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	DeLaveaga Elementary
Address	1145 Morrissey Blvd. Santa Cruz, CA 95065-1498
County-District-School (CDS) Code	44698156049886
Principal	Thien Hua
District Name	Santa Cruz City Schools
SPSA Revision Date	September 9, 2021
Schoolsite Council (SSC) Approval Date	September 28, 2021
Local Board Approval Date	October 20, 2021

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.

School Vision and Mission

DeLaveaga Elementary School's Vision and Mission Statements

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga City Park. The highly skilled and collaborative teaching staff have many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, based on California Content Standards, which enables all children to reach their academic, social, and emotional potential. DeLaveaga houses the district's K-5 Spanish Two Way Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school.

VISION STATEMENT
The DeLaveaga School Community considers every child unique and deserving of the highest quality education available so that they may reach their own full potential, both academically and socially.

MISSION STATEMENT
At DeLaveaga, we believe every person has value and the potential to achieve their goals. We believe families are equal partners who support their children, as well as the needs of the whole school community. We collaborate as a team so that all children can learn. School should be safe and fun; a place where each child wants to be each day. We celebrate our diverse world in which children's languages and cultures, talents and dreams, are fostered and valued. We believe the transformative power of excellent teaching makes our beliefs become reality and supports high levels of achievement for all students.

School Profile

DeLaveaga Elementary School is located on the east side of Santa Cruz near DeLaveaga Park. The highly skilled and collaborative teaching staff have many years of professional experience. We emphasize a strong, enriched educational program, supplemented by the arts and sciences, based on California Content Standards which enables all children to reach their academic, social, and emotional potential. DeLaveaga houses the district's K-5 Spanish Two Way Immersion program, a program strand within our school. The goal of the program is for all students to be bilingual/bicultural in English and Spanish. We are fortunate to have a high rate of active parent participation to support the classrooms and programs at our school. In the academic year 2021-22, approximately 470 students registered in the Fall for its kindergarten through fifth grades.

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

Over the course of the 2021-2022 academic year, through the use of English Learner Advisory Committee (ELAC), School Site Council (SSC), Santa Cruz Instructional Leadership (SCIL), and Staff Meetings, we consulted with school staff and parents in the review and revision of our school plan.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.38%	0.57%	0.6%	2	3	3
African American	1.7%	2.26%	1.7%	9	12	8
Asian	3.03%	3.4%	4.3%	16	18	20
Filipino	0.38%	0.38%	0.4%	2	2	2
Hispanic/Latino	38.64%	37.36%	41.9%	204	198	197
Pacific Islander	0.38%	0.38%	0.2%	2	2	1
White	51.89%	53.4%	48.9%	274	283	230
Multiple/No Response	3.22%	2.26%	1.9%	17	12	9
			Total Enrollment	528	530	470

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	115	114	95
Grade 1	86	89	82
Grade 2	79	81	82
Grade3	72	74	73
Grade 4	100	75	69
Grade 5	76	97	69
Total Enrollment	528	530	470

Conclusions based on this data:

1. While DeLaveaga has a majority of "White" students, we also have approximately 39% Hispanic and Latinx students. The balance of our enrollment consists of African American, Asian, Filipino and Pacific Islander students. These number of remained consistent over the past 3 years.

2. The Santa Cruz City Schools District has been in a period of declining enrollment, and this has also been the trend at DeLaveaga. Our current enrollment in 2020-21 is 475 students; a drop of 55 students from last year to this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	113	111	83	21.4%	20.9%	17.7%
Fluent English Proficient (FEP)	41	36	29	7.8%	6.8%	6.2%
Reclassified Fluent English Proficient (RFEP)	11	3	9	8.8%	2.7%	8.1%

Conclusions based on this data:

1. With the trend of declining enrollment both in the District and the school site, we have also seen a reduction in our English Learner numbers.

2. In 2020-21, we increased the number of students who were reclassified from 2019-20. In 2019-20, many students did not take English Language Proficiency Assessment of California (ELPAC) due to the COVID-19 shelter in place.

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	87	102	72	86	102	70	86	102	70	98.9	100	97.2
Grade 4	91	80	98	87	78	97	87	78	97	95.6	97.5	99
Grade 5	108	87	76	106	85	75	106	85	75	98.1	97.7	98.7
All	286	269	246	279	265	242	279	265	242	97.6	98.5	98.4

* 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	2427.	2400.	2413.	27.91	12.75	17.14	20.93	26.47	22.86	26.74	30.39	32.86	24.42	30.39	27.14
Grade 4	2469.	2476.	2472.	26.44	28.21	23.71	24.14	30.77	35.05	18.39	17.95	14.43	31.03	23.08	26.80
Grade 5	2521.	2521.	2530.	27.36	34.12	34.67	34.91	25.88	28.00	16.04	15.29	20.00	21.70	24.71	17.33
All Grades	N/A	N/A	N/A	27.24	24.15	25.21	27.24	27.55	29.34	20.07	21.89	21.49	25.45	26.42	23.97

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	31.40	14.71	25.71	40.70	49.02	47.14	27.91	36.27	27.14
Grade 4	33.33	30.77	21.65	42.53	51.28	51.55	24.14	17.95	26.80
Grade 5	35.85	38.82	34.67	45.28	40.00	45.33	18.87	21.18	20.00
All Grades	33.69	27.17	26.86	43.01	46.79	48.35	23.30	26.04	24.79

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	18.60	6.86	14.29	47.67	52.94	48.57	33.72	40.20	37.14
Grade 4	18.39	21.79	24.74	51.72	48.72	58.76	29.89	29.49	16.49
Grade 5	33.96	38.82	34.67	39.62	35.29	52.00	26.42	25.88	13.33
All Grades	24.37	21.51	24.79	45.88	46.04	53.72	29.75	32.45	21.49

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	24.42	16.67	12.86	68.60	63.73	67.14	6.98	19.61	20.00
Grade 4	14.94	19.23	22.68	64.37	69.23	62.89	20.69	11.54	14.43
Grade 5	24.53	24.71	17.33	62.26	56.47	73.33	13.21	18.82	9.33
All Grades	21.51	20.00	18.18	64.87	63.02	67.36	13.62	16.98	14.46

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	25.58	13.73	14.29	51.16	53.92	57.14	23.26	32.35	28.57
Grade 4	31.03	32.05	19.59	48.28	51.28	56.70	20.69	16.67	23.71
Grade 5	31.13	29.41	34.67	46.23	49.41	48.00	22.64	21.18	17.33
All Grades	29.39	24.15	22.73	48.39	51.70	54.13	22.22	24.15	23.14

Conclusions based on this data:

1. 54.55% of students in grades 3-5 met or exceeded standard on the English Language Arts test. 23.97% of students in grades 3-5 did not meet standard. 21.49% nearly met the standard.

