

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Douglas City Elementary School	53716966053722	11/19/20	12/14/20

Purpose and Description

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

Schoolwide Program

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

We worked with stakeholders throughout the district and analyzed local and state student performance data to identify goals, actions and strategies to support student achievement. These goals are aligned to our district Local Control Accountability Plan and the required federal funds are identified in the plan to support our most at-risk students. Additionally, stakeholder input and data guided the Parent Advisory Committee/School Site Council to identify four goals and actions/strategies within our SPSA Plan to improve outcomes for all students.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Stakeholder surveys were distributed in the spring and fall to identify areas of need and concern for students, staff and parents.

Classroom Observations

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

Administration conducts classroom observations on a regular basis to get a pulse of the school climate and identify areas of strength and needs academically and behaviorally with students and staff. Below are a summary of findings:

- * Teachers are offering safe teaching environments for students, both from a physical and emotional basis.
- * The instructional staff provides engaging lessons and follow up study sessions for all students.
- * Teachers use district, curriculum based, and teacher-created assessments in a variety of ways (diagnostic, formative, interim, and summative) to determine how to best serve students.
- * Students are taught using differentiated instructional strategies and programs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP, CAST, ELPAC, and local assessments are used to modify instruction and improve student achievement. Tier 1, 2 and 3 supports are in place to support student achievement. Staff meet regularly to review the data to determine and identify which students need additional support.

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

Staff meets regularly to monitor student progress on curriculum-embedded assessments and instruction is modified based on students identified areas of need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of staff are highly qualified. All instructional staff are "effective" as defined by the State Board of Education. We only hire staff that meets CA State criteria for teachers. Our district includes a single school district and has on average one teacher per grade level. Experienced teachers mentor or provide support to less experienced teachers. Teachers regularly meet together to collaborate, plan, and identify students in need of extra support. Intervention time provides extra support to low-income and unduplicated students.

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

All staff are appropriately credentialed and provided with access to training on SBE adopted instructional materials, the state framework, and curriculum adoptions. After reviewing the student achievement data, the administrative and teaching staff identify professional development needs and resources.

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

Our Title II funds are used for ongoing professional learning based on our needs analysis. Teachers and instructional aides will have on-going training regarding trauma informed practices, math, and reading/writing interventions. All new teachers participate in the Alliance for Teacher Excellence teacher induction program. The staff collaborates regularly to identify students at-risk of failing and adjusts instruction and supports according to formative assessment data. Student performance data is reviewed at staff collaboration meetings. The staff sets priorities for instruction and grouping of students insuring equity for all. The funds are prioritized based on the needs assessment, stakeholder input, student performance data, and purpose of funding.

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

Instructional assistance and support is provided to teachers through professional development both on and off site. The Trinity County Office of Education offer content coaching and the latest state adopted instruction/best practices. Teachers are provided with professional development, time to collaborate, and support staff to improve overall instruction.

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

Teachers meet together regularly to collaborate and review data. Staff work together to identify areas of needs and strengths, and to identify actions/strategies to meet the school goals.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned to the state content and performance standards.

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

As per Ed Code, the school adheres to the recommended instructional minutes for reading, language arts, and mathematics as shown in the master schedule.

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

Teachers work collaboratively to discuss lesson pacing and identify interventions needed to support optimal student achievement. Data is reviewed on a regular basis to ensure adjustments are made and to provide for flexible intervention groups. Students receive targeted supports based on their data.

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

Standards-based instructional materials are available for all student groups.

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

The staff use the SBE adopted and standards-aligned instructional materials daily. Supplemental intervention materials are used to provide additional support to our at-risk students.

Opportunity and Equal Educational Access

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

Underperforming students are provided with small group instructional, one-on-one support, tutoring, instructional support staff, additional time and resources, differentiated instruction and additional practice to meet standards.

Evidence-based educational practices to raise student achievement

All teachers used evidenced based practices to raise student achievement.

We believe the Schoolwide Plan (SWP) approach improves academic achievement for all students throughout each school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. The Principal meets with staff to regularly review formative assessment results and adjust interventions every 6 weeks. Students most at-risk are targeted for additional support based on their individual needs. Additionally, through the IEP process, students are assessed, determined if eligible and offered FAPE in the LRE. County SELPA Regional Resource Committee offers suggestions when placement considerations are being sought.

Key features of this year's plan include:

- An intervention program that is key to our student growth as well as closing the achievement gap
- Creating and maintaining a safe school environment

Parental Engagement

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

The district promotes parents/guardians participation in student programs (including students with exceptional needs and unduplicated pupils) through monthly newsletters, all-calls, our website, social media, classroom newsletters, and flyers around the community for special events.

Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child's progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with three-times-yearly progress reports, periodic newsletter information, and Student Success Team (SST) meetings with families as needed.

Staff are instructed in the value and utility of contributions of parents; in how to reach out to, communicate with, and work with parents; and in how to build ties between parents and the school in the following ways: our interview and hiring process, coaching and mentoring of new staff by supervisors, the staff-peer mentoring, participation at community events like student performances and dinners or celebrations, fieldtrips, feedback from parents and families, and feedback from the administrator.

Parental involvement programs and activities are coordinated with our family volunteer program and Parent Club (PTO). Community programs that support parents such as parenting classes, family counseling, and support groups are regularly referred to families that might find them useful. We provide reasonable support for parents to get involved whenever requested.

100% of parents have an opportunity to give input in making decisions for the school district at least once a month at one of the following parent venues: Parent Advisory Committee meetings, board meetings, and Booster Club meetings.

