

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	J.X. Wilson Elementary School
Address	246 Brittain Ln. Santa Rosa, CA 95401-5810
County-District-School (CDS) Code	49710356096721
Principal	Corina Rice
District Name	Wright Elementary School District
SPSA Revision Date	April 2022
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	April 21, 2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission of J. X. Wilson School is to prepare children academically and socially to function responsibly in society and to envision and achieve their goals in life.

Our vision is to create an environment which encourages every child to work to his or her potential, one which builds basic skills, kindles and nourishes curiosity, teaches problem-solving, encourages children to love learning, and inspires both teachers and children. J. X. Wilson School provides opportunities for children to develop personal and civic responsibility, self-discipline, necessary life skills for economic independence, and a positive code of ethics supported by the community at large. We respect each individual, honor differences, and we strive to strengthen the community by educating its children and engaging families in the educational process. The high academic standards we hold for our students are reflected in our focus on the California Common Core State Standards.

School Profile

J.X. Wilson School is one of three K-6 elementary schools in the Wright Elementary School District located in Santa Rosa, California. It first opened its doors in the spring of 1976 and currently, it serves approximately 375 students.

Our credentialed staff includes regular education classroom teachers, teachers with Special Education credentials, a Reading Teacher, an ELD teacher, a School Counselor, Speech and Language Specialists, and a Principal. Support personnel includes an Office Manager, an Office Assistant, a Library Manager, a Bilingual Community Liaison, full-time Custodians, an ELD Instructional Assistant, a Reading Intervention Instructional Assistant, Special Education Instructional Assistants, Classroom Instructional Assistants, and a Cook and Assistant Cook. J.X. Wilson School hosts a before and after-school daycare program, a before and after-school Boys and Girls Club, and a Cool School Program that provides intervention programs for students in need of academic support. We value parents as partners in the educational process and have an active (Parent-Teacher) Booster Club, School Site Council, and an English Language Advisory Committee. We have been fortunate to be able to provide class size reduction to students in Transitional Kindergarten through third grade. We also provide computers in all grade levels, music, P.E., enrichment opportunities, and a variety of after-school activities.

We are very proud of our experienced and dedicated staff, our hard-working students, our strong parent support base, and the academic achievement of our students. As a staff, we hold high standards for all students, both academically and behaviorally. Teachers work together collaboratively and creatively to provide a rich, challenging educational program that addresses our diverse range of student strengths and needs. School-wide, we focus on creating a positive, mutually respectful teaching and learning environment by consistently striving to cultivate a “caring and considerate community” that engages and supports all of its members.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement is reviewed and updated yearly with input from the School Site Council and English Language Advisory Committee.

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	1.48%	1.28%	1.3%	7	6	5
African American	2.11%	2.55%	2.1%	10	12	8
Asian	8.67%	9.15%	8.9%	41	43	34
Filipino	1.06%	0.64%	0.5%	5	3	2
Hispanic/Latino	53.28%	53.19%	55.4%	252	250	211
Pacific Islander	0.63%	0.85%	1.1%	3	4	4
White	28.54%	27.02%	23.6%	135	127	90
Multiple/No Response	4.23%	5.32%	7.1%	20	25	27
Total Enrollment				473	470	381

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	78	66	37
Grade 1	53	70	53
Grade 2	65	56	63
Grade 3	65	64	48
Grade 4	68	67	63
Grade 5	82	70	63
Grade 6	62	77	54
Total Enrollment	473	470	381

Conclusions based on this data:

1. Enrollment has declined. There are many local and economic issues that impact Sonoma County and JX Wilson families.

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	182	151	131	38.5%	32.1%	34.4%
Fluent English Proficient (FEP)	27	53	38	5.7%	11.3%	10.0%
Reclassified Fluent English Proficient (RFEP)	17	43	8	8.7%	23.6%	5.3%

Conclusions based on this data:

1. The number of students who are Fluent English Proficient has decreased.
2. The number of students who were reclassified as Fluent English Proficient has decreased. COVID and Distance Learning has been an impact as have the changes in the criteria for reclassification.