2. Cluster scores in Reading and Research/Inquiry are relatively stronger than Writing and Listening. These were areas for focus for 2018-2019.

3. The California Assessment of Student Performance and Progress (CAASPP) was not taken in 2020 due to COVID-19 shelter in place, so there is no current score information for students

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	87	102	72	86	102	70	86	102	70	98.9	100	97.2
Grade 4	91	80	98	87	78	97	87	78	97	95.6	97.5	99
Grade 5	108	87	76	106	85	75	106	85	75	98.1	97.7	98.7
All Grades	286	269	246	279	265	242	279	265	242	97.6	98.5	98.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2424.	2411.	2427.	13.95	8.82	17.14	30.23	30.39	38.57	31.40	28.43	10.00	24.42	32.35	34.29
Grade 4	2458.	2466.	2462.	13.79	11.54	11.34	24.14	30.77	26.80	32.18	32.05	37.11	29.89	25.64	24.74
Grade 5	2516.	2508.	2521.	21.70	25.88	25.33	34.91	20.00	21.33	20.75	23.53	37.33	22.64	30.59	16.00
All Grades	N/A	N/A	N/A	16.85	15.09	17.36	30.11	27.17	28.51	27.60	27.92	29.34	25.45	29.81	24.79

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	26.74	14.71	25.71	36.05	41.18	38.57	37.21	44.12	35.71
Grade 4	21.84	19.23	19.59	40.23	35.90	36.08	37.93	44.87	44.33
Grade 5	30.19	27.06	25.33	39.62	29.41	37.33	30.19	43.53	37.33
All Grades	26.52	20.00	23.14	38.71	35.85	37.19	34.77	44.15	39.67

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	19.77	22.55	27.14	55.81	50.00	44.29	24.42	27.45	28.57
Grade 4	19.54	23.08	18.56	49.43	51.28	55.67	31.03	25.64	25.77
Grade 5	30.19	29.41	29.33	47.17	44.71	53.33	22.64	25.88	17.33
All Grades	23.66	24.91	24.38	50.54	48.68	51.65	25.81	26.42	23.97

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	18.60	10.78	20.00	56.98	56.86	54.29	24.42	32.35	25.71
Grade 4	18.39	19.23	18.56	52.87	50.00	54.64	28.74	30.77	26.80
Grade 5	23.58	23.53	21.33	50.94	47.06	57.33	25.47	29.41	21.33
All Grades	20.43	17.36	19.83	53.41	51.70	55.37	26.16	30.94	24.79

Conclusions based on this data:

1. 45.87% of students tested in grades 3-5 met or exceeded standard. 75.21% of students tested in grades 3-5 nearly met, met, or exceeded standard.

2. Cluster scores were relatively stronger in the area of concepts and procedures. Communicating Reasoning is an area of relative weakness, and were areas for focus for 2018-2019.

3. There was no CAASPP testing in 2020 due to COVID-19 shelter in place, so there is no data for the 2020-21 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.6	1436.0	1440.2	1445.7	1414.7	1413.1	31	21
Grade 1	1438.0	1445.1	1456.5	1472.0	1419.2	1417.8	19	24
Grade 2	1472.9	1465.5	1482.2	1495.8	1463.0	1434.8	27	16
Grade 3	1483.4	1514.1	1482.6	1523.1	1483.8	1504.6	20	20
Grade 4	1549.8	1519.4	1569.9	1515.1	1529.5	1523.2	13	18
Grade 5	*	*	*	*	*	*	*	10
All Grades							117	109

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.39	14.29	*	38.10	*	38.10	*	9.52	31	21
1	*	8.33	*	25.00	*	54.17	*	12.50	19	24
2	*	6.25	44.44	25.00	*	56.25	*	12.50	27	16
3	*	40.00	*	25.00	*	35.00	*	0.00	20	20
4	*	11.11	*	50.00		38.89		0.00	13	18
5	*	*	*	*	*	*		*	*	*
All Grades	30.77	20.18	34.19	32.11	21.37	41.28	13.68	6.42	117	109

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	51.61	19.05	*	42.86	*	28.57	*	9.52	31	21
1	*	33.33	*	37.50	*	25.00		4.17	19	24
2	51.85	43.75	*	43.75	*	12.50	*	0.00	27	16
3	*	55.00	*	25.00	*	10.00	*	10.00	20	20
4	84.62	50.00	*	44.44		5.56		0.00	13	18
5	*	*	*	*		*		*	*	*
All Grades	49.57	42.20	30.77	37.61	11.11	15.60	*	4.59	117	109

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	41.94	14.29	*	23.81	41.94	52.38	*	9.52	31	21
1	*	4.17	*	4.17	*	45.83	*	45.83	19	24
2	*	0.00	*	12.50	*	25.00	*	62.50	27	16
3		10.00	*	30.00	*	50.00	*	10.00	20	20
4	*	5.56	*	44.44	*	38.89		11.11	13	18
5	*	*	*	*	*	*	*	*	*	*
All Grades	19.66	8.26	22.22	22.94	30.77	44.04	27.35	24.77	117	109

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	70.97	28.57	*	66.67	*	4.76	31	21
1	*	58.33	*	37.50	*	4.17	19	24
2	55.56	18.75	*	75.00	*	6.25	27	16
3	*	40.00	70.00	40.00	*	20.00	20	20
4	*	33.33	*	55.56		11.11	13	18
5	*	*	*	*	*	*	*	*
All Grades	52.14	35.78	41.88	55.96	*	8.26	117	109

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	48.39	23.81	*	66.67	*	9.52	31	21
1	*	20.83	*	62.50		16.67	19	24
2	51.85	56.25	44.44	43.75	*	0.00	27	16
3	*	80.00	55.00	20.00	*	0.00	20	20
4	84.62	61.11	*	38.89		0.00	13	18
All Grades	52.14	51.38	35.90	43.12	11.97	5.50	117	109

	Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	4.76	64.52	90.48	*	4.76	31	21
1	*	12.50	*	50.00	*	37.50	19	24
2	*	0.00	44.44	50.00	*	50.00	27	16
3		15.00	*	65.00	60.00	20.00	20	20
4	*	11.11	*	50.00	*	38.89	13	18
All Grades	18.80	10.09	53.85	63.30	27.35	26.61	117	109

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	38.71	28.57	48.39	52.38	*	19.05	31	21
1		4.17	*	37.50	*	58.33	19	24
2	*	0.00	62.96	31.25	*	68.75	27	16
3	*	10.00	55.00	85.00	*	5.00	20	20
4	*	33.33	*	61.11		5.56	13	18
All Grades	22.22	17.43	54.70	54.13	23.08	28.44	117	109

Conclusions based on this data:

1. About 72% of our students are in the Moderately or Well-Developed range in the Writing Domain. While in the Reading Domain, it was reversed - with approximately 85% of students scoring in the Beginning to Moderately ranges of the Domain.

