagement for our students. Although the engagement nights will be virtual, we look forward to providing guidance to families as they seek ways in navigating this new learning.

On a weekly basis the classroom teachers look at both formative and summative data. Our school funds are used to support three PE paraprofessionals that allow each grade level to meet on a weekly basis in addition to their monthly structured time as a grade level and the other planned by site administration. In every instance, data as used as we navigate and become more efficient in the TLC/PLC practice. It is through this work that we have developed grade level rotations in Language Arts and math in addition to WIN time in grades 1-6. Classroom support will also provide scaffolding within the classroom and allow for the teachers to work in small groups that allow for strategic intervention. Having been in school now in both Distance Learning and now in these three models, the opportunity to create dedicated time for the teachers to refine their practice and because of their training, have Instructional Assistants working with the teachers will allow for more individual instruction for all students.

Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

- Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
    o The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
    o The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Writer's Workshop continues now that our teachers are trained. Two of our three learning models here at the school site (Hybrid and Traditional) have naturally allowed for smaller class sizes in the majority of the classrooms. By training our instructional assistants, having staff development that will enhance the teaching capacity and assisting our parents with parent education nights, Meadow Park will continue to support the whole child both here at the school site and at home.

It is important to also note that our plan has in it the support for our MTSS Team to specifically target those students who are struggling. We work in concert with our PLC team and site administration to provide a consistent screening progress both at the site and grade level. Through this process we have created a screener for all students who need support outside of the Tier I intervention. Second Step is delivered by the classroom teacher but for those students who continue to need additional social / emotional support our plan supports the hours of our Guidance Assistant who works in concert with our Elementary Resource Counselor who is provided by our District.

Addendum

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

Instructions

1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

Involvement Process: Directions included in document.

Impact of stakeholder consultations: How did the engagement process impact the final SPSA plan?

School Site Council Membership: At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

English Learner Advisory Committee (ELAC): All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

2. Needs Assessment

LCAP Goal #1 Summary of Analysis: Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
CA Dashboard (Required)
Universal Screening Assessments (K-8)
District End of Course Exams
Common Formative Assessments

Questions to Consider:
Are there any content areas or grade levels that may benefit from additional support?
Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

LCAP Goal #2 Summary of Analysis: Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:
BrightBytes Survey
School technology access
Professional Learning Plan

Questions to Consider:
What additional tools, resources, or trainings might be needed?
What needs would these tools, resources or trainings serve and for whom?

LCAP Goal #3 Summary of Analysis: Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
Annual Survey (Required)
Office discipline referrals (SWIS Data), suspensions and expulsions
Attendance data
Site based surveys (PLC implementation, PBIS Self-Assessment Survey)
Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:
What are some areas of potential growth within our school culture and climate?
What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?
How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

LCAP Goal #4 Summary of Analysis: Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:
Annual Survey (Required)
SSC participation and attendance at PTA Meetings
Communication plans or site procedures
Community partnerships

Questions to Consider:
What aspects of communication and parent engagement might be improved?
What strategic alliances are in place to support our school vision? Are any additional alliances needed?

Areas in Which School Has Made Progress: Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

Prioritize Two or More Key Areas of Need to Address this Year: Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

3. Goals, Strategies and Proposed Expenditures

Goal Statement: State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

LCAP Goal: Identify which LCAP goal(s) this site goal supports.

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

Planned Strategies and Activities:

- Strategy/Activity Description: Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.(Each goal can have one or more identified strategies and/or actions.)
    *Title 1 Schools: A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

- <u>Students to be Served</u>: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

- <u>Person(s) Responsible</u>: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.

- <u>Proposed Expenditure and Funding Source</u>: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

4. Supporting Targeted Groups
Directions included in the document.

5. Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:
- **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
- **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

Title I
The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves $5,000 for these purposes annually.

Title III – LEP and Immigrant
The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

Programs Included in this Plan (Allocation as of Fall)
The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	%	0%	%		0	
African American	1.72%	2.41%	1.7%	10	15	6
Asian	29.78%	30.66%	25.1%	173	191	91
Filipino	2.93%	2.25%	1.4%	17	14	5
Hispanic/Latino	14.11%	14.77%	13.3%	82	92	48
Pacific Islander	0.34%	0.32%	0.3%	2	2	1
White	39.07%	38.2%	45.0%	227	238	163
Multiple/No Response	11.19%	10.59%	12.2%	65	66	44
			Total Enrollment	581	623	362