We are a single school district in a rural community. We are considered the community hub and gathering place. We have an active parent club and parents are always encouraged to participate in activities and decision making processes. As noted in the LCAP, the district and schools have high involvement and engagement of parents, families and community. The following events are held to engage parents in their children's education: Back to School Night, parent conferences, school performances, school assemblies, Science Fair/Family Fun Night, Open House, meetings with the principal, after school sports, Parent Advisory Committee, extended day/after school program activities, and parent surveys. Additionally, the staff supports our most at risk students and their families as part of our school community.

Multiple means of communication are used to engage parents (newsletters, monthly home-connection newsletters to support learning, emails, texts, parent conferences, events, Facebook, Bloomz, face-to-face meetings, individual phone calls, and robo calls). The principal also meets with parents of our English Learners, Foster Youth, Homeless Youth and other at-risk student groups. The principal assists families with accessing local resources and asks how the school can provide support for their students to be successful. Staff are encouraged to reach out to parents when students are struggling academically and socially to see what support is needed in order for them to be successful.

Parent Conferences are held regularly to share strategies with parents about character education skills, setting high expectations, learning strategies, and goal setting.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Parent Advisory Committee functions as the School Site Council and is made up of parents, community members, classroom teachers, support staff, and the administrator. The PAC/SSC meets regularly to assist the administration and staff in reviewing data, completing a needs analysis, identifying areas of strengths and concerns, identifying professional development based on the data, and contributing to a comprehensive school site plan. The plan is reviewed and revised on a regular basis and evaluated annually.

Funding

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

Using categorical funds as well as supplemental funds, we plan to support our at-risk students in the following ways:

Students are administered assessments and teachers analyze the data from the assessments to target instruction.

Interventions including one-on-one support and small group instruction are provided daily to target areas of need.

Flexible groupings are put in place to ensure students are receiving targeted interventions.

Supplemental materials such as books, supplies, technology, curriculum, and intervention resources have been purchased.

A tiered system of support is in place academically and behaviorally.

Positive Behavior Intervention and Supports are in place.

Social Emotional Learning (SEL) lessons are integrated throughout the curriculum.

Foster Youth/Homeless Youth and English Learner Liaisons are in place.

Tutoring and intervention is provided as part of the after school program.

Family engagement is encouraged and supported.

Portions of teacher and support staff salaries are used to support at-risk students.

Students are given necessary school supplies to take home- Chromebooks, crayons, pencils, paper, etc.

Professional Development-Diversity and Equity, Standards-based Instruction, web-based programs, Social Emotional Learning including Trauma Informed Instructional strategies, Distance Learning teaching strategies and programs.

Fiscal support (EPC)

Fiscal priorities are aligned to meet instructional goals for student achievement. Regulations and criteria have been identified to prioritize allocation of resources to reflect a coherent instructional program based on State Standards, frameworks, State Board of Education adopted curriculum and instructional materials.

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

State and local data were brought to the Parent Advisory Committee/School Site Council by the principal in order to analyze and identify areas of strengths and concerns. Stakeholder surveys were also evaluated for areas of concern and strength. The School Plan for Student Achievement (SPSA) was drafted, revised, reviewed, and approved by the Parent Advisory Committee/School Site Council before recommending it to the Governing Board for final approval. An update will take place as needed throughout the year and a final evaluation of the plan will take place in the spring. Stakeholders from the following groups provided input into the plan: students, classified and certificated staff, Special Education teacher(s), administration, and parents/community members.

Resource Inequities

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

There are no resource inequities at this time based on the needs assessment. However, we need to target specific students to address concerns with truancy, suspension and academic interventions. The resources are in place to support our most at-risk students. A concerted effort will take place with the staff to address specific student needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.71%	2.29%	2.29%	3	4	4
African American	%	%	0%			0
Asian	2.29%	5.71%	9.14%	4	10	16
Filipino	%	%	0%			0
Hispanic/Latino	11.43%	13.71%	12%	20	24	21
Pacific Islander	%	%	0%			0
White	72.00%	69.14%	69.71%	126	121	122
Multiple/No Response	%	%	6.86%			0
Total Enrollment				175	175	175

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	21	16	20
Grade 1	15	20	19
Grade 2	23	19	20
Grade3	13	26	24
Grade 4	21	15	24
Grade 5	17	19	15
Grade 6	21	14	18
Grade 7	25	22	14
Grade 8	19	24	21
Total Enrollment	175	175	175

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		5	10		2.9%	5.7%
Fluent English Proficient (FEP)		3	4		1.7%	2.3%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1.

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	19	14	27	18	14	27	18	14	27	94.7	100	100
Grade 4	21	20	15	21	20	15	21	20	15	100	100	100
Grade 5	23	15	19	23	15	19	23	15	19	100	100	100
Grade 6	26	22	14	26	22	14	26	22	14	100	100	100
Grade 7	22	25	22	21	25	22	21	25	22	95.5	100	100
Grade 8	22	19	23	22	19	23	22	19	23	100	100	100
All	133	115	120	131	115	120	131	115	120	98.5	100	100

* 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	2479.	2479.	2457.	44.44	50.00	37.04	22.22	14.29	25.93	33.33	28.57	22.22	0.00	7.14	14.81
Grade 4	2453.	2512.	2519.	19.05	40.00	46.67	28.57	25.00	26.67	23.81	25.00	20.00	28.57	10.00	6.67
Grade 5	2523.	2484.	2552.	21.74	13.33	31.58	43.48	40.00	42.11	21.74	20.00	21.05	13.04	26.67	5.26
Grade 6	2547.	2573.	2553.	11.54	40.91	21.43	57.69	27.27	42.86	19.23	22.73	21.43	11.54	9.09	14.29
Grade 7	2555.	2583.	2616.	19.05	16.00	31.82	42.86	48.00	40.91	14.29	20.00	22.73	23.81	16.00	4.55
Grade 8	2615.	2615.	2601.	40.91	31.58	21.74	36.36	47.37	43.48	9.09	10.53	26.09	13.64	10.53	8.70
All Grades	N/A	N/A	N/A	25.19	31.30	31.67	39.69	34.78	36.67	19.85	20.87	22.50	15.27	13.04	9.17