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	67	64	49	67	63	0	67	63	0	100	98.4	0.0
Grade 4	90	73	63	90	72	0	90	72	0	100	98.6	0.0
Grade 5	78	82	63	77	82	0	77	82	0	98.7	100	0.0
Grade 6	59	59	54	59	59	0	59	59	0	100	100	0.0
All Grades	294	278	229	293	276	0	293	276	0	99.7	99.3	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	2430.	2439.		20.90	31.75		29.85	15.87		32.84	30.16		16.42	22.22	
Grade 4	2470.	2462.		23.33	12.50		31.11	29.17		24.44	36.11		21.11	22.22	
Grade 5	2480.	2524.		6.49	21.95		32.47	42.68		35.06	19.51		25.97	15.85	
Grade 6	2551.	2546.		18.64	10.17		44.07	55.93		27.12	23.73		10.17	10.17	
All Grades	N/A	N/A	N/A	17.41	19.20		33.79	35.87		29.69	27.17		19.11	17.75	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.93	34.92		64.18	42.86		20.90	22.22	
Grade 4	15.56	16.67		60.00	63.89		24.44	19.44	
Grade 5	12.99	30.49		58.44	54.88		28.57	14.63	
Grade 6	28.81	13.56		52.54	62.71		18.64	23.73	
All Grades	17.41	24.28		59.04	56.16		23.55	19.57	

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.90	19.35		61.19	59.68		17.91	20.97	
Grade 4	25.56	18.31		50.00	60.56		24.44	21.13	
Grade 5	20.78	36.59		59.74	50.00		19.48	13.41	
Grade 6	30.51	27.12		57.63	61.02		11.86	11.86	
All Grades	24.23	25.91		56.66	57.30		19.11	16.79	

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	22.39	22.22		68.66	66.67		8.96	11.11	
Grade 4	12.22	8.33		74.44	73.61		13.33	18.06	
Grade 5	2.60	9.76		68.83	78.05		28.57	12.20	
Grade 6	22.03	10.17		62.71	83.05		15.25	6.78	
All Grades	13.99	12.32		69.28	75.36		16.72	12.32	

2019-20 Data:

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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	22.39	26.98		58.21	49.21		19.40	23.81	
Grade 4	26.67	8.33		56.67	75.00		16.67	16.67	
Grade 5	14.29	30.49		57.14	53.66		28.57	15.85	
Grade 6	40.68	32.20		50.85	57.63		8.47	10.17	
All Grades	25.26	24.28		55.97	59.06		18.77	16.67	

2019-20 Data:

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Conclusions based on this data:

1. The CASSPP test was not given so there is no data for the 20-21 school year.

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	67	64	49	67	64	0	67	64	0	100	100	0.0
Grade 4	90	73	63	90	72	0	90	72	0	100	98.6	0.0
Grade 5	78	82	63	77	82	0	77	82	0	98.7	100	0.0
Grade 6	59	59	54	59	59	0	59	59	0	100	100	0.0
All Grades	294	278	229	293	277	0	293	277	0	99.7	99.6	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:

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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	2433.	2446.		17.91	26.56		26.87	26.56		35.82	25.00		19.40	21.88	
Grade 4	2469.	2465.		8.89	11.11		32.22	25.00		40.00	43.06		18.89	20.83	
Grade 5	2471.	2485.		6.49	6.10		16.88	19.51		33.77	50.00		42.86	24.39	
Grade 6	2528.	2534.		10.17	16.95		33.90	33.90		37.29	22.03		18.64	27.12	
All Grades	N/A	N/A	N/A	10.58	14.44		27.30	25.63		36.86	36.46		25.26	23.47	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.36	40.63		38.81	37.50		32.84	21.88	
Grade 4	18.89	20.83		47.78	37.50		33.33	41.67	
Grade 5	11.69	4.88		40.26	46.34		48.05	48.78	
Grade 6	16.95	37.29		52.54	37.29		30.51	25.42	
All Grades	18.77	24.19		44.71	40.07		36.52	35.74	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.87	29.69		38.81	48.44		34.33	21.88	
Grade 4	16.67	23.61		63.33	44.44		20.00	31.94	
Grade 5	9.09	9.76		41.56	64.63		49.35	25.61	
Grade 6	16.95	15.25		59.32	49.15		23.73	35.59	
All Grades	17.06	19.13		51.19	52.35		31.74	28.52	

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.88	31.25		59.70	53.13		16.42	15.63	
Grade 4	20.00	15.28		51.11	62.50		28.89	22.22	
Grade 5	5.19	7.32		50.65	60.98		44.16	31.71	
Grade 6	23.73	18.64		54.24	52.54		22.03	28.81	
All Grades	17.75	17.33		53.58	57.76		28.67	24.91	

2019-20 Data:

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Conclusions based on this data:

1. The CASSPP test was not given so there is no data for the 20-21 school year.

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	1445.1	1433.0	1427.0	1450.7	1443.4	1442.3	1431.8	1408.6	1391.0	32	31	16
1	1485.8	1502.6	1435.7	1484.0	1530.4	1444.6	1487.1	1474.5	1426.2	33	22	13
2	1526.6	1494.8	1493.1	1519.1	1503.1	1475.3	1533.6	1485.9	1510.3	28	27	19
3	1517.5	1491.4	1489.8	1509.1	1476.6	1490.2	1525.2	1505.6	1489.1	31	14	13
4	1522.4	1530.0	1506.1	1515.8	1533.1	1501.8	1528.3	1526.5	1510.1	29	22	20
5	1528.3	1536.0	1518.1	1521.1	1517.0	1507.8	1535.1	1554.5	1528.2	19	20	13
6	*	*	*	*	*	*	*	*	*	*	8	9
All Grades										178	144	103

2019-20 Data:

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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	46.88	16.13	12.50	*	32.26	37.50	*	35.48	43.75	*	16.13	6.25	32	31	16
1	69.70	40.91	0.00	*	45.45	30.77	*	9.09	53.85	*	4.55	15.38	33	22	13
2	75.00	18.52	26.32	*	66.67	31.58	*	7.41	31.58		7.41	10.53	28	27	19
3	*	14.29	0.00	61.29	50.00	61.54	*	28.57	38.46	*	7.14	0.00	31	14	13
4	*	22.73	0.00	65.52	63.64	50.00	*	13.64	50.00		0.00	0.00	29	22	20
5	*	20.00	0.00	63.16	45.00	53.85	*	35.00	38.46		0.00	7.69	19	20	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	44.38	21.53	6.80	39.89	51.39	44.66	10.67	20.83	41.75	*	6.25	6.80	178	144	103

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	46.88	19.35	18.75	*	25.81	43.75	*	35.48	37.50	*	19.35	0.00	32	31	16
1	72.73	59.09	7.69	*	36.36	53.85		0.00	15.38	*	4.55	23.08	33	22	13
2	85.71	37.04	31.58	*	48.15	21.05		11.11	36.84		3.70	10.53	28	27	19
3	51.61	21.43	15.38	35.48	42.86	69.23	*	28.57	15.38		7.14	0.00	31	14	13
4	58.62	40.91	25.00	*	50.00	65.00	*	9.09	10.00		0.00	0.00	29	22	20
5	68.42	30.00	23.08	*	55.00	61.54	*	15.00	15.38		0.00	0.00	19	20	13
6	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	61.80	34.72	21.36	25.84	42.36	51.46	7.30	16.67	21.36	*	6.25	5.83	178	144	103

2019-20 Data:

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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	78.13	32.26	6.25	*	64.52	87.50	*	3.23	6.25	32	31	16
1	84.85	86.36	38.46	*	9.09	46.15	*	4.55	15.38	33	22	13
2	89.29	44.44	26.32	*	48.15	68.42		7.41	5.26	28	27	19
3	38.71	28.57	38.46	61.29	64.29	53.85		7.14	7.69	31	14	13
4	44.83	36.36	55.00	55.17	59.09	45.00		4.55	0.00	29	22	20
5	*	10.00	30.77	57.89	85.00	61.54		5.00	7.69	19	20	13
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	62.36	39.58	30.10	33.71	54.86	62.14	*	5.56	7.77	178	144	103

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	40.63	19.35	31.25	37.50	48.39	56.25	*	32.26	12.50	32	31	16
1	66.67	45.45	7.69	*	50.00	69.23	*	4.55	23.08	33	22	13
2	85.71	51.85	31.58	*	40.74	47.37		7.41	21.05	28	27	19
3	67.74	21.43	30.77	*	71.43	69.23	*	7.14	0.00	31	14	13
4	86.21	68.18	20.00	*	27.27	80.00		4.55	0.00	29	22	20
5	89.47	45.00	53.85	*	55.00	46.15		0.00	0.00	19	20	13
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	70.79	43.06	32.04	21.91	46.53	58.25	7.30	10.42	9.71	178	144	103

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	34.38	9.68	0.00	59.38	83.87	87.50	*	6.45	12.50	32	31	16
1	69.70	45.45	15.38	*	50.00	38.46	*	4.55	46.15	33	22	13
2	75.00	11.11	36.84	*	77.78	52.63	*	11.11	10.53	28	27	19
3	*	7.14	7.69	67.74	78.57	61.54	*	14.29	30.77	31	14	13
4	*	4.55	0.00	72.41	81.82	85.00	*	13.64	15.00	29	22	20
5	*	25.00	15.38	63.16	70.00	46.15	*	5.00	38.46	19	20	13
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.76	16.67	11.65	49.44	72.92	63.11	11.80	10.42	25.24	178	144	103

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	40.63	35.48	18.75	53.13	45.16	56.25	*	19.35	25.00	32	31	16
1	48.48	4.55	7.69	39.39	86.36	46.15	*	9.09	46.15	33	22	13
2	53.57	7.41	15.79	42.86	81.48	63.16	*	11.11	21.05	28	27	19
3	35.48	7.14	0.00	61.29	85.71	76.92	*	7.14	23.08	31	14	13
4	*	18.18	10.00	65.52	81.82	75.00	*	0.00	15.00	29	22	20
5	57.89	10.00	0.00	*	85.00	100.00	*	5.00	0.00	19	20	13
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	42.13	18.06	11.65	51.69	72.92	68.93	6.18	9.03	19.42	178	144	103

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. Students have been impacted by COVID and the challenges of Distance Learning.