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	79	115	38
Grade 1	70	91	52
Grade 2	90	77	53
Grade3	88	86	47
Grade 4	76	87	59
Grade 5	88	73	56
Grade 6	90	94	57
Total Enrollment	581	623	362

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	109	141	60	18.8%	22.6%	16.6%
Fluent English Proficient (FEP)	52	50	45	9.0%	8.0%	12.4%
Reclassified Fluent English Proficient (RFEP)	17	8	39	12.4%	7.3%	27.7%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	81	84	99	81	84	99	81	84	96.1	100	100
Grade 4	93	91	72	92	88	72	92	88	72	98.9	96.7	100
Grade 5	99	89	88	97	87	86	97	87	86	98	97.8	97.7
Grade 6	102	96	81	101	95	80	101	95	80	99	99	98.8
All Grades	397	357	325	389	351	322	389	351	322	98	98.3	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2479.	2463.	41.41	56.79	39.29	32.32	18.52	28.57	19.19	14.81	19.05	7.07	9.88	13.10
Grade 4	2537.	2528.	2539.	54.35	54.55	55.56	23.91	23.86	30.56	13.04	11.36	8.33	8.70	10.23	5.56
Grade 5	2590.	2581.	2578.	60.82	54.02	51.16	26.80	28.74	37.21	9.28	10.34	5.81	3.09	6.90	5.81
Grade 6	2586.	2614.	2593.	38.61	50.53	38.75	33.66	35.79	40.00	21.78	12.63	13.75	5.94	1.05	7.50
All Grades	N/A	N/A	N/A	48.59	53.85	45.96	29.31	27.07	34.16	15.94	12.25	11.80	6.17	6.84	8.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.47	45.68	44.05	41.41	41.98	44.05	11.11	12.35	11.90
Grade 4	40.22	43.18	47.22	51.09	50.00	44.44	8.70	6.82	8.33
Grade 5	60.82	55.17	56.98	32.99	36.78	34.88	6.19	8.05	8.14
Grade 6	36.63	54.74	40.00	54.46	40.00	50.00	8.91	5.26	10.00
All Grades	46.27	49.86	47.20	44.99	42.17	43.17	8.74	7.98	9.63

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.47	47.50	27.38	42.42	40.00	55.95	10.10	12.50	16.67
Grade 4	53.26	48.86	54.17	36.96	39.77	38.89	9.78	11.36	6.94
Grade 5	61.86	60.92	50.00	34.02	33.33	44.19	4.12	5.75	5.81
Grade 6	51.49	63.16	48.75	36.63	32.63	46.25	11.88	4.21	5.00
All Grades	53.47	55.43	44.72	37.53	36.29	46.58	9.00	8.29	8.70

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	29.29	30.86	44.05	63.64	61.73	44.05	7.07	7.41	11.90
Grade 4	39.13	28.41	29.17	51.09	67.05	68.06	9.78	4.55	2.78
Grade 5	46.39	34.48	40.70	48.45	58.62	54.65	5.15	6.90	4.65
Grade 6	37.62	36.84	37.50	56.44	62.11	58.75	5.94	1.05	3.75
All Grades	38.05	32.76	38.20	55.01	62.39	55.90	6.94	4.84	5.90

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	39.39	55.56	38.10	51.52	35.80	42.86	9.09	8.64	19.05
Grade 4	58.70	52.27	38.89	36.96	42.05	58.33	4.35	5.68	2.78
Grade 5	72.16	63.22	56.98	25.77	31.03	39.53	2.06	5.75	3.49
Grade 6	48.51	67.37	47.50	41.58	30.53	47.50	9.90	2.11	5.00
All Grades	54.50	59.83	45.65	39.07	34.76	46.58	6.43	5.41	7.76

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	81	84	99	81	84	99	81	83	96.1	100	100
Grade 4	93	91	72	93	89	72	93	89	72	100	97.8	100
Grade 5	99	89	88	98	88	87	98	88	87	99	98.9	98.9
Grade 6	102	96	81	102	95	80	102	95	80	100	99	98.8
All Grades	397	357	325	392	353	323	392	353	322	98.7	98.9	99.4

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2494.	2475.	2474.	51.52	40.74	37.35	28.28	37.04	37.35	12.12	11.11	13.25	8.08	11.11	12.05
Grade 4	2529.	2522.	2525.	37.63	38.20	44.44	30.11	35.96	27.78	26.88	19.10	19.44	5.38	6.74	8.33
Grade 5	2577.	2558.	2562.	47.96	44.32	48.28	29.59	20.45	25.29	15.31	21.59	17.24	7.14	13.64	9.20
Grade 6	2577.	2620.	2607.	37.25	58.95	43.75	22.55	22.11	26.25	30.39	15.79	26.25	9.80	3.16	3.75
All Grades	N/A	N/A	N/A	43.62	45.89	43.48	27.55	28.61	29.19	21.17	17.00	18.94	7.65	8.50	8.39