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	44.44	42.86	37.04	50.00	50.00	51.85	5.56	7.14	11.11
Grade 4	28.57	45.00	40.00	47.62	55.00	53.33	23.81	0.00	6.67
Grade 5	30.43	20.00	36.84	52.17	53.33	63.16	17.39	26.67	0.00
Grade 6	19.23	50.00	28.57	69.23	36.36	57.14	11.54	13.64	14.29
Grade 7	19.05	32.00	50.00	61.90	48.00	45.45	19.05	20.00	4.55
Grade 8	54.55	36.84	39.13	36.36	52.63	43.48	9.09	10.53	17.39
All Grades	32.06	38.26	39.17	53.44	48.70	51.67	14.50	13.04	9.17

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	38.89	42.86	29.63	61.11	35.71	59.26	0.00	21.43	11.11
Grade 4	19.05	35.00	40.00	52.38	45.00	46.67	28.57	20.00	13.33
Grade 5	34.78	26.67	47.37	39.13	46.67	36.84	26.09	26.67	15.79
Grade 6	38.46	54.55	35.71	46.15	40.91	42.86	15.38	4.55	21.43
Grade 7	33.33	44.00	45.45	47.62	36.00	50.00	19.05	20.00	4.55
Grade 8	45.45	42.11	26.09	40.91	42.11	65.22	13.64	15.79	8.70
All Grades	35.11	41.74	36.67	47.33	40.87	51.67	17.56	17.39	11.67

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	27.78	50.00	25.93	72.22	42.86	62.96	0.00	7.14	11.11
Grade 4	10.00	25.00	13.33	55.00	70.00	80.00	35.00	5.00	6.67
Grade 5	17.39	13.33	15.79	65.22	46.67	73.68	17.39	40.00	10.53
Grade 6	15.38	13.64	35.71	69.23	68.18	28.57	15.38	18.18	35.71
Grade 7	23.81	20.00	27.27	52.38	68.00	59.09	23.81	12.00	13.64
Grade 8	22.73	26.32	17.39	63.64	63.16	78.26	13.64	10.53	4.35
All Grades	19.23	23.48	22.50	63.08	61.74	65.00	17.69	14.78	12.50

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	50.00	50.00	33.33	44.44	42.86	59.26	5.56	7.14	7.41
Grade 4	25.00	40.00	40.00	60.00	45.00	46.67	15.00	15.00	13.33
Grade 5	39.13	20.00	31.58	47.83	53.33	57.89	13.04	26.67	10.53
Grade 6	42.31	36.36	35.71	46.15	50.00	42.86	11.54	13.64	21.43
Grade 7	33.33	44.00	50.00	52.38	40.00	45.45	14.29	16.00	4.55
Grade 8	54.55	52.63	39.13	31.82	42.11	52.17	13.64	5.26	8.70
All Grades	40.77	40.87	38.33	46.92	45.22	51.67	12.31	13.91	10.00

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19	14	27	19	14	26	19	14	26	100	100	96.3
Grade 4	21	20	15	21	20	15	21	20	15	100	100	100
Grade 5	23	15	19	23	15	19	23	15	19	100	100	100
Grade 6	26	22	14	26	22	14	26	22	14	100	100	100
Grade 7	22	25	22	21	25	22	21	25	22	95.5	100	100
Grade 8	22	19	23	22	19	23	22	19	23	100	100	100
All	133	115	120	132	115	119	132	115	119	99.2	100	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2497.	2506.	2477.	47.37	57.14	38.46	36.84	28.57	38.46	5.26	7.14	15.38	10.53	7.14	7.69
Grade 4	2500.	2529.	2558.	38.10	50.00	60.00	19.05	20.00	26.67	23.81	25.00	6.67	19.05	5.00	6.67
Grade 5	2571.	2522.	2577.	52.17	20.00	52.63	26.09	40.00	21.05	17.39	26.67	21.05	4.35	13.33	5.26
Grade 6	2584.	2603.	2544.	50.00	59.09	21.43	15.38	31.82	28.57	23.08	4.55	28.57	11.54	4.55	21.43
Grade 7	2587.	2605.	2639.	28.57	40.00	59.09	33.33	20.00	27.27	28.57	32.00	13.64	9.52	8.00	0.00
Grade 8	2639.	2630.	2640.	59.09	47.37	52.17	4.55	26.32	13.04	22.73	15.79	26.09	13.64	10.53	8.70
All Grades	N/A	N/A	N/A	46.21	46.09	47.90	21.97	26.96	26.05	20.45	19.13	18.49	11.36	7.83	7.56

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	78.95	64.29	53.85	5.26	21.43	34.62	15.79	14.29	11.54
Grade 4	47.62	60.00	73.33	23.81	25.00	13.33	28.57	15.00	13.33
Grade 5	73.91	53.33	68.42	13.04	26.67	21.05	13.04	20.00	10.53
Grade 6	53.85	77.27	42.86	23.08	18.18	28.57	23.08	4.55	28.57
Grade 7	47.62	48.00	77.27	38.10	36.00	22.73	14.29	16.00	0.00
Grade 8	59.09	52.63	60.87	27.27	36.84	21.74	13.64	10.53	17.39
All Grades	59.85	59.13	63.03	21.97	27.83	24.37	18.18	13.04	12.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.11	64.29	38.46	52.63	28.57	46.15	5.26	7.14	15.38
Grade 4	33.33	45.00	53.33	42.86	50.00	40.00	23.81	5.00	6.67
Grade 5	43.48	20.00	42.11	43.48	60.00	47.37	13.04	20.00	10.53
Grade 6	50.00	45.45	21.43	34.62	45.45	50.00	15.38	9.09	28.57
Grade 7	28.57	48.00	63.64	57.14	36.00	36.36	14.29	16.00	0.00
Grade 8	59.09	36.84	43.48	22.73	47.37	47.83	18.18	15.79	8.70
All Grades	43.18	43.48	44.54	41.67	44.35	44.54	15.15	12.17	10.92