2. In Overall Language, about 52% of our English Learners scored in the 3 or 4 Performance Levels, and about 48% scored at Levels 1 and 2.

3. ELPAC testing was incomplete in 2019-20 due to the COVID-19 shelter in place. There is no data for the 2019-20 school year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
530	**32.6**	**20.9**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	111	20.9
Homeless	5	0.9
Socioeconomically Disadvantaged	173	32.6
Students with Disabilities	65	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	12	2.3
American Indian	3	0.6
Asian	18	3.4
Filipino	2	0.4
Hispanic	198	37.4
Two or More Races	12	2.3
Pacific Islander	2	0.4
White	283	53.4

Conclusions based on this data:

1. DeLaveaga is a school with about 40% Socioeconomically Disadvantaged, with 22.7% English Learners, and 0.5% Foster Youth.

2. We have 0.7% Homeless and 12.9% Students with Disabilities.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have done well to keep our suspension rate low. We are at the highest performing level on this indicator.

2. Our English Learner subgroup is performing at a very low level on the State Assessment. This is an area of focus for us this year.

3. Three out of 5 groups did not do very well in the area of math. For this reason, a focus on Integrated English Language Development (ELD) is designed to meet this need, as well as that of our English Language Learner (ELL) group.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
3 points above standard	62.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.9 points	Increased ++8.6 points	
240	63	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	41.6 points below standard	19.7 points below standard
	Increased ++13.9 points	Increased Significantly ++24.3 points
1	84	42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6		5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
35.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	30.4 points above standard
Increased ++8.8 points	7	1	Maintained ++2.2 points
93			128

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**
82.7 points below standard	3.6 points above standard	24.4 points above standard
Increased Significantly ++29.5 points	Maintained ++2.6 points	Increased ++7.2 points
48	15	167

Conclusions based on this data:

1. Even where we had low scores (Socioeconomically Disadvantaged (SED), Special Education (SPED), English Language Learner (ELL), and Hispanic/Latinx, we either increased or maintained English Language Arts (ELA) scores in all areas (only the Asian subgroup declined, but was still in the Very High status).

2. Given the low scores for our ELLs, Hispanic/Latinx, and SED students, we need to focus our ELA instruction and intervention on these groups.
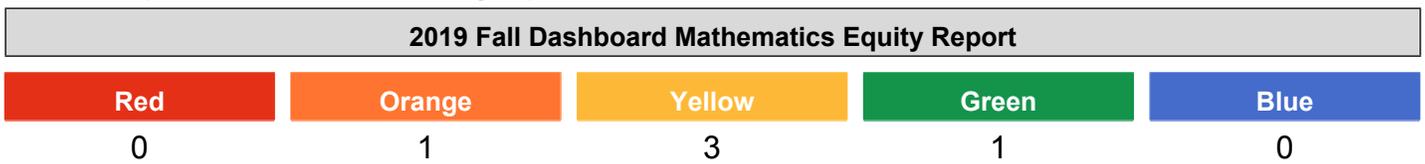
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
13.5 points below standard	68.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.5 points	Maintained ++0.7 points	
		1
240	63	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	53.9 points below standard	31 points below standard
	Increased Significantly ++19.5 points	Increased ++14.4 points
1	84	42

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 6		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 47.2 points below standard Increased ++8.8 points 93	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 1	Green 11.2 points above standard Increased ++8.2 points 128

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**
79.9 points below standard	33.5 points below standard	4.3 points above standard
Increased Significantly ++16.8 points	Declined -10.8 points	Increased ++12.1 points
48	15	167

Conclusions based on this data:

1. Math is an area for focus this year. Almost all subgroups declined on math this year.

2. A bright spot for us this year was our Special Education students who had an increase of 11.2 points over the prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 88
Performance Level: Medium
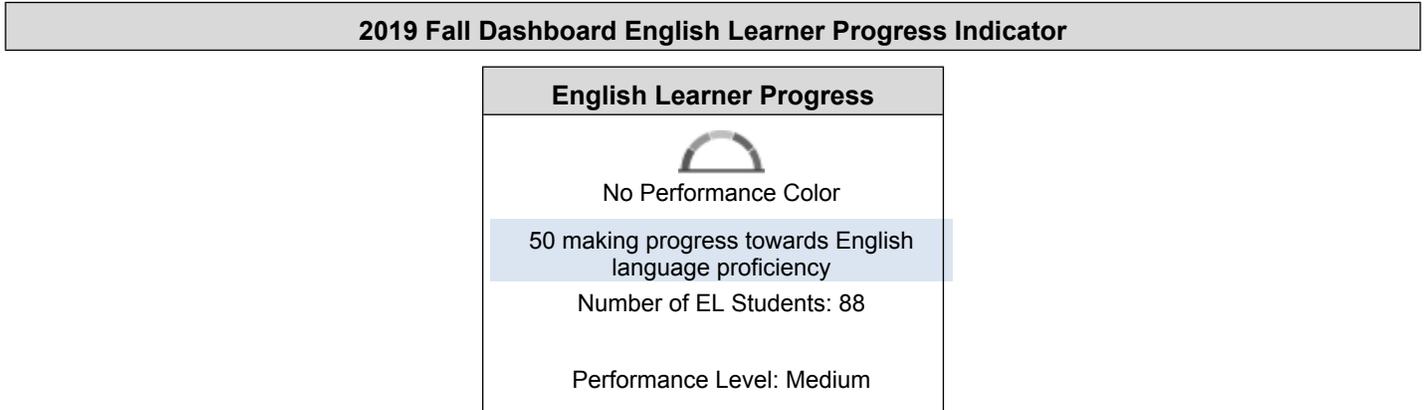
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
22.7	27.2	6.8	43.1

Conclusions based on this data:

1. Again, as was mentioned earlier, our English Learner subgroup is struggling on English Learner progress towards Reclassification, and in the area of math. English Language Arts (increased by 7.4 points), while slightly higher than the other areas, is still low.
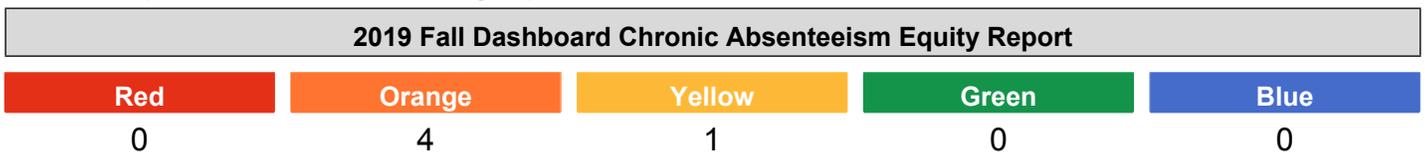
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
12.5	12.3	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Maintained 0	
536	114	3

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
63.6	19.6	13.3
Increased +1.1	Maintained -0.4	Maintained +0.3
11	199	83

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.3	Less than 11 Students - Data Not Displayed for Privacy
9	2	Maintained +0.4	2
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
13.9	15	Less than 11 Students - Data Not Displayed for Privacy	10.9
Declined -2.1	Declined -4	2	Increased +1.6
209	20		276

Conclusions based on this data:

1. Our Chronic Absenteeism is high compared to the State rate. In 2018, 12.3% of our students, 20% of our Socioeconomically Disadvantaged students, and 15.9% of our Hispanic/Latinx students were Chronically Absent.
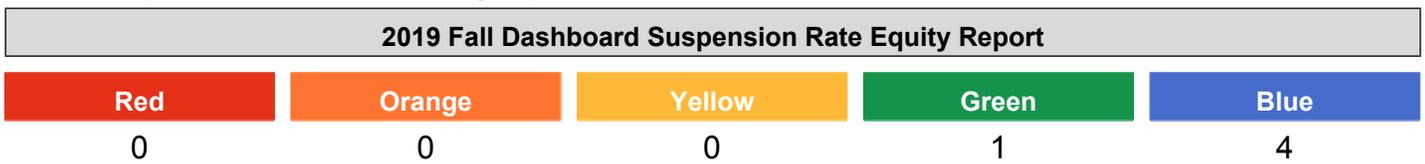
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not Displayed for Privacy 3
Declined -0.5	Declined -1.5	
544	117	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
0	0.5	1.2
Declined -12.5	Declined -0.8	Declined -2.3
16	206	85

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy 9	Less than 11 Students - Data Not Displayed for Privacy 2	0	Less than 11 Students - Data Not Displayed for Privacy 2
		Maintained 0 16	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy 2	0.4
Declined -0.9 212	Maintained 0 21		Declined -0.3 280

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0.2

Conclusions based on this data:

1. Our work on Tier I and Tier II Positive Behavioral Interventions and Supports (PBIS) for all students has contributed to blue and green ratings for all students in this area. This is a celebration for DeLaveaga.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academic Literacy

Goal Statement

All students will make academic literacy growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

When analyzing our 2019-2020 CA Dashboard data, we see that "All Students" are in the "green," meaning that overall, our students have met their level achievement. Currently, our dashboard shows that "All Students" are +3 points above the standard. In addition, we see that many of our groups are not meeting the standard (English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latinx). For specific student group data, see the metrics and baseline below. Given our current Distance Learning situation, we will be utilizing alternative metrics and determining baseline within the next month.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts CAASPP Data: All Students	3 points above standard (Not currently being used in DL)	"All Students" will improve a minimum of 3 points on the 2020 ELA CAASPP.
English Language Arts CAASPP Data: English Learners	62.2 points below standard (Not currently being used in DL)	English Learners will improve a minimum of 3 points on the 2020 ELA CAASPP.
English Language Arts CAASPP Data: Students with Disabilities	19.7 points below standard (Not currently being used in DL)	Students with Disabilities will improve a minimum of 3 points on the 2020 ELA CAASPP.
English Language Arts CAASPP Data: Hispanic	35.9 points below standard (Not currently being used in DL)	Hispanic students will improve a minimum of 3 points on the 2020 ELA CAASPP.
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	41.6 points below standard (Not currently being used in DL)	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2020 ELA CAASPP.
iReady Reading for All Students	(Not currently being used in DL)	All students will meet their Expected Growth Targets by Spring 2021
Lexia Progress Reports (All Grades)	Will be determining baseline following T1 assessments	Will be determining baseline following T1 assessments

Metric/Indicator	Baseline	Expected Outcome
ESGI Phonics Assessment (TK and Kindergarten)	Will be determining baseline following T1 assessments	Will be determining baseline following T1 assessments

Planned Strategies/Activities

Strategy/Activity 1

We will continue with a focus on developing Integrated ELD lessons, not only through our ELA lessons, but in other subjects as well (math, science, social studies). Developing academic discourse will be a key component of these lessons.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration, Response to Instruction (RtI) Coordinator and Classroom Teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Standards-based assessments will be used to guide and modify Language Arts instruction. We will disaggregate data by program (EO and TWI).

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration & RtI Coordinator, along with classroom teachers.

Proposed Expenditures for this Strategy/Activity

Amount	37,345
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Assessments used will include: * iReady * Fountas and Pinnell (F & P) * Writing Assessment (Needs to be revised to be coordinated with CCSS) * Spanish DRA

Strategy/Activity 3

Professional Development for teachers to learn new programs, instructional strategies (Literacy Strategies), and to collaborate with colleagues. This may be accomplished through participation in conferences, workshops, peer observations, and grade level articulation.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	* Release time for teachers * Professional Development/Professional Learning Community Days * Conferences * Workshops

Strategy/Activity 4

Provide support in Spanish for our Dos Alas Program for students to develop their Spanish literacy skills.

Students to be Served by this Strategy/Activity

All students in the Dos Alas, Two Way Immersion program.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration, Two Way Immersion classroom teacher, and RtI Coodinator

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide additional staff support to TWI students in need of Spanish literacy support
Amount	5400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Classified, and in some cases Certificated staff will provide tutoring or small cohort support to at-risk students.

Strategy/Activity 5

Literacy Intervention, both during and after school, will address needs of struggling learners by providing phonics based instruction through SIPPS, Lexia, and writing support. Fund one RtI Coordinator/ teacher; fund learning assistant to provide small group support for reading and assessment.

Students to be Served by this Strategy/Activity

English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latinx students will be the focus of this activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration and RtI Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	ESSER
Budget Reference	4000-4999: Books And Supplies
Description	ASSIPs (After School Support and Intervention Programs) * LISTOS * Reading and Writing Intervention for Grades 1-3 * Homework Club * Tutoring for at-risk students

Amount	5000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	RtI Learning Assistants will provide small group intervention and assessment

Strategy/Activity 6

Student Learning Teams and Language Review Teams (3 times a year) Grade level teams meet with RtI Coordinator to review student data (iReady, F & P, Others TBD) following trimester assessments.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Three times a year

Person(s) Responsible

Site Administration & RtI Coordinator, along with classroom teachers.