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67.68	60.49	59.04	22.22	23.46	25.30	10.10	16.05	15.66
Grade 4	48.39	53.93	54.17	41.94	31.46	31.94	9.68	14.61	13.89
Grade 5	58.16	47.73	59.77	31.63	31.82	22.99	10.20	20.45	17.24
Grade 6	50.00	68.42	52.50	37.25	22.11	35.00	12.75	9.47	12.50
All Grades	56.12	57.79	56.52	33.16	27.20	28.57	10.71	15.01	14.91

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.48	53.09	43.37	43.43	33.33	42.17	8.08	13.58	14.46
Grade 4	41.94	48.31	43.06	44.09	42.70	48.61	13.98	8.99	8.33
Grade 5	51.02	46.59	37.93	37.76	32.95	49.43	11.22	20.45	12.64
Grade 6	36.27	58.95	50.00	46.08	33.68	38.75	17.65	7.37	11.25
All Grades	44.39	51.84	43.48	42.86	35.69	44.72	12.76	12.46	11.80

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	53.54	48.15	42.17	39.39	41.98	46.99	7.07	9.88	10.84
Grade 4	47.31	47.19	58.33	47.31	41.57	30.56	5.38	11.24	11.11
Grade 5	52.04	46.59	31.03	37.76	40.91	63.22	10.20	12.50	5.75
Grade 6	33.33	54.74	51.25	43.14	36.84	45.00	23.53	8.42	3.75
All Grades	46.43	49.29	45.03	41.84	40.23	47.20	11.73	10.48	7.76

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1447.4	1432.8	1444.4	1438.3	1454.1	1419.8	18	18
Grade 1	1435.5	1453.6	1429.6	1447.1	1440.9	1459.8	25	20
Grade 2	1543.2	1465.6	1546.9	1455.0	1539.1	1476.0	17	25
Grade 3	1538.9	1512.8	1535.5	1512.3	1541.7	1512.9	22	16
Grade 4	1532.3	1570.8	1533.1	1569.2	1531.3	1571.8	12	12
Grade 5	*	1548.0	*	1551.2	*	1544.3	*	14
Grade 6	*	*	*	*	*	*	*	7
All Grades							113	112

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	44.44	*	22.22	*	22.22	*	11.11	18	18
1	60.00	35.00	*	35.00	*	15.00	*	15.00	25	20
2	82.35	44.00	*	32.00		4.00		20.00	17	25
3	50.00	50.00	*	31.25	*	6.25	*	12.50	22	16
4	*	75.00	*	16.67		8.33		0.00	12	12
5	*	64.29	*	21.43		7.14	*	7.14	*	14
6	*	*	*	*		*		*	*	*
All Grades	61.95	49.11	26.55	27.68	*	9.82	*	13.39	113	112

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	72.22	50.00	*	16.67		22.22	*	11.11	18	18
1	64.00	35.00	*	40.00		10.00	*	15.00	25	20
2	82.35	44.00	*	28.00		8.00		20.00	17	25
3	59.09	62.50	*	18.75	*	12.50	*	6.25	22	16
4	*	75.00	*	25.00		0.00		0.00	12	12
5	*	71.43	*	14.29		7.14	*	7.14	*	14
6	*	*	*	*		*		*	*	*
All Grades	69.91	52.68	19.47	24.11	*	10.71	9.73	12.50	113	112

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	22.22	*	44.44	*	22.22	*	11.11	18	18
1	64.00	20.00	*	40.00	*	25.00	*	15.00	25	20
2	76.47	24.00	*	52.00	*	4.00		20.00	17	25
3	*	37.50	50.00	25.00	*	25.00	*	12.50	22	16
4	*	41.67	*	41.67	*	16.67		0.00	12	12
5	*	28.57	*	42.86	*	14.29	*	14.29	*	14
6	*	*		*		*	*	*	*	*
All Grades	51.33	26.79	25.66	41.96	13.27	16.96	9.73	14.29	113	112