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
381	69.6	34.4	0.8
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	131	34.4
Foster Youth	3	0.8
Homeless	8	2.1
Socioeconomically Disadvantaged	265	69.6
Students with Disabilities	42	11.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.1
American Indian or Alaska Native	5	1.3
Asian	34	8.9
Filipino	2	0.5
Hispanic	211	55.4
Two or More Races	27	7.1
Native Hawaiian or Pacific Islander	4	1.0
White	90	23.6

Conclusions based on this data:

1. The school continues to serve a ethnically diverse student population with the largest group being Hispanic students.

2. Socioeconomically Disadvantaged students continue to be the largest enrollment group followed by English Learners.





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="297 751 370 779">Green</p>	<p data-bbox="673 667 948 699">Chronic Absenteeism</p>  <p data-bbox="773 751 852 779">Yellow</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1252 751 1331 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 370 978">Green</p>		

Conclusions based on this data:

1. SBAC assessments were not given to students in the 20-21 school year.

School and Student Performance Data

Academic Performance English Language Arts

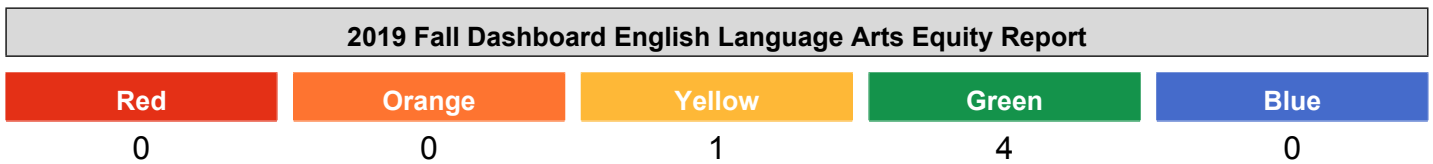
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 9.7 points above standard Increased ++11.5 points 265	<p>English Learners</p> Green 1.5 points below standard Increased ++13.1 points 125	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Green 3.1 points below standard Increased ++8.8 points 185	<p>Students with Disabilities</p> Yellow 48.8 points below standard Increased Significantly ++17.8 points 43

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 27.1 points above standard Increased Significantly ++22.2 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 3 points below standard Increased ++10.4 points 150	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 24.7 points above standard Increased ++6.4 points 72

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
42.1 points below standard Maintained ++1.9 points 58	33.7 points above standard Maintained ++2.2 points 67	19.8 points above standard Increased ++10.1 points 140

Conclusions based on this data:

- The SBAC assessments were not given to students in the 20-21 school year.

School and Student Performance Data

Academic Performance Mathematics

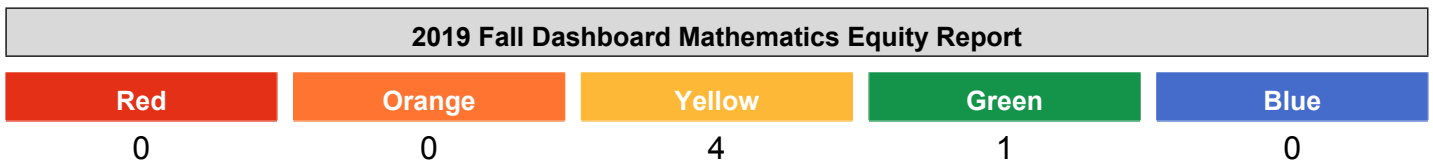
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 17.2 points below standard Increased ++7.6 points 265	<p>English Learners</p> Yellow 27.9 points below standard Increased ++6.4 points 125	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 27.4 points below standard Increased ++7.3 points 185	<p>Students with Disabilities</p> Yellow 69.7 points below standard Increased Significantly ++15.2 points 43

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	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 3.3 points above standard Increased ++9.2 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29 points below standard Increased ++5.6 points 150	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 3.9 points below standard Increased ++6.7 points 72

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
58.8 points below standard Declined -9.7 points 58	1.1 points below standard Increased ++10.1 points 67	7.7 points below standard Increased ++8.6 points 140

Conclusions based on this data:

1. The SBAC assessments were not given to students in the 20-21 school year.

School and Student Performance Data

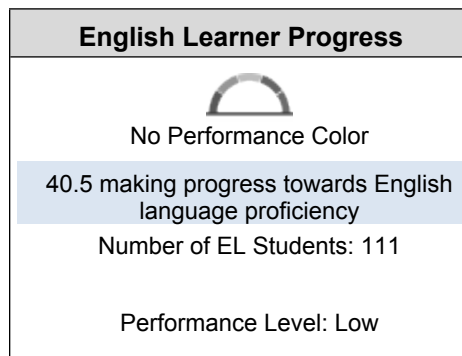
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.7	29.7	8.1	32.4

Conclusions based on this data:

1. Due to COVID-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

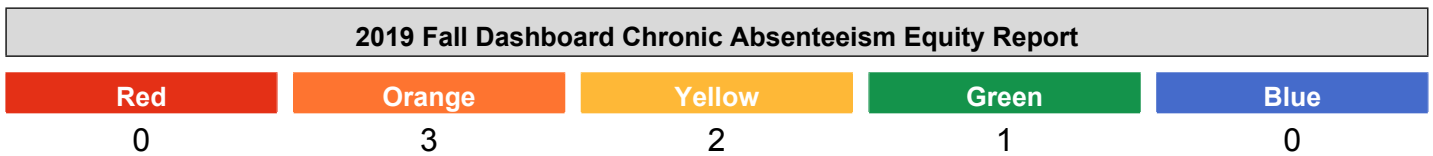
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 6.5 Maintained +0.1 492	<p>English Learners</p>  Green 2.6 Declined -1.9 191	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Orange 8.6 Increased +1.7 338	<p>Students with Disabilities</p>  Orange 11.4 Increased +1.3 70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Yellow 4.7 Increased +2.2 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.7 Maintained -0.1 262	 No Performance Color 14.3 Declined -0.7 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 7.9 Increased +2.5 139

Conclusions based on this data:

1. Due to COVID-19, no new data is available for the 2020-2021 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

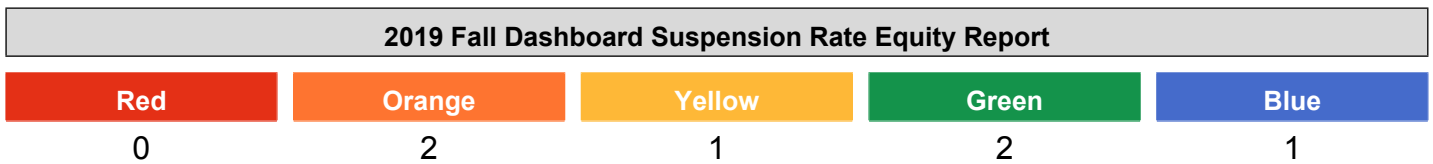
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.4</p> <p>Declined Significantly -1 498</p>	<p>English Learners</p> <p>Yellow</p> <p>1.6</p> <p>Maintained +0.1 193</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 8</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not 1</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.7</p> <p>Declined -0.7 344</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>5.7</p> <p>Increased +2.3 70</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 7	 Orange 2.3 Increased +2.3 43	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.7 Declined Significantly -1.9 267	 No Performance Color 0 Maintained 0 21	 No Performance Color Less than 11 Students - Data 5	 Green 2.1 Declined -0.5 140

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	1.4

Conclusions based on this data:

1. Due to COVID-19, no new data is available for the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Literacy

Goal Statement

There will be an increased focus on early literacy in grades TK-3.

LCAP Goal

All students will read at grade level by the end of third grade.

Basis for this Goal

Students grades in 1- 3 have been greatly impacted by Distance Learning. Reading at grade level has a positive correlation with positive overall academic outcomes. This goal is also a WESD goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
End of year Acadience and STAR 360 ELA scores	Beginning of year Acadience and STAR 360 ELA scores.	Students will score at "Core" or above in Acadience and/or at or above grade level on STAR 360 ELA

Planned Strategies/Activities

Strategy/Activity 1

The district will continue to provide one full time reading teacher per site.

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-2022 School Year

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	80000
Source	General Fund

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salaries
Amount	20000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

Continue to implement Benchmark Advance Reading Program.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District, Director of Student Services, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Amount	531.00
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Materials

Strategy/Activity 3

The district will provide one full time RIPA (reading assistant) per site.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	40000
Source	LCFF

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries
Amount	20000
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 4

Accelerated Learning Time block will focus on second and third grade students to address specific needs.