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SLTs and LRTs will review data to determine the learning needs of each student, as well as the English Language Development needs of our ELLs. Subs will be needed to release teachers to attend meetings.

Strategy/Activity 7

Purchase additional supplies and materials to support the academic literacy development of all students.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administrator, RtI Coordinator and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	40,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Software: * IStation * RAZKids Supplemental Leveled Reading Materials Access to laminators, printers, maps, etc.

Strategy/Activity 8

Implement the adopted ELA/ELD Curricular Program School-wide and with fidelity and provide teachers time to learn the program and plan instruction. All teachers will implement, with fidelity, the new ELA/ELD curriculum during a consistent and designed time of day.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration, RtI Coodinator and classroom teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Science will be a focus for the year through the implementation of Integrated ELD, FOSS Kits, and the Science Practices on a monthly basis. Teachers will work together during grade level and Professional Learning Communities (PLC) time to plan activities that develop and support language development through Science.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration, Science Leads and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	FOSS kit refill materials

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

All students will make mathematic growth.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

When analyzing our 2018-2019 CA Dashboard data, we see that "All Students" are in the "green," meaning that overall, our students have met their level achievement and are 13.5 points below standard. In addition, when we dig deeper into our different student groups, we see that there is significant need to improve our students' level of proficiency in mathematics, especially among our English Learners, Students with Disabilities, Hispanic/Latinx students, and Socioeconomically Disadvantaged Students. For specific student group data, see the metrics and baseline below.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Mathematics CAASPP Data: All Students	13.5 points below standard (Not being currently used)	"All Students" will improve a minimum of 3 points on the 2019 Math CAASPP.
Mathematics CAASPP Data: English Learners	68.9 points below standard (Not being currently used)	English Learners will improve a minimum of 3 points on the 2019 Math CAASPP.
Mathematics CAASPP Data: Students with Disabilities	31 points below standard (Not being currently used)	Students with Disabilities will improve a minimum of 3 points on the 2019 Math CAASPP.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	53.9 points below standard (Not being currently used)	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2019 Math CAASPP.
Mathematics CAASPP Data: Hispanic/Latinx	47.2 points below standard (Not being currently used)	Hispanic/Latinx will improve a minimum of 3 points on the 2019 Math CAASPP.
Mathematics CAASPP Data: White	11 points above standard (Not being currently used)	White students will improve a minimum of 3 points on the 2020 Math CAASPP.
Zearn Progress Reports	Will be determining baseline following T1 assessments	Will be determining baseline following T1 assessments

Metric/Indicator	Baseline	Expected Outcome
Unit Tests in Eureka Math Program	Will be determining baseline following T1 assessments	Will be determining baseline following T1 assessments

Planned Strategies/Activities

Strategy/Activity 1

Teachers will implement the adopted math curriculum (Eureka) with fidelity. There will be a designated time during the day for math instruction for each grade level.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administration and classroom teachers.

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Professional Development for Staff and Parents

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administrator, RtI Coordinator, Classroom Teachers, and Parent/Community Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conferences, workshops, collaboration, and articulation days will provide teachers the time and training to better meet the needs of their students.

Strategy/Activity 3

Math intervention both during the day and after school will be provided to those students who are in need of additional support. An Additional RtI Coordinator will assist in identifying students in need of intervention using iReady assessment data.

Students to be Served by this Strategy/Activity

All students will be considered for these programs, but will be selected based on assessment data, teacher recommendation, and parental agreement.

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administration, RtI Coordinator and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	108,137
Source	CARES Act
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary of RtI Coordinator

Amount	8000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Small group support in math with our Response to Intervention teacher and Learning Assistants. In addition, students will have access a computer software program to support math skill/concept * iReady Math

Amount	5400
Source	ESSER
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified and in some cases Certificated staff will tutor or provide small cohort support for at-risk students.

Strategy/Activity 4

Materials and supplies will be purchased for students and staff as supplemental curriculum and manipulatives to strengthen learning in math.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, RtI Coordinators, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Manipulatives, printed and electronic materials to support math instruction

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Progress

Goal Statement

All English Learners will be academically successful.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.
Goal #4: We will develop a highly collaborative, professional culture focused on supporting effective teaching.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

About 72% of our students are in the Moderately or Well-Developed range in the Writing Domain. While in the Reading Domain, it was reversed, with approximately 85% of students scoring in the Beginning to Moderately ranges of the Domain. In Overall Language, about 52% of our English Learners scored in the 3 or 4 Performance Levels, and about 48% scored at Levels 1 and 2.

In addition to the ELPAC, our district monitors our English Learner progress by using the CA Dashboard Academic Performance, Academic Engagement, School Conditions and Climate. In analyzing all of these data points, we see that supporting our English Learners in all areas needs to be a focus for our district. See below for specific English Learner metrics and data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Language Arts CAASPP Data: English Learners	62.2 points below standard	English Learners will improve a minimum of 3 points on the 2020 ELA CAASPP.
Mathematics CAASPP Data: English Learners	68.9 points below standard	English Learners will improve a minimum of 3 points on the 2020 Math CAASPP.
ELPAC Data	52% scored at a Level 3 or 4	65% will score at a Level 3 or 4.
EL Student Suspensions	0%	Maintain 0%

Planned Strategies/Activities

Strategy/Activity 1

Integrated ELD (Professional Development, Administrator walkthroughs, peer observations, coaching, etc.) in the areas of ELA and Math

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, RtI Coordinator, classroom teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Parent training on ELPAC and in math to better understand the Reclassification process, the math program, and how they can support their child/children at home. Schedule time to provide explanations of the assessment process, test scores, and data to parents at ELAC, Family Math Nights, and Back To School Night.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator and RtI Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Child Care cost and snacks for parents to increase attendance and participation

Strategy/Activity 3

Staffing and materials to support the LRT process and coordinate the ELPAC testing

Students to be Served by this Strategy/Activity

English Language Learners (LEP, RFEP, IFEP)

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator and RtI Coordinator and ELPAC Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Learner Designee to organize Language Review Team meetings, plan ELPAC schedule and testing, maintain records, and develop ELD programs.

Strategy/Activity 4

Designated ELD for all English Language Learners. All ELLs will be grouped by proficiency levels for 30-45 minutes daily for ELD instruction.
Annual and weekly schedule will be created by each grade level that shows when ELD instruction will happen.
Students at the higher levels of English Proficiency will receive ELD instruction based on an Individual Service Plan (ISP) that identifies standards to be learned.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator and RtI Coordinator and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5400
Source	ESSER
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified (and Certificated staff when possible) will provide ELD tutoring or small cohort support for our most at-risk English Language Learners

Strategy/Activity 5

RtI Coordinator and Learning assistants will support English Learners' progress towards proficiency in English Language Arts.