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	77.78	38.89	*	50.00	*	11.11	18	18
1	76.00	65.00	*	20.00	*	15.00	25	20
2	94.12	52.00	*	28.00		20.00	17	25
3	59.09	62.50	*	25.00	*	12.50	22	16
4	*	66.67	*	33.33		0.00	12	12
5	*	35.71	*	57.14	*	7.14	*	14
All Grades	71.68	52.68	20.35	33.93	*	13.39	113	112

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	61.11	50.00	*	33.33	*	16.67	18	18
1	52.00	30.00	*	55.00	*	15.00	25	20
2	82.35	40.00	*	40.00		20.00	17	25
3	72.73	56.25	*	37.50	*	6.25	22	16
4	100.00	83.33		16.67		0.00	12	12
5	*	85.71	*	7.14	*	7.14	*	14
All Grades	70.80	51.79	20.35	33.93	*	14.29	113	112

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	5.56	*	83.33	*	11.11	18	18
1	68.00	40.00	*	40.00	*	20.00	25	20
2	82.35	20.00	*	60.00		20.00	17	25
3	*	37.50	*	43.75	*	18.75	22	16
4	*	41.67	*	50.00	*	8.33	12	12
5	*	50.00	*	28.57	*	21.43	*	14
All Grades	53.98	29.46	33.63	51.79	12.39	18.75	113	112

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	66.67	50.00	*	27.78	*	22.22	18	18
1	52.00	30.00	*	55.00	*	15.00	25	20
2	70.59	28.00	*	52.00		20.00	17	25
3	50.00	25.00	*	62.50	*	12.50	22	16
4	*	58.33	*	41.67		0.00	12	12
5	*	14.29	*	78.57	*	7.14	*	14
All Grades	53.98	33.93	38.05	50.89	*	15.18	113	112

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
623	**22.2**	**22.6**	**0.3**
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	141	22.6
Foster Youth	2	0.3
Socioeconomically Disadvantaged	138	22.2
Students with Disabilities	91	14.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	2.4
Asian	191	30.7
Filipino	14	2.2
Hispanic	92	14.8
Two or More Races	66	10.6
Pacific Islander	2	0.3
White	238	38.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest
Performance

Red　　　Orange　　　Yellow　　　Green　　　Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	5	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
55.8 points above standard	41.8 points above standard	0 Students
Declined -8.1 points	Declined -4.3 points	
328	68	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	15.8 points above standard	9.5 points below standard
1	Declined -3.4 points	Declined -14.9 points
	63	57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	81.2 points above standard	67 points above standard
8		Declined -5.4 points	12
		90	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
32.7 points above standard	68.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	45.6 points above standard
Declined -4.7 points	Maintained ++2.1 points	1	Declined -11 points
47	36		132

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**
10.5 points above standard	86.5 points above standard	57 points above standard
Increased ++5.6 points	Declined -4.4 points	Declined -8.5 points
40	28	244

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	4	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	
37.1 points above standard	40.6 points above standard	
Declined -4.3 points	Maintained ++1.1 points	
327	68	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.7 points above standard	15.8 points below standard
1	Increased ++11.9 points	Declined -7.9 points
	63	56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		Green 62.2 points above standard Declined -8.8 points 89	No Performance Color 23.6 points above standard 12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 18.1 points above standard Increased ++5.7 points 47	Blue 45.6 points above standard Increased ++9.6 points 36	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 29.2 points above standard Declined -5.8 points 132

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**
17.2 points above standard	76.3 points above standard	33.2 points above standard
Increased ++9.8 points	Maintained ++1.8 points	Declined -3.3 points
41	27	243

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 84
Performance Level: Very High
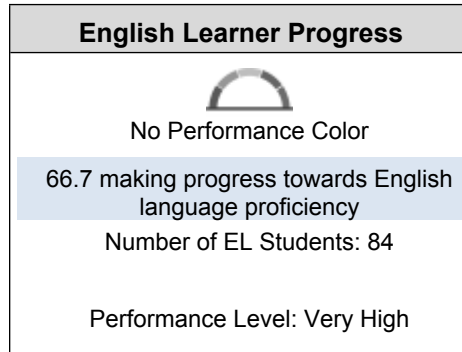
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	16.6	22.6	44.0

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2019 Fall Dashboard College/Career for All Students/Student Group