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	52.63	71.43	46.15	47.37	21.43	42.31	0.00	7.14	11.54
Grade 4	33.33	40.00	46.67	57.14	50.00	46.67	9.52	10.00	6.67
Grade 5	47.83	20.00	31.58	47.83	60.00	63.16	4.35	20.00	5.26
Grade 6	42.31	50.00	28.57	57.69	40.91	42.86	0.00	9.09	28.57
Grade 7	42.86	52.00	31.82	47.62	40.00	68.18	9.52	8.00	0.00
Grade 8	54.55	52.63	43.48	31.82	31.58	52.17	13.64	15.79	4.35
All Grades	45.45	47.83	38.66	48.48	40.87	52.94	6.06	11.30	8.40

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
175	50.3	2.9	1.1
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.9
Foster Youth	2	1.1
Homeless	2	1.1
Socioeconomically Disadvantaged	88	50.3
Students with Disabilities	9	5.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	4	2.3
Asian	10	5.7
Hispanic	24	13.7
Two or More Races	16	9.1
White	121	69.1

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
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

1.

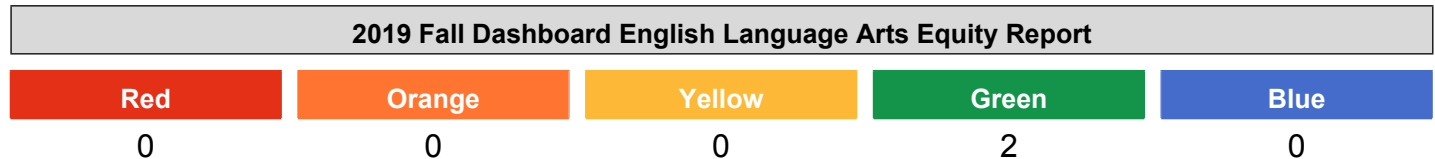
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>Green</p> <p>41.7 points above standard</p> <p>Increased ++7.1 points</p> <p>117</p>	English Learners  <p>No Performance Color</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Socioeconomically Disadvantaged  <p>Green</p> <p>20.5 points above standard</p> <p>Increased ++8.1 points</p> <p>60</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 47.8 points above standard 15	Two or More Races  No Performance Color 53.5 points above standard Increased ++9.4 points 13	Pacific Islander  No Performance Color 0 Students	White  Green 40.1 points above standard Increased ++9.5 points 86

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 0 Students	Reclassified English Learners 0 Students	English Only 42.9 points above standard Increased ++8.4 points 115
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Conclusions based on this data:

1.

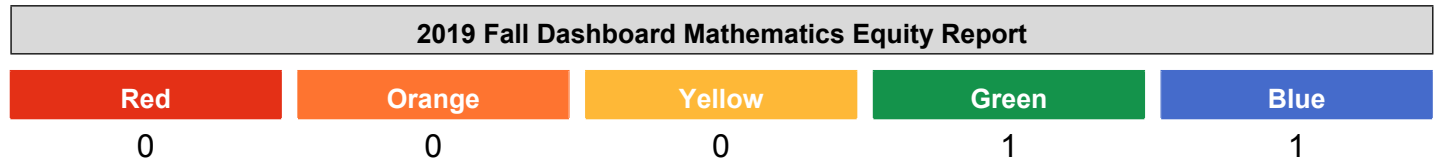
School and Student Performance Data

Academic Performance Mathematics






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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 51.2 points above standard Increased ++7.2 points 116	English Learners 	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Green 31 points above standard Increased ++9.3 points 59	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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 3	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 63.6 points above standard 15	 No Performance Color 63.5 points above standard Maintained -1.7 points 13		 Blue 46.8 points above standard Increased ++7 points 85

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
		51.5 points above standard Increased ++7.5 points 114

Conclusions based on this data:

1.