Students to be Served by this Strategy/Activity

English Learner subgroup will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administrator & RtI Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	30,839

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Academic Intervention support aide salaries for small group instruction based on student reading levels (Learning Assistants)

Amount	112,680
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	RTI Coordinator Salary

Amount	37,542
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Academic Intervention support aide salaries for small group instruction based on student reading levels (Learning Assistants)

Strategy/Activity 6

Teachers include research based engagement strategies, such as Integrated English Language Development, in their instruction to support English Language Learning and all student learning.

Students to be Served by this Strategy/Activity

All students will be served by this activity.

Timeline

Ongoing throughout the 2021-22 school year

Person(s) Responsible

Site Administrator and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

School Connectedness

Goal Statement

All students will feel connected to their school.

LCAP Goal

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
Goal #2: SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.
Goal #6: SCCS will maintain strong communication and partnerships with its diverse community.

Basis for this Goal

In analyzing the CA Dashboard chronic absenteeism data and suspension data, the California Healthy Kid Survey data, and the Socio-Emotional Health Survey, we see that a focus on School Connectedness is an area of need. When determining the level of School Connectedness in our district, we are specifically looking at data related to students reporting they have supportive, caring relationships with adults, the curriculum, school activities are relevant and engaging, and there is a sense of student leadership and ownership on campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	12.5% chronically absent	We will decrease the percentage of chronically absent "All Students" by .5% or more.
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	13.3% chronically absent	We will decrease the percentage of chronically absent Students with Disabilities by .5% or more.
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	19.6% chronically absent	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by .5% or more.
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	12.3% chronically absent	We will decrease the percentage of chronically absent English Learners by .5% or more.
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	13.9% chronically absent	We will decrease the percentage of chronically absent Hispanic students by .5% or more.
Suspension: Percent of Students with Disabilities suspended once during the school year	1.2% suspended	We will decease the percentage of suspended Students with Disabilities to less than 1%.
Attendance/Engagement Gradebook Record		

Planned Strategies/Activities

Strategy/Activity 1

Positive Behavioral Instruction and Support (PBIS) principles and school wide expectations will be implemented school-wide. Counselor and Principal will present PBIS video on school wide expectations at grade level assemblies in September. PBIS team will analyze behavior data from office referrals to monitor locations and types of behavior that need attention. We will provide an updated "online" version of our Dragon Way Expectations, as well as a system for student (and staff) recognition (Dragon Tickets and Drawings). Teachers will systematically implement school-wide expectations - The Dragon Way.

Students to be Served by this Strategy/Activity

All student groups will be served.

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, counselor and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Cost of Materials & Supplies to Implement the Dragon Wheel: * Dragon Tickets * Calming Corner/Space * Second Step * WITS * Zones of Regulation * Playground Games and Rules * Behavior Forms for Minor and Major Referrals

Strategy/Activity 2

We will improve school-wide attendance through identification of chronically absent and truant students, communication with staff and parents, and intervention through conferences, Tier/Student Study Team meetings and School Attendance Review Board referrals, as well as tutoring and/or small cohort support. We will develop a site-based system for address attendance issue. Some of which will include Attendance/Truancy letter revision to better communicate the importance of attendance and the consequences of missing school. In addition, teachers will receive information on Chronic Absenteeism, along with Truancy, to better address these issue within their classrooms. We will better incorporate attendance into our Tier/Student Study Team and School Leadership Team meetings to more promptly address attendance issues. We will involve the Nurse, Health Clerk, and School Community Coordinator in the process, so that other issues that may be affecting attendance can be more promptly addressed. We will look into the addition of a Student Attendance Award as a way to motivate students and parents to attend school daily.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, PBIS Committee, Attendance Clerk and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Cost of extra hourly for classified support staff to conduct above activities.

Amount	5400
Source	CARES Act
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff (and Certificated when available) will provide tutoring and small cohort support for our most at-risk students.

Strategy/Activity 3

Communicate with staff, students, and in particular, parents about our School-wide Behavior System (The Dragon Way), along with the curriculum Second Step and Soul Shoppe. We will communicate through newsletters, parent meetings, Back To School Night, our school website, and flyers information about our Dragon Way Program, including "Walk away, Ignore, Talk it out, and Seek help," Zones of Regulation, and instruction in the areas of focus, Optimism and Growth Mindset. Cost of promotional materials.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, Counselor, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	350
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies to support learning social-emotional curriculum

Strategy/Activity 4

Celebrations for Positive Student Behavior. We will reinforce positive student behavior through:
* Spirit Days
* Dragon Tickets and Dragon Ticket Winners
* Classroom Awards
* Dragon Way Awards Assemblies

* Dragon Way Celebration Assemblies
* Student Leadership

Students to be Served by this Strategy/Activity

All student groups will be served by this activity

Timeline

Ongoing throughout the 2020-2021 academic year.

Person(s) Responsible

Site Administrator, Counselor, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	480
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Cost of materials and supplies to support reinforcement of positive behaviors

Strategy/Activity 5

Provide training in Playworks Games and strategies for all staff

Students to be Served by this Strategy/Activity

All student groups will be served by this activity

Timeline

Ongoing throughout the 2021-2022 academic year.

Person(s) Responsible

Site Administrator, Counselor, classroom teachers, and yard duty monitors

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Training of all school staff by Playworks program staff

Strategy/Activity 6

Student Referral System to better respond to student needs (Tiers staff-support meetings). This team will meet bi-monthly to identify students at risk based on attendance and engagement measures.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020-June 2021

Person(s) Responsible

Principal, School Counselor, and PART (Participation and Attendance Review Team)

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide parents training in technology (Seesaw, Google Classroom, Email, and Parent Portal with Infinite Campus to better support their children both in Independent Studies (quarantine) and in-person learning.

Students to be Served by this Strategy/Activity

All student groups will be served by this activity

Timeline

Ongoing during the academic year.

Person(s) Responsible

Principal and RtI (Response to Intervention) Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide funding for trainers and materials purchase and preparation.

Strategy/Activity 8

We will increase parent participation in school and through organized groups (Parent-Teacher Conference, English Learner Advisory Committee, School Site Counsel, etc.). We will explore different ways of reaching out to encourage volunteerism, meeting participation, and parent education opportunities.

Students to be Served by this Strategy/Activity

All student groups will be supported by this strategy/activity.