Students to be Served by this Strategy/Activity

2nd and 3rd grade students

Timeline

2021-2022 School Year

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Continue to facilitate a district Curriculum Committee made up of grade level representatives.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District, Principal , Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary

Amount	360.00
Source	General Fund
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 6

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Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Support

Goal Statement

Additional interventions and supports will be added to reflect unique student needs.

LCAP Goal

The district will provide a high quality education that meets the needs of all students, including students of color, with special attention to English language learners.

Basis for this Goal

Many students have been impacted by COVID and Distance Learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number and type of interventions available at the end of the year.	The number and type of interventions available at the beginning of the year.	The number and type of interventions and supports added will reflect the student needs.

Planned Strategies/Activities

Strategy/Activity 1

Retain an English Language Development Teacher to provide small group instruction to qualified students and to help model instruction in classrooms.

Students to be Served by this Strategy/Activity

EL students

Timeline

2021-22 school year

Person(s) Responsible

District, Principal, Curriculum Coordinator, ELD Teacher

Proposed Expenditures for this Strategy/Activity

Amount

34,709.00

Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary
Amount	12,239.00
Source	General Fund
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

Retain an English Language Development Instructional Assistant to provide individual and small group instruction to identified students

Students to be Served by this Strategy/Activity

EL Students

Timeline

2021-22 school year

Person(s) Responsible

District, Principal, Director of Student Services, ELD Teacher

Proposed Expenditures for this Strategy/Activity

Amount	26,459.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary
Amount	15,108.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	benefits

Strategy/Activity 3

Retain Instructional Assistants to provide reinforcement of instruction to identified students during core instructional time.

Students to be Served by this Strategy/Activity

Identified students

Timeline

2021-22 school year

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity**Amount** 122,925.00**Source** LCFF**Budget Reference** 2000-2999: Classified Personnel Salaries**Description** Salary**Amount** 20,484.00**Source** General Fund**Budget Reference** 3000-3999: Employee Benefits**Description** Benefits**Strategy/Activity 4**

The district will increase the Bilingual Community Liaison positions to full time in order to support communication and outreach to families.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity**Source** LCFF**Budget Reference** 2000-2999: Classified Personnel Salaries**Description** Expenses reported in Goal 4**Source** LCFF**Budget Reference** 3000-3999: Employee Benefits**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

Continue to expand and support the use of technology by all students.

Timeline

2021-2022 School Year

Person(s) Responsible

District, Principals, Staff, Technology Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	51,714.00
Source	CARES Act
Budget Reference	4000-4999: Books And Supplies
Description	Chrome Books

Strategy/Activity 6**Students to be Served by this Strategy/Activity****Timeline****Person(s) Responsible****Proposed Expenditures for this Strategy/Activity**

Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Provide STAR ELA, STAR Math and Acadience to test and progress monitor students not meeting standards

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 8**

Retain a full time certificated school counselor.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Amount	68,242.00
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary
Amount	37,231.00
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 9

Support school wide positive behavior utilizing Tool Box and Zones of Regulation materials.

Students to be Served by this Strategy/Activity

All

Timeline

2021-2022 School Year

Person(s) Responsible

District, Principal

Proposed Expenditures for this Strategy/Activity

Amount	449.00
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Training ToolBox Project

Strategy/Activity 10

Provide Student Study Team (SST) meetings to support student success and identify needs.

Students to be Served by this Strategy/Activity

Identified students

Timeline

2021-2022 School Year

Person(s) Responsible

Principal, staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Accelerate Learning

Goal Statement

There will be additional support provided to mitigate the impact of a year Distance Learning experienced by some students.

LCAP Goal

The district will take steps to ccelerate learning to meet the needs of students most impacted by the year of Distance Learning.

Basis for this Goal

This is a one year goal designed to bridge the gap between Distance Learning and a return to in-person instruction.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Retain the Bilingual Community Liaison to foster communication with parents.

Students to be Served by this Strategy/Activity

All

Timeline

202-22 school year

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount

19,181.00

Source

LCFF - Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description	Salary
Amount	17,925
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Benefits

Strategy/Activity 2

Provide translation in Spanish and other languages for meetings, report cards and other oral and written school communication.

Students to be Served by this Strategy/Activity

Identified students whose families speak a language other than English.

Timeline

2021-22 school year

Person(s) Responsible

District , Principal, Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Send notification for all meetings though multiple channels (written notes, school sign, phone blasts).

Students to be Served by this Strategy/Activity

All

Timeline

2021-22 school year

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

District and school websites will be maintained.