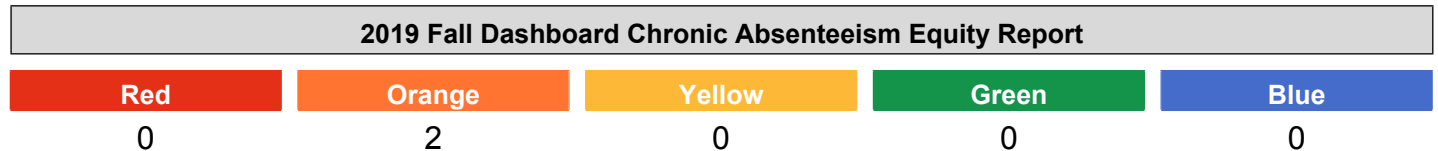
School and Student Performance Data

Academic Engagement Chronic Absenteeism

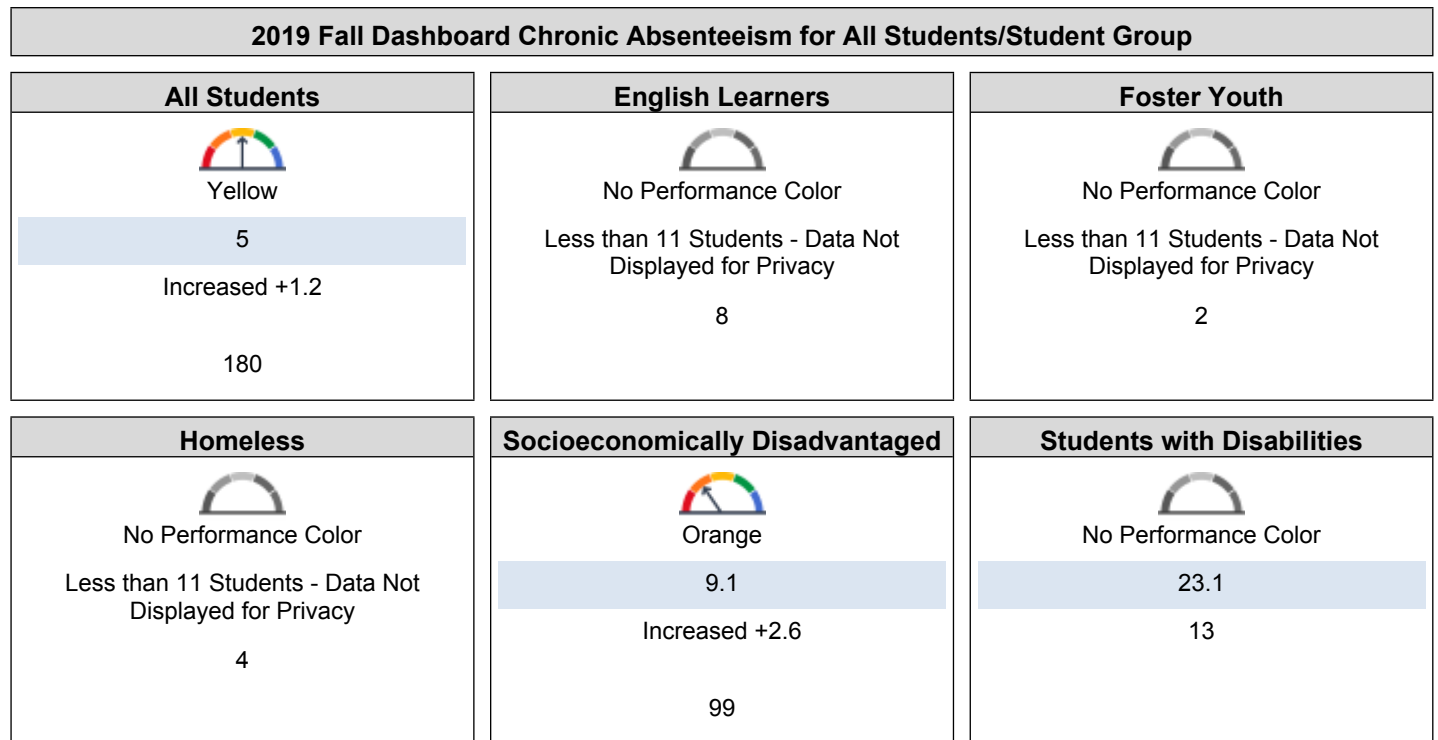
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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 by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Asian  No Performance Color 6.7 15	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color 4.2 Maintained 0 24	Two or More Races  No Performance Color 0 Maintained 0 16	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 5.8 Increased +1.3 121

Conclusions based on this data:

1.