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

School and Student Performance Data

Academic Engagement
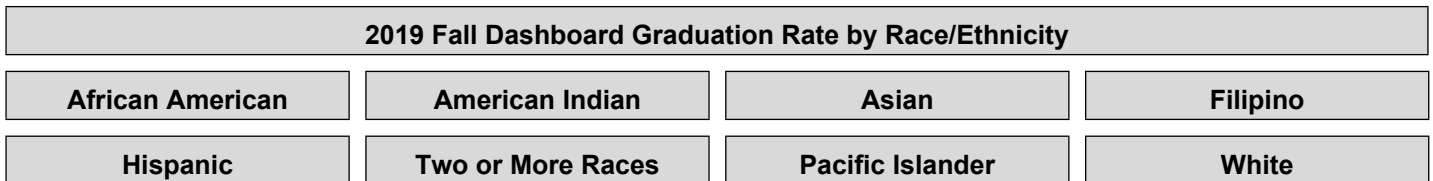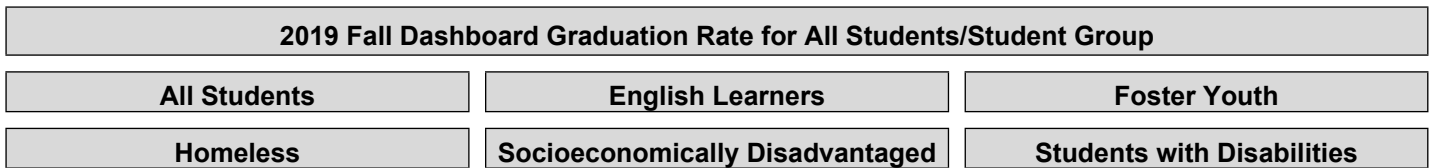## Chronic Absenteeism

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	3	0
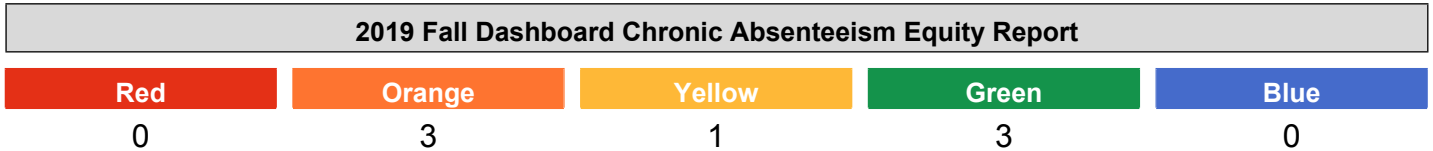
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
6.4	7.1	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Declined -1.4	
610	127	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	11.7	19.1
	Declined -0.7	Increased +2.1
1	120	110

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	4.3	11.1
Declined -13.3	0	Declined -1.5	Increased +5.6
11		184	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Orange
8	6.8	Less than 11 Students - Data Not Displayed for Privacy	6.8
Declined -1.2	Increased +0.8	2	Increased +2.2
87	73		235

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
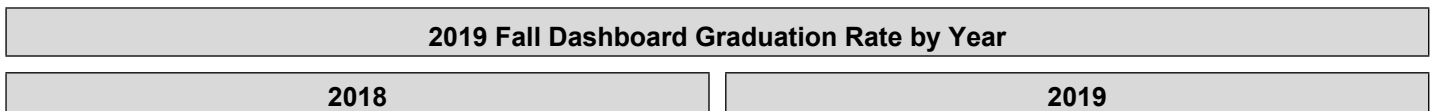
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	4
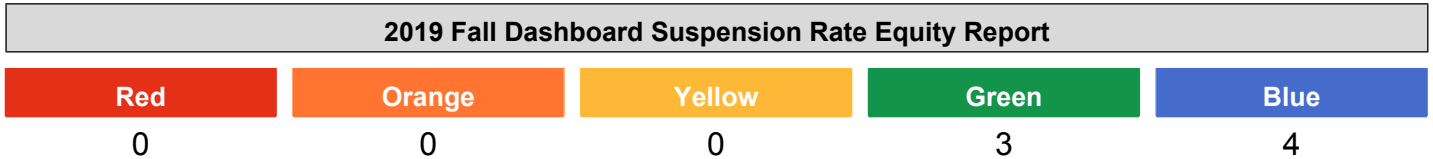
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Declined -0.7	3
625	133	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	0.8	0.9
1	Declined -0.5	Maintained +0.1
	123	111

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		Blue	No Performance Color
0		0	0
Declined -6.7		Maintained 0	Maintained 0
11		187	18

Hispanic	Two or More Races	Pacific Islander	White
Blue	Blue	No Performance Color	Green
0	0	Less than 11 Students - Data Not Displayed for Privacy	0.4
		2	
Declined -1	Maintained 0		Increased +0.4
90	74		243

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.3	0.2