Students to be Served by this Strategy/Activity

All

Timeline

2021-22 school year

Person(s) Responsible

District, Principal, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Continue to use ELAC and DELAC meetings to provide parent education on relevant topics and to solicit input on interests and needs of the families of EL students.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2021-22 school year

Person(s) Responsible

District, Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Continue to honor re-designated EL students at a District Re-Designation Celebration.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2021-22 school year

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide intervention and enrichment opportunities

Students to be Served by this Strategy/Activity

All Students

Timeline

2021-22 School Year

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Continued growth in the number of students scoring at or above grade level on Acadience (Grades K-3) and STAR 360 ELA and Math (Grades 2-6). Continued growth in the number of student meeting or exceeding standards on the SBAC exam.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of year Acadience and STAR 360 ELA and Math and SBAC scores	The number of students scoring at or above grade level on Acadience (K-3) and STAR 360 ELA and Math (2-6) and the number of students on SBAC will increase by 5% from the beginning of the year or from the previous year.	SBAC was not administered in 20/21

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	1000-1999: Certificated Personnel Salaries General Fund 21,931
		None Specified None Specified	
Continue to implement Benchmark Advance Reading Program.	Completed	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 531.00	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 948.00
Continue to implement My Math and CA Math programs	Completed	Materials 4000-4999: Books And Supplies Lottery: Instructional Materials 3,152.00	Materials 4000-4999: Books And Supplies General Fund 0.00
		None Specified None Specified	
Continue to facilitate a district Curriculum Committee made up of grade level representatives.	Completed	Salary 1000-1999: Certificated Personnel Salaries General Fund 2,000.00	Salary 1000-1999: Certificated Personnel Salaries General Fund 2,406.00
		Salaries 3000-3999: Employee Benefits General Fund 360.00	360.00

Analysis

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

All planned actions were completed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of planned strategies /activities is difficult to measure due to the impact of the pandemic and Distance and Hybrid Learning

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Rising costs led to increased expenditures.

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.

This goal will be modified to focus on foundational skills.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Continued growth in the number of EL students scoring at or above grade level on Acadience (Grades K-3) and STAR 360 ELA and Math (Grades 2-6). Continued growth in the number of EL students meeting or exceeding standards on the SBAC Exam (Grades 3-6).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
End of the year Acadience, STAR 360 ELA/Math and SBAC scores.	The number of EL students scoring at or above grade level on Acadience (Grades K-3) and STAR 360 ELA/Math (Grades 2-6) and the number of students meeting or exceeding standards on SBAC ELA and Math will increase by 8% from the beginning to the end of the year or from the previous year.	The SBAC exam was not administered. Acadience and STAR 360 scores were impacted by Distance Learning.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain an English Language Development Teacher to provide small group instruction to qualified students and to help model instruction in classrooms.	An ELD teacher position was provided at JX Wilson, but maintaining a teacher in the position was difficult due the impact of COVID and staffing challenges.	Salary 1000-1999: Certificated Personnel Salaries General Fund 34,709.00 Benefits 3000-3999: Employee Benefits General Fund 12,239.00	Salary 1000-1999: Certificated Personnel Salaries General Fund 110,866
Retain an English Language Development Instructional Assistant to provide individual and small group instruction to identified students	Completed	Salary 2000-2999: Classified Personnel Salaries LCFF 26,459.00 benefits 3000-3999: Employee Benefits LCFF 15,108.00	Salary 2000-2999: Classified Personnel Salaries LCFF 39,530.00 15,108
Retain Instructional Assistants to provide reinforcement of instruction to identified students during core instructional time.	While not all instructional assistant positions were filled, the impact of the instructional assistants we had was positive.	Salary 2000-2999: Classified Personnel Salaries LCFF 122,925.00 Benefits 3000-3999: Employee Benefits General Fund 20,484.00	Salary 2000-2999: Classified Personnel Salaries Special Education 51,949.00 13000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified	Salary 1000-1999: Certificated Personnel Salaries LCFF
Continue to support and expand the use of technology to enhance student learning.	Completed	None Specified	
Monitor student attendance and provide support and intervention through Student Attendance Review Team (SART) meetings and Student Attendance Review Board Meetings (SARB)	Due to the impact of COVID and Distance Learning on families and students, monitoring and supporting positive attendance was a challenge.	Chrome Books 4000-4999: Books And Supplies CARES Act 51,714.00	supplies 4000-4999: Books And Supplies LCFF 23000
		None Specified None Specified	
		None Specified None Specified	
Provide STAR ELA, STAR Math and Acadience to test and progress monitor students not meeting standards	Testing and progress monitoring was done to the extent possible due to the challenges of Distance Learning and COVID.		
Retain a full time certificated school counselor.	Completed	Salary 1000-1999: Certificated Personnel Salaries LCFF 68,242.00	Salary 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 87,524.00
		Benefits 3000-3999: Employee Benefits LCFF 37,231.00	37000
Support school wide positive behavior utilizing Tool Box materials.	Completed	Training ToolBox Project 5000-5999: Services And Other Operating Expenditures LCFF 449.00	0
Provide Student Study Team (SST) meetings to support student success and identify needs.	SSTs were held on a limited basis due to the challenges of COVID and staff absences.		
Provide assemblies to support student success.	Teachers encouraged and celebrated student		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

success in the digital classrooms. Virtual assemblies were also offered to students.