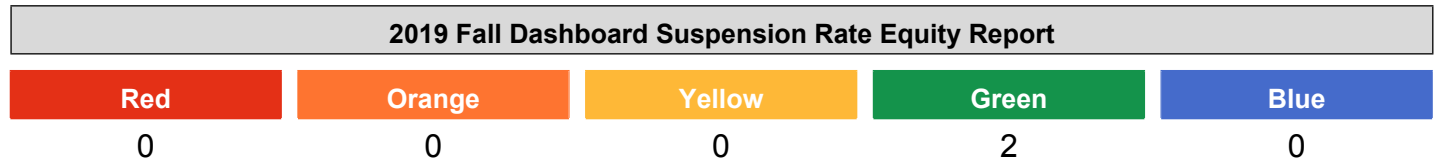
School and Student Performance Data

Conditions & Climate Suspension Rate







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



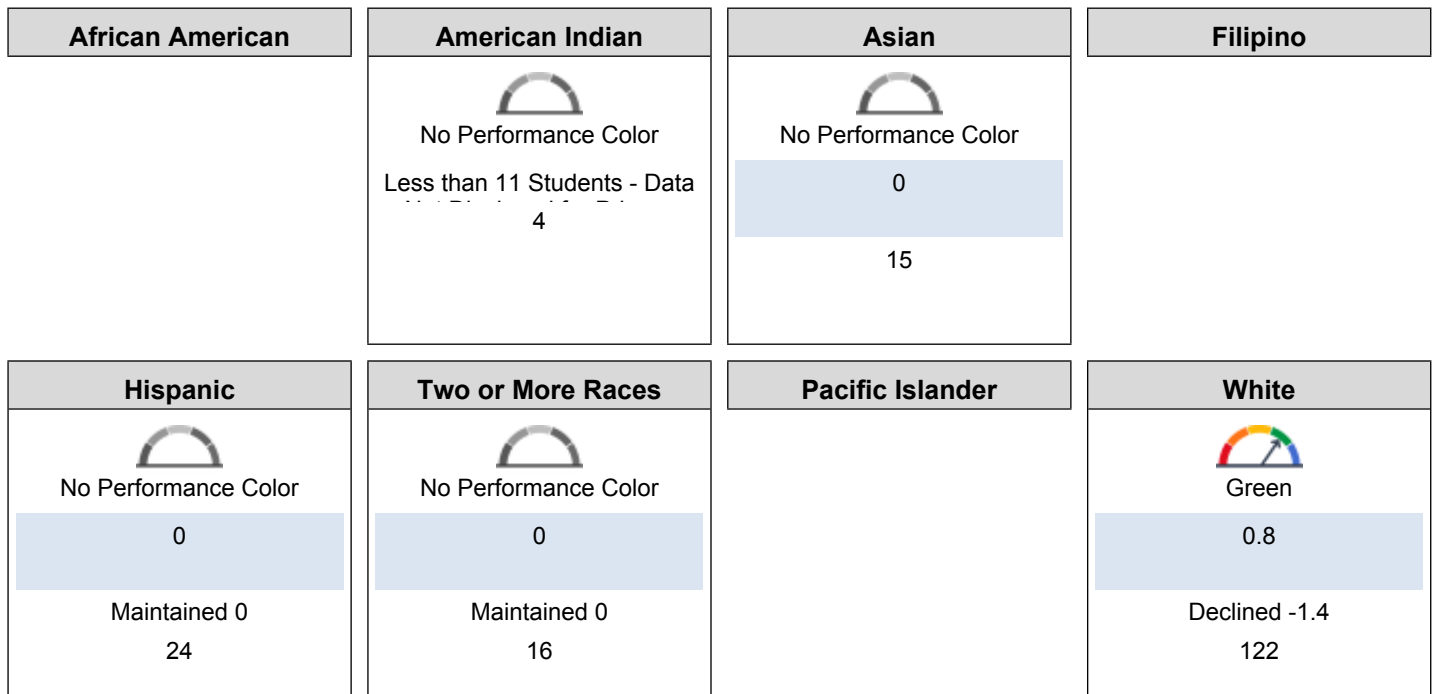
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.6 Declined Significantly -1.1 181	 No Performance Color Less than 11 Students - Data Not 8	 No Performance Color Less than 11 Students - Data Not 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 5	 Green 1 Declined -1.8 100	 No Performance Color 0 13

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	0.6

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

Students in all grades will demonstrate increased proficiency in state and district assessments to ensure that they are high school, college, and career ready.

Goal 1

Students in all grades will demonstrate increased proficiency in state and district assessments to ensure that they are high school, college, and career ready.

Identified Need

Not all students are performing at the 50th percentile as measured by AimsWeb and Results. We would like all students to demonstrate mastery of standards with access to standard-aligned instructional materials. Not all students met or exceeded standards on CAASPP math and ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students in K-8 will complete 4 performance tasks in English Language Arts and 4 performance tasks in math throughout the year.	100% of students in K-8 completed 4 performance tasks in English Language Arts and 4 performance tasks in math 2016-17.	100%
100% of students K-8, including all unduplicated students and students with exceptional needs will have course access to all core subjects and to weekly Art, Spanish and Physical Education classes.	100% of students K-8, including all low income and all special education students will have weekly Art , Spanish and Physical Education classes.	100%
100% of students K-5 will have weekly music classes.	100% of students K-5 have weekly music classes.	100%
100% of students 4-8, including including all unduplicated students and students with exceptional needs will have the opportunity to participate in the weekly Performing Arts class.	100% of students 4-8 have the opportunity to participate in the weekly Performing Arts class.	100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students 4-8 will have the opportunity to compete in the Spelling Bee and Geography Bee.	100% of students 4-8 have the opportunity to compete in the Spelling Bee and Geography Bee.	100%
100% of students 6-8 will have the opportunity to compete in Math Counts and other math competitions.	100% of students 6-8 have the opportunity to compete in Math Counts and other math competitions.	100%
100% of teachers will collaborate on the new CA Standards and instruction through county professional development and monthly teacher meetings.	100% of teachers collaborate on the new CA Standards and instruction through county professional development and monthly teacher meetings.	100%
Maintain 85% or higher of K-8 students will reach the 50th percentile in math as measured by Aimsweb.	85% of K-8 students reached the 50th percentile in math as measured by Aimsweb.	85% or higher
Maintain 90% or higher of K-2 students will reach the 50th percentile in ELA as measured by Results.	93% of K-2 students reached the 50th percentile in ELA as measured by Results.	90% or higher
Maintain 85% of 2-8 students will reach the 50th percentile in ELA as measured by Aimsweb.	81% of 2-8 students reached the 50th percentile in ELA as measured by Aimsweb.	85% or higher
Maintain 75% or higher of 3-8 students will receive scores of Met or Above Standard in ELA on the SBAC test.	70% of 3-8 students received scores of Met or Above Standard in ELA on the SBAC test.	75% or higher
76% or higher of 3-8 students will receive scores of Met or Above Standard in Math on the SBAC test.	76% of 3-8 students received scores of Met or Above Standard in Math on the SBAC test.	76% or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- 1.1 All
- 1.2 All
- 1.3 All
- 1.4 Foster Youth, Low income

Strategy/Activity

- 1.1 Pilot and purchase state approved K-8 science material.
- 1.2 Provide professional development for teachers and paraprofessionals in new CA Standards.
- 1.3 Continue to provide intervention time for students not meeting grade-level benchmarks. These students will be progress monitored monthly.
- 1.4 Maintain a paraprofessional in every classroom to help with low income students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,291	Lottery: Instructional Materials 4000-4999: Books And Supplies Books
3709	LCFF - Base 4000-4999: Books And Supplies
2000	LCFF - Base 1000-1999: Certificated Personnel Salaries
1000	LCFF - Base 2000-2999: Classified Personnel Salaries
1000	LCFF - Base 5000-5999: Services And Other Operating Expenditures
17402	LCFF Conc/Suppl 1000-1999: Certificated Personnel Salaries
83202	LCFF Conc/Suppl 2000-2999: Classified Personnel Salaries
3328	Other 2000-2999: Classified Personnel Salaries
52264	Title I 2000-2999: Classified Personnel Salaries
22790	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