Timeline

Ongoing throughout the 2021-2022 school year.

Person(s) Responsible

Site Administrator, Parent/Community Coordinator, and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description   Fund for speakers, trainers, and materials

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

All students will make academic literacy growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts CAASPP Data: All Students	"All Students" will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data Not Available
English Language Arts CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data Not Available
English Language Arts CAASPP Data: Students with Disabilities	Students with Disabilities will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data Not Available
English Language Arts CAASPP Data: Hispanic/Latinx	Hispanic students will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data Not Available
English Language Arts CAASPP Data: Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data Not Available
MAP Reading for All Students	All students will meet their Expected Growth Targets by Spring 2020	Data Not Available
Lexia Progress Reports (All Grades)	Will be determining baseline following T1 assessments	Data Not Available
Pioneer Valley F&P online test (Grades 1-5)	Will be determining baseline following T1 assessments	Data Not Available
ESGI Phonics Assessment (TK and Kindergarten)	Will be determining baseline following T1 assessments	Data Not Available

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services
RtI Coordinator and Learning assistants will support English Learners' progress towards proficiency in English Language Arts.	Services were provided via Zoom during distance learning, and in-person once on-site learning resumed.
Standards-based assessments will be used to guide and modify language arts instruction. We will disaggregate data by program (English Only and Two Way Immersion).	Implemented Pioneer Valley reading assessments in reading, and used Eureka Math assessments for math. Did not use MAP, as it was not possible to administer remotely. Used iReady at the end of the year instead of CAASPP.
Professional Development for teachers to learn new programs, instructional strategies (Literacy Strategies) and to collaborate with colleagues.	Professional development time was prioritized to learn skills and strategies to support distance learning. Due to the extra preparation time during

Planned Actions/Services	Actual Actions/Services
This may be accomplished through participation in conferences, workshops, peer observations, and grade level articulation.	the school week, there was no need to release teachers. Were also unable to attend conferences.
Technology will be updated. We will purchase new Chromebooks for assisting with English Language Arts and assessment purposes. We will also purchase additional technology hardware as needed, as well as pay for repairs to keep our computers functioning. We hope to purchase additional Chromebooks as we will need laptops both at school and for home when we return to in-person instruction.	Due to distance learning, the district purchased several hundred Chromebooks for each site, so there was no need to fund this activity out of site funds.
Literacy Intervention, both during and after school, will address needs of struggling learners by providing phonics based instruction through Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, Lexia, and writing support. Fund one Title I Intervention Coordinator/ teacher; fund learning assistant to provide small group support for Walk to Read and assessment.	Staff could not be recruited, so action was not completed.
Student Learning Teams and Language Review Teams (3 times a year) Grade level teams meet with RtI Coordinator to review student data (MAP, F & P, Others TBD) following trimester assessments.	School Leadership Team and Learning Resource Teacher meetings were held remotely. No substitute time was needed as teachers attended on Wednesday, which is a work and preparation day.
Purchase additional supplies and materials to support the academic literacy development of all students.	Action completed
Implement the newly adopted English Language Arts/English Learner Development Curricular Program School-wide and with fidelity, and provide teachers time to learn the program and plan instruction.	New curriculum was used by all teachers
Science will be a focus for the year through the implementation of Integrated English Learner Development, Full Option Science System Kits, and the Science Practices on a monthly basis.	Teachers used Mystery science in addition to Full Option Science System kits for science curriculum during distance learning
We will continue with a focus on developing Integrated English Language Development lessons, not only through our English Language Arts lessons, but in other subjects as well (math, science, social studies). Developing academic discourse will be a key component of these lessons. With Distance Learning, we want to make sure that teachers are using English Language Development strategies throughout the day in both synchronous and asynchronous instruction.	Teachers continued to work on Integrated English Language Development instruction in their lessons.
We will increase parent participation in school and through organized groups (Parent-Teacher Conference, English Learner Advisory Committee, School Site Council, etc.). We will explore different ways of reaching out to recruit parents for	Parent meetings were held via Zoom, but no speakers were used during these meetings

Planned Actions/Services	Actual Actions/Services
volunteering, attending meetings, and through parent workshops.	
Provide support in Spanish for our Dos Alas Program students to develop their Spanish literacy skills.	Staff supported students in Dos Alas during the school day, so extra funding was not needed.

Analysis

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

We were able to implement many of our desired activities, despite distance learning. We did need make changes to Professional Development plans to support teachers in the distance learning format. We were also unable to have outside speakers for parent groups.

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

The DeLaveaga staff did a tremendous job of educating children in the worst of circumstances. Distance learning was very difficult, yet we continued to see students make growth, though not as much growth as we would like. We will have to wait until we have CAASPP scores to evaluate against our metrics.

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

Any discrepancies were due to being unable to implement the activity because of distance learning.

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.

Next year, we will focus on intervention and finding ways to increase student learning at a rapid pace.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

All students will make mathematics growth.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Mathematics CAASPP Data: All Students	"All Students" will improve a minimum of 3 points on the 2019 Math CAASPP.	Data not available.
Mathematics CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2019 Math CAASPP.	Data not available.
Mathematics CAASPP Data: Students with Disabilities	Students with Disabilities will improve a minimum of 3 points on the 2019 Math CAASPP.	Data not available.
Mathematics CAASPP Data: Socioeconomically Disadvantaged	Socioeconomically Disadvantaged students will improve a minimum of 3 points on the 2019 Math CAASPP.	Data not available.
Mathematics CAASPP Data: Hispanic	Hispanic will improve a minimum of 3 points on the 2019 Math CAASPP.	Data not available.
Mathematics CAASPP Data: White	White students will improve a minimum of 3 points on the 2020 Math CAASPP.	Data not available.
Zearn Progress Reports	Will be determining baseline following T1 assessments	Data not available.
Unit Tests in Eureka Math Program	Will be determining baseline following T1 assessments	Data not available.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services
Teachers will implement the adopted math curriculum (Eureka) with fidelity.	Teachers used Eureka math regularly for instruction.
Teachers include research based engagement strategies, such as Integrated English Language Development, in their instruction to support English Language Learners and all student learning.	Teachers used integrated English Language Development strategies.
Math intervention will be provided both during and after school for those students in need of additional support.	Staff could not be recruited, so action was not completed.
Materials and Supplies.	Action completed.
Professional Development for staff and parents.	Unable to implement due to distance learning and COVID-19 restrictions.

Analysis

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

We were able to implement many of our desired activities, despite distance learning. We did need to make changes to professional development plans to support teachers in the distance learning format. We were also unable to work as closely with parent groups because of COVID-19 restrictions.

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

The DeLaveaga staff did a tremendous job of education students in the worst of circumstances. Distance learning was very difficult, yet we continued to see students make growth, though not as much growth as we would like. We will have to wait until we have CAASPP scores to evaluate against out metrics.

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

Any discrepancies were due to being unable to implement the activity because of distance learning.

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.

Next year, we will focus on intervention, and finding ways to increase students learning at a rapid pace.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

All English Learners will be academically successful.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Language Arts CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2020 ELA CAASPP.	Data not available.
Mathematics CAASPP Data: English Learners	English Learners will improve a minimum of 3 points on the 2020 Math CAASPP.	Data not available.
ELPAC Data	65% will score at a Level 3 or 4.	42.5% scored a 3 or 4.
EL Student Suspensions	Maintain 0%	Maintained in 20-21.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services
Integrated English Language Development (Professional Development, administrator walkthroughs, peer observations, coaching, etc.) in the areas of English Language Arts and math.	We were unable to complete peer observations and coaching due to distance learning.
Parent training on English Language Proficiency Assessment of California (ELPAC) and in math to better understand the Reclassification Process, and the math program, and how they an support their child/children at home. Schedule time to provide explanations of the assessment process, test scores and data to parents.	Training for parents occurred through videos and district-led parent meetings. English Language Advisory Committee meetings focused on reclassification and supports for students.
Staffing and materials to support the Learning Resource Teacher process and coordinate the ELPAC testing	Learning Resource Teacher meetings occurred via Zoom.
Designated English Language Development for all English Language Learners.	Teachers grouped students for designated English Language Development.

Analysis

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

We were able to implement all goals in this area, despite distance learning. The exception was in-person parent meetings and activities.

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

The DeLaveaga staff did a tremendous job of education students in the worst of circumstances. Distance learning was very difficult, yet we continued to see students make growth, though not as much growth as we would like. We will have to wait until we have CAASPP scores to evaluate against our metrics.

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

Any discrepancies were due to being unable to implement the activity because of distance learning.

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.

Next year, we will focus on intervention and finding ways to increase students learning at a rapid pace.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

All students will feel connected to their school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism: Percent of "All Students" absent more than 10% of the school year	We will decrease the percentage of chronically absent "All Students" by .5% or more.	Decreased 7.1%
Chronic Absenteeism: Percent of Students with Disabilities absent more than 10% of the school year	We will decrease the percentage of chronically absent Students with Disabilities by .5% or more.	Exceeded goal
Chronic Absenteeism: Percent of Socioeconomically Disadvantaged students absent more than 10% of the school year	We will decrease the percentage of chronically absent Socioeconomically Disadvantaged students by .5% or more.	Exceeded goal
Chronic Absenteeism: Percent of English Learners absent more than 10% of the school year	We will decrease the percentage of chronically absent English Learners by .5% or more.	Exceeded goal
Chronic Absenteeism: Percent of Hispanic students absent more than 10% of the school year	We will decrease the percentage of chronically absent Hispanic students by .5% or more.	Exceeded goal
Suspension: Percent of Students with Disabilities suspended once during the school year	We will decease the percentage of suspended Students with Disabilities to less than 1%.	0 students suspended

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services
Positive Behavioral Instruction and Support (PBIS) principles and school wide expectations will be implemented school-wide. Counselor and principal will present PBIS video on school wide expectations at grade level assemblies in September. PBIS team will analyze behavior data from office referrals to monitor locations and types of behavior that needs attention. We will provide an updated "online" version of our Dragon Way Expectations, as well as a system for student (and staff) recognition (Dragon Tickets and Drawings).	Staff continued to use PBIS principles during distance learning.
We will improve school-wide attendance through identification of chronically absent and truant students, communication with staff and parents and intervention through conferences, Tier/Student Study Team meetings and School Attendance	The attendance team worked very hard to reach out to families that were not attending in distance learning. As a result, our engagements percentages were very high.

Planned Actions/Services	Actual Actions/Services
Review Board referrals, as well as tutoring and/or small cohort support.	
Communicate with staff, students, and in particular parents about our School-wide Behavior System (The Dragon Way), along with the curriculum Second Step.	Communication was done through newsletters. Second step curriculum was used as part of asynchronous Wednesday activities.
Celebrations for Positive Student Behavior.	Students were celebrated in class and with virtual certifcates.
Provide training in Playworks games and strategies for all staff.	This activity was not implemented due to the distance learning format.
Student Referral System to better respond to student needs (PART - Participation and Attendance Review Team). This team will meet bi-monthly to identify students at risked based on attendance and engagement measures.	PART team met regularly to deal with attendance and discipline issues.
Provide parents training in technology (Seesaw, Google Classroom, email, and asynchronous apps (Lexia, Zearn, iStation, etc.) to better support their children both in Distance Learning and in-person learning.	District provided training for parents.

Analysis

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

We continued to use Second Step and our attendance review process during distance learning.

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

Our number of chronic absentees decreased according to the attendance and engagement records of 20-21.

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

Any discrepancies were due to being unable to implement the activity because of distance learning.

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.

Next year, we will continue our focus on PBIS, social emotional activities and student support.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	464,973.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	113,537.00
Donations	3,980.00
ESSER	18,300.00
LCFF - Base	37,542.00
LCFF - Supplemental	170,425.00
Lottery: Instructional Materials	60,000.00
Title I	61,189.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	247,817.00
2000-2999: Classified Personnel Salaries	97,481.00
4000-4999: Books And Supplies	106,675.00
5000-5999: Services And Other Operating Expenditures	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CARES Act	108,137.00
2000-2999: Classified Personnel Salaries	CARES Act	5,400.00
2000-2999: Classified Personnel Salaries	Donations	2,500.00
4000-4999: Books And Supplies	Donations	1,480.00
2000-2999: Classified Personnel Salaries	ESSER	10,800.00
4000-4999: Books And Supplies	ESSER	7,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	37,542.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	119,680.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	37,345.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	60,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
2000-2999: Classified Personnel Salaries	Title I	35,839.00
4000-4999: Books And Supplies	Title I	350.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Thien Hua	Principal
Elizabeth Becerra	Other School Staff
Kimberly Hecko	Classroom Teacher
Shanna Kiesz	Classroom Teacher
Hilda Oliva	Classroom Teacher
Aracely Contreras	Parent or Community Member
Jessy Beckett Parr	Parent or Community Member
Shuntelle Emanuel	Parent or Community Member
Juliana Reyes	Parent or Community Member
Emilyn Green	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 October 20, 2021.

Attested:

Principal, Thien Hua on September 28, 2021
SSC Chairperson, Jessy Beckett Parr on September 28, 2021