Analysis

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

Strategies and activities were completed to extent possible due many challenges of COVID and Distance Learning,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the planned strategies and activities is difficult to measure due to the impact of COVID-19 and Distance Learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Rising costs led to increased expenditures.

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.

Elements of this goal are included in the new Student Support goal.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Support parents involvement through participation in parent groups and volunteering.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of parents participating.	There will be an increase in a the number of volunteers both in the classroom and for parent groups.	Volunteers were not allowed on campus due to COVID safety restrictions.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Retain the Bilingual Community Liaison to foster communication with parents.	Completed	Salary 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,181.00	Salary 1000-1999: Certificated Personnel Salaries LCFF 34,100
		Benefits 3000-3999: Employee Benefits LCFF - Supplemental 17,925	17,925
Provide translation in Spanish and other languages for meetings, report cards and other oral and written school communication.	Completed	0 None Specified None Specified	0
Send notification for all meetings though multiple channels (written notes, school sign, phone blasts).	Completed		
District and school websites will be maintained.	Completed		
Continue to use ELAC and DELAC meetings to provide parent education on relevant topics and to solicit input on interests and needs of the families of EL students.	Completed		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to honor re-designated EL students at a District Re-Designation Celebration.	Completed		
Continue to host CAP-Sonoma's "Pasitos" Program.	Discontinued due to COVID restrictions		
Provide opportunities for parents to volunteer (classroom volunteers, field trips, special events).	Not possible due to COVID restrictions		
Provide opportunities for the school community to enjoy and celebrate student work and performances (school and district concerts, performances, displays of student work, Rancho Day, Cardboard Challenge.)	Virtual events were held as much as possible		
Support student safety in and out of school by participating in Safe Routes to School (Walk and Roll Days, Bike Rodeo, and pedestrian safety instruction).	Completed with virtual access modifications		

Analysis

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

All strategies and actions were completed to the extent possible.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The district and school relied on virtual and electronic communication to support and connect with students and families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Rising costs led to increased expenditures.

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.

This goal will be discontinued. Many of the strategies and actions will be added to the new goal of Accelerated Learning.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Increasing the academic progress of English Language Learners in math and ELA and increase language proficiency levels.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Site Re-designation numbers for 2019-20.	The number of EL students re-designated as Fully English Proficient will increase by 5%.	The number of EL students re-designated as Fully English Proficient decreased.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development days and site-based PLC time will include opportunities for teachers to learn to utilize the ELD supports included in math and ELA curriculum. PD days will include the sharing of curriculum resources and time for teachers to plan ways to utilize high impact instructional strategies.	Completed		

Analysis

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

All planned strategies were completed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The number of students qualifying for re-designation was impacted by the pandemic, Distance Learning, and the changes in the re-designation criteria.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

This goal is being removed. English Language learner support is being addressed in the new goals.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	75,972
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	589,557.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
CARES Act	51,714.00
General Fund	149,792.00
LCFF	350,414.00
LCFF - Supplemental	37,106.00
Lottery: Instructional Materials	531.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,951.00
2000-2999: Classified Personnel Salaries	208,565.00
3000-3999: Employee Benefits	143,347.00
4000-4999: Books And Supplies	52,245.00
5000-5999: Services And Other Operating Expenditures	449.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	CARES Act	51,714.00
1000-1999: Certificated Personnel Salaries	General Fund	116,709.00
3000-3999: Employee Benefits	General Fund	33,083.00
1000-1999: Certificated Personnel Salaries	LCFF	68,242.00
2000-2999: Classified Personnel Salaries	LCFF	189,384.00
3000-3999: Employee Benefits	LCFF	92,339.00
5000-5999: Services And Other Operating Expenditures	LCFF	449.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,181.00
3000-3999: Employee Benefits	LCFF - Supplemental	17,925.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	531.00

School Site Council Membership

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

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

Name of Members	Role
Corina Rice	Principal
Karen Corbett	Classroom Teacher
Asma Bibi	Parent or Community Member
Isabella Whooley	Classroom Teacher
Devon Gong	Parent or Community Member
Lupe Rea	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 .

Attested:

Principal, Corina Rice on 2/18/2021

SSC Chairperson, Corina Rice on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

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., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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.

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.

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

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: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program