- 1.5 All
- 1.6 All
- 1.7 All
- 1.8 All
- 1.9 All

Strategy/Activity

- 1.5 Maintain an SST coordinator to facilitate behavioral and academic supports and interventions. Provide time for administrator to follow up on behavior and academic supports with students, parents and staff. Provide services to homeless students as needed.
- 1.6 Provide fees for participation in Geography Bee, Math Counts and other math competitions.
- 1.7 Maintain PE instruction for all students K8.
- 1.8 Maintain Art instruction for students TK-8
- 1.9 Maintain Spanish instruction for students TK-8

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5179

Title I
1000-1999: Certificated Personnel Salaries

1738

Title I
3000-3999: Employee Benefits

200

Title I
4000-4999: Books And Supplies

395

LCFF - Base
5000-5999: Services And Other Operating Expenditures

4110

LCFF - Base
2000-2999: Classified Personnel Salaries

42325

LCFF - Base
1000-1999: Certificated Personnel Salaries

5246

Title I
2000-2999: Classified Personnel Salaries



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture

LEA/LCAP Goal

Provide a three-tiered behavioral intervention framework to address students' behavioral needs and to create a positive learning environment for all students.

Goal 2

Provide a three-tiered behavioral intervention framework to address students' behavioral needs and to create a positive learning environment for all students.

Identified Need

Improve cooperation, collaboration and tolerance among all students as evidenced by stakeholder feedback to reduce behavior referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
97% of students will understand the components of the PBIS program (Positive Behavior and Instructional Support) based on classroom assessments as measured by a writing assignment for grades 3-8 and a drawing with a verbal explanation for grades TK-2. assessments.	92% of students understand the components of the PBIS program (Positive Behavior and Instructional Support) based on classroom assessments.	97%
100% of students with severe behavior problems will have interventions based on SST team's evaluation of data.	100% of students with behavior problems had interventions based on SST team's evaluation of data.	100%
Maintain 20 or fewer referrals for the school year.	In 2016-2017, there were 26 referrals.	20 or fewer
Maintain suspension rate of 3% or lower and no expulsions.	In 2016-17, the suspension rate was 4.8%. There were no expulsions.	3% or lower
Safety committee composed of parents, teachers, administration and students will	Safety committee composed of parents, teachers, administration and students	4x year

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
meet 4 times a year to discuss safety and school connectedness.	met 4 times during the year to discuss safety and school connectedness 2016-2017.	
7th & 8th grade students will complete the Healthy Kids Survey on school climate & safety. 85% of 7th & 8th grade students will rate the school as a safe place. 90% of 7th & 8th grade students will rate the school as having a positive school climate. (Only mini survey given to students in grade 7-8 this year).	Students and parents completed the Healthy Kids Survey on school climate & safety. 94% of parents rated the school as a safe place for students. 95% of parents rated the school as having a supportive, caring and inviting climate. 73% of 6th-8th students rated the school as a safe place. 87% of 6th-8th students rated the school as having a positive school climate.	85% or higher rate as safe place; 90% or higher rate as having a positive school climate
100% of students will continue to participate in team building activities including buddy activities and Club Live sponsored activities.	100% of students participated in team building activities including buddy activities and Club Live sponsored activities.	100%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- 1.1 All
- 1.2 All
- 1.3 Foster Youth, Low income
- 1.4 All
- 1.5 All
- 1.6 All
- 1.7 All

Strategy/Activity

- 1.1 Sponsor Club Live
- 1.2 Send student leadership team to leadership trainings
- 1.3 Continue and evaluate PBIS (Positive Behavior and Instructional Supports) programs especially as to how these programs are helping low income students.
- 1.4 Continue to provide time for class meetings in each classroom with assistance from school counselor
- 1.5 Continue to Implement MTSS (MultiTiered Systems of Support)

1.6 Each trimester, recognize students from each classroom for exhibiting a monthly character virtue.

1.7 Continue to provide education to students and parents on safety issues, such as online activity, personal safety and decision making.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Other 1000-1999: Certificated Personnel Salaries
100	Other 4000-4999: Books And Supplies
100	Other 3000-3999: Employee Benefits
150	Other 5000-5999: Services And Other Operating Expenditures
850	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures
100	Lottery: Instructional Materials 1000-1999: Certificated Personnel Salaries
3	Lottery: Instructional Materials 3000-3999: Employee Benefits
3424	LCFF - Base 1000-1999: Certificated Personnel Salaries
1121	LCFF - Base 3000-3999: Employee Benefits
500	LCFF - Base 5000-5999: Services And Other Operating Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Increase parent participation at school activities and meetings.

Goal 3

Increase parent participation at school activities and meetings.

Identified Need

There is a need to increase parent involvement and input in decision making. There is also a need to increase parent involvement of low income students in school activities and parent attendance at school meetings i.e., Booster Club, Parent Advisory Council, School Board.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students will receive monthly newsletters for their parents along with weekly school newsletters.	100% of students received monthly newsletters for their parents along with weekly school newsletters.	100%
Parent participation rates including parents of unduplicated students and individuals with exceptional needs will be 75% as measured by # of families represented at Back to School Night.	Parent participation rates including parents of unduplicated students and individuals with exceptional needs were 73% as measured by # of families represented at Back to School Night.	75% or higher
Parent participation rates will be maintained at 98% or higher as measured by # of families including families with unduplicated students and individuals with exceptional needs represented at 1st & 2nd trimester parent conferences	Parent participation rates were 98.5% as measured by # of families including families with unduplicated students and individuals with exceptional needs represented at 1st & 2nd trimester parent conferences.	98% or higher
Parent participation rates will be 80% as measured by # of	Parent participation rates were 77% as measured by # of	80% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
families including families with unduplicated students and individuals with exceptional needs represented represented at Family Fun Night/Science Fair.	families including families with unduplicated students and individuals with exceptional needs represented represented at Family Fun Night/Science Fair.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- 1.1 All
- 1.2 All
- 1.3 All
- 1.4 All
- 1.5 All

Strategy/Activity

- 1.1 Continue communication to parents through weekly school newsletter and monthly class newsletters. Use automated parent communication system to inform parents of school events, activities, and student absences.
- 1.2 Continue to have principal duty of documenting parent participation at school activities.
- 1.3 Continue to provide incentives for all classrooms with 80% of parents attending Back to School Night
- 1.4 Make personal phone calls to parents for such activities such as assemblies, geography bee and spelling bee to encourage parent participation
- 1.5 Principal will meet with 100% of parents who receive a second attendance letter.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1314	LCFF - Base 2000-2999: Classified Personnel Salaries
500	LCFF - Base 4000-4999: Books And Supplies
1003	LCFF - Base 3000-3999: Employee Benefits

2200	LCFF - Base 5000-5999: Services And Other Operating Expenditures
864	LCFF - Base 1000-1999: Certificated Personnel Salaries

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Computer Literacy

LEA/LCAP Goal

All students will be immersed in the California Computer Literacy standards to ensure they are proficient in technology and prepared for high school, college and career.

Goal 4

All students will be immersed in the California Computer Literacy standards to ensure they are proficient in technology and prepared for high school, college and career.

Identified Need

To be high school, college and career ready, we want to see students demonstrate mastery of California Computer Literacy standards for all grade levels. This is evidenced by the low amount of students who demonstrated mastery on our California Computer Literacy standards baseline assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of students, including unduplicated students and students with exceptional needs, will continue to be immersed in the California Computer Literacy Standards through direct instruction, guided practice and independent practice.	100% of students, including unduplicated students with exceptional needs, are immersed in the California Computer Literacy Standards through direct instruction, guided practice and independent practice.	100%
100% of students 3-8 will continue to have multiple experiences with online assessments using the CAASPP interim tests.	100% of students 3-8 have multiple experiences with online assessments.	100%
100% of students will continue to have access to up-to-date technology equipment.	100% of students have access to up-to-date technology equipment.	100%
100% of students TK-8 will continue to have access to Chromebooks.	100% of students K-8 have access to Chromebooks.	100%
95% of students will continue to reach grade level keyboarding benchmark.	96% of students reached grade level keyboarding benchmark in 2016-17.	95% or higher

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

- 1.1 All
- 1.2 All
- 1.3 All
- 1.4 All

Strategy/Activity

- 1.1 Continue to provide for a computer technology staff member
- 1.2 Assess students each trimester for keyboarding proficiency
- 1.3 Maintain and update technology equipment
- 1.4 Replace Chromebooks for 2 classrooms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20001	LCFF - Base 2000-2999: Classified Personnel Salaries
12202	LCFF - Base 3000-3999: Employee Benefits
6400	Lottery: Instructional Materials 4000-4999: Books And Supplies
6600	Lottery: Instructional Materials 4000-4999: Books And Supplies

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$79472.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$320,111.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$87,417.00

Subtotal of additional federal funds included for this school: \$87,417.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$97,668.00
LCFF Conc/Suppl	\$100,604.00
Lottery: Instructional Materials	\$30,244.00
Other	\$4,178.00

Subtotal of state or local funds included for this school: \$232,694.00

Total of federal, state, and/or local funds for this school: \$320,111.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	97,668.00
LCFF Conc/Suppl	100,604.00
Lottery: Instructional Materials	30,244.00
Other	4,178.00
Title I	87,417.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,794.00
2000-2999: Classified Personnel Salaries	170,465.00
3000-3999: Employee Benefits	38,957.00
4000-4999: Books And Supplies	33,800.00
5000-5999: Services And Other Operating Expenditures	5,095.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	48,613.00
2000-2999: Classified Personnel Salaries	LCFF - Base	26,425.00
3000-3999: Employee Benefits	LCFF - Base	14,326.00
4000-4999: Books And Supplies	LCFF - Base	4,209.00

5000-5999: Services And Other Operating Expenditures	LCFF - Base	4,095.00
1000-1999: Certificated Personnel Salaries	LCFF Conc/Suppl	17,402.00
2000-2999: Classified Personnel Salaries	LCFF Conc/Suppl	83,202.00
1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials	100.00
3000-3999: Employee Benefits	Lottery: Instructional Materials	3.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	29,291.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	850.00
1000-1999: Certificated Personnel Salaries	Other	500.00
2000-2999: Classified Personnel Salaries	Other	3,328.00
3000-3999: Employee Benefits	Other	100.00
4000-4999: Books And Supplies	Other	100.00
5000-5999: Services And Other Operating Expenditures	Other	150.00
1000-1999: Certificated Personnel Salaries	Title I	5,179.00
2000-2999: Classified Personnel Salaries	Title I	57,510.00
3000-3999: Employee Benefits	Title I	24,528.00
4000-4999: Books And Supplies	Title I	200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	262,179.00
Goal 2	6,848.00
Goal 3	5,881.00
Goal 4	45,203.00

School Site Council Membership

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

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

Name of Members	Role
Claude Belongia	Classroom Teacher
Kari Kennedy	Classroom Teacher
Diana Losk	Other School Staff
Sarah Goodyear	Classroom Teacher
Shannon Ross	Principal
Patricia Gee	Parent or Community Member
Ryan Crockett	Parent or Community Member
Anna Hostetler	Parent or Community Member
Amanda Colegrove	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
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 11/19/20.

Attested:

Principal, Shannon Ross on 11/19/20
SSC Chairperson, Kari Kennedy on 11/